

**KNOWLEDGE FOR CHILDREN UGANDA**

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Year report

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## Overview Main Results 2013

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<b><i>Quantitative Results</i></b>
1. Distributed 5919 schoolbooks at 19 schools (Butambala District at 12 schools and in Masaka District at 7 Schools).
2. Improving Quality of Education Program at 19 schools.
3. Local contribution communities of 15% for the schoolbooks at 19 schools.
4. Trained and on-the-job coaching to 173 teachers. In total five Teacher Training Days per school were organised on: 'How to Use and How to Handle Textbooks' and 'Interactive Teaching Methods'.
5. Organised 6 reading competitions with reading clubs.
6. 3 Mobile library boxes in two districts with in total 2100 books. Mobile libraries are linked to the reading competitions.
7. Organised five school meetings per school to embed the co-investing model in a school. The five school meetings are needed to explain the co-investing model in detail and to reach all the relevant stakeholders.
8. Organised four stakeholder meetings per district/local government.
<b><i>Qualitative Results</i></b>
1. Implemented: a sensitization trajectory for co-investing is designed and implemented. Result is financial contribution from the communities.
2. Implemented: schools are selected with fixed criteria and are enrolled in the sensitization program.
3. Implemented: Reading tests are conducted and the results are shared and discussed with the school.
4. Implemented: Research conducted and in collaboration with the local teacher training colleges (PTC's) the active training methods and M&E systematics for the stakeholders are organised.
5. Implemented: All the stakeholders were involved in all the steps of the program.
6. Pilot for Leadership Skills Trainings for KforC team, Chairpersons of the Parent Teachers Associations (PTA), School Management Committees (SMC) and Head Teachers were organised.

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## In addition the following results were achieved in 2013:

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- ✓ COMMUNITY BASED ORGANISATION (CBO) STATUS SINCE 25TH JUNE 2013.
- ✓ NON- GOVERNMENTAL ORGANISATION (NGO) STATUS SINCE 23RD AUGUST 2013.
- ✓ PARTNERSHIP AND CO-INVESTMENT WITH THE LOCAL PRIMARY TEACHERS COLLEGES (PTC'S) IN MASAKA AND BUTAMBALA.
- ✓ PARTNERSHIP WITH BUTAMBALA DISTRICT: FINANCIAL CONTRIBUTION FROM THE DISTRICT FOR EACH SCHOOL IN THE BOOK PROGRAM.
- ✓ POTENTIAL PARTNERSHIP WITH THE ROTARY CLUB OF MASAKA.
- ✓ YEARLY SEMINAR: INTERACTIVE TEACHING METHODS.
- ✓ START OF THE PARTNER PROGRAM WITH LOCAL NGO'S.
- ✓ A FOOD AND NUTRITION RESEARCH AND SENSITIZATION IS CONDUCTED.



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## SECTION 1: KforC Uganda Managerial 2013



### CHAPTER 1: Mission, Vision and Motto

**Knowledge for Children (KforC)** believes knowledge is the key to development and gives opportunities for children to make their own decisions in the future.

#### **Mission:**

Our Mission is to invest in Quality Education for children in rural areas by building a platform that operates professionally and emphasizes on results. Knowledge for Children focuses on promoting the involvement and self-reliance of the local community by a financial co-investment concept and by working through strong partnerships with education organisations. As a network of partner organisations with a shared mission, we aim to improve the quality of Primary Education and give as many children as possible a better future.

#### **Financial co-investment concept:**

KforC buys a part of the books; the community buys the other part. The purchase of books is divided as follows:

Year	KforC (with partners & district)	Community <sup>1</sup>
1	85%	15%
2	70%	30%
3	50%	50%
4,5,6 and more	Nothing	Keep raising money

#### **Vision:**

Our vision is to invest in the knowledge of children and the knowledge of teachers, parents and local communities as a whole. By investing in knowledge, Knowledge for Children contributes to communities' self-reliance and improves the quality of education. In cooperation with and support of the government and our partners, Knowledge for Children wants to raise the level of education to a structurally higher level in the rural areas of Uganda. Knowledge for Children Uganda wants to partner with other NGO's to adopt the Book Program and build a strong network to develop solutions to complex challenges in the educational sector throughout Uganda.

#### **Facts about Ugandan schooling system:**

In an effort to fulfil the Universal Millennium Development Goals (MDGs) the government of Uganda introduced free primary education in 1997:

- Enrolment swelled from 2.9 million to 5.6 million
- Today about 8.3 million children go to school.

Access to quality education, however, is still low and many children cannot read and write by the time they complete primary seven. And then there is a high school dropout:

- 1/3 of all primary one pupils who enrol in primary one complete the full seven years of primary school.
- Close to 1.5 million pupils never make it to secondary schools every year.

**Motto:**

Knowledge for Children Uganda (KforC Uganda) uses the following motto to make people aware of what is central to all our programs: **Knowledge is the key to success**

***Partner Program Pilot in 2014***

In the Mission we write about a network of partner organisations. Why and how do we want to organise this network? KforC Uganda works on an inventive way to be able to reach out to more schools in Uganda without becoming a big, costly and inflexible apparatus:

- Through a strong network developing suited solutions to the complex challenges in the educational sector in Uganda;
- Through enabling other NGO's to implement our Book Program;
- Through building on the capacity of Ugandan initiatives already present.

Consequently rurally located Ugandan NGO's are incorporating our Book Program with the co-investment concept. Through our assistance during the implementation they will be able to enable schools to get their textbooks.

The Partner Program, so far, exists out of two partners and KforC.

The Partners are:

- African Youth Peace Initiative (AYPI) in Kibaale
- Africa Foundation for Civic Education and Development (AFFO-CED) in Tororo

KforC is present during the first implementation and organises trainings and refresher courses.

***Activities Partner Program*****Executed activities in 2013:**

May:	Search for potential partners
July & August:	Field visits to Kibaale and Tororo
September:	Exploration of Educational Partner Platform idea
October:	Visits of the two partners to Masaka
November:	Field visits to Kibaale and Tororo
December:	Design of the long-term program

**Planned activities in 2014:**

January:	Finalising of the program
February:	Start of the implementation
March:	Sensitisation of the communities by the partners.
April/May:	First Book Donations in the new districts.

**CHAPTER 2: CBO and NGO status**

KforC Uganda started the 27<sup>th</sup> of January 2013. After a few months it became clear that Uganda is a fruitful country for the Programs of KforC. The co-investment concept works. Communities are contributing towards the textbooks and the schools are positively attributing towards the relationship with KforC. Even other Educational Partners such as the Primary Teachers Colleges (PTC’s) are contributing a small percentage towards the trainings of the teachers.

In June the KforC team in Uganda and the board in the Netherlands came to the conclusion to register as a Community Based Organisation in Masaka district.

Since 25<sup>th</sup> of June KforC Uganda has its Community Based Organisation status, with Mirjam Altena as Country Director, Thomas Onyango as Treasurer and Secretary, and Kalema Francis as Mobiliser.

Because of the plans of KforC Uganda to start with a Partner Program and to role out the Book Program with other NGO’s in other parts of the country, it was decided to start with the registration as Non-Governmental Organisation (NGO). Mirjam Altena is a representative of the Dutch KforC team, so KforC Uganda could register as Local NGO, instead of an International NGO. This might be one of the next steps in the development of the organisation.



Since 23<sup>rd</sup> of August 2013 Knowledge for Children Uganda is registered as Local NGO, allowing the organisation to work throughout Uganda and work on developing the Partner Program. Mary Federis Nankya is the Chair Person, Thomas Onyango is Treasurer and Secretary, and Kalema Francis is Mobiliser. With Mirjam Altena as overseer, advisor and representative of the Board of KforC the Netherlands.

### CHAPTER 3: KforC team Uganda 2013

Our KforC team in Uganda grew over the several months that we have been working in Masaka. Now we have a reliable team of six people who work with us on a very regular basis. Two people are fulltime, two others are part-time, and we have a volunteer who joins whenever she can.



#### **Mary Federis Nankya, KforC Sensitisation Officer, fulltime**

Mary is the sensitisation officer of the KforC team. She was introduced to us in late May. She is a former primary school principal, and has worked in South Sudan to improve education there. She is an experienced manager and knows a lot about primary school education. It is our intention that she helps the Country Director to roll out the book programme, focusing especially on the sensitisation of the parents and local communities.

#### **Katuusi Apollo, KforC Sensitisation Assistant, fulltime**

Apollo became our first official volunteer in mid-March. Now, he is assisting Maria with the sensitisation program. His responsibility is to assist the Sensitization Officer in the execution of the Sensitization program for the Schoolbook Program. He is also responsible for school visits. Each school will be visited twice per year to check on the books and the use of books in the classrooms. Apollo is a teacher by profession and worked till August as a teacher in the subjects Religious Education and History on a secondary school. He works fulltime for KforC since September 2013.



#### **Ssemaganda George, Teacher-Trainer, part-time**

George is one of the three Coordinating Centre Tutors, with whom we started working in February. He is attached to the Coordinating Centre of Kyantale. Two of the schools in our Book Program are under his responsibility as CCT. In the teacher-trainings of KforC, the CCT's work closely together with KforC. George came on board to assist KforC in organising and giving these trainings. Since September he is our Teacher-Trainer, and responsible to train the teachers of the schools in the Schoolbook Program.

#### **Francis Kalema, KforC Board Member, Mobiliser**

Francis is a tutor in Rakai District, and has worked with us since late April. He has taken the responsibility for the CBO (Community Based Organisation) registration process together with Thomas Onyango. Since 25<sup>th</sup> of June he became one of our three board members. He joins the KforC team on Book Donations and other important occasions where he is needed to represent KforC or the Country Director.





**Thomas Onyango, KforC Board Member, Secretary**

Thomas originates from Kenya. He came to Uganda in 2007. He is a well-known man in Masaka, because of his pastoral work. Thomas took the responsibility upon him together with Francis to get KforC Uganda registered as a CBO. After that, he continued working on our NGO status and succeeded within 2 months time. He works on professionalising the organisation and became our Secretary in the Board in June 2013.

**Jane, reading test conductor, voluntary**

Jane came to work with KforC for one day per week and mainly in the periods that we conduct the reading tests in our schools. She works closely together with Maria. Jane originates from the Eastern part of Uganda but lives in Masaka since several years.



**Mirjam Altena, Country Director, fulltime**

Mirjam started working for KforC in January 2013. After a short visit of three weeks to KforC in Cameroon she travelled to Uganda. With Cameroon as example she founded KforC Uganda with help from Arnold Roozenbeek, the director and founder of KforC. Mirjam has a background in Cultural Anthropology and Culture, Organisation and Management and had just finished a Management Development program when she started working for KforC. Working as a Country Director fits her background and she really enjoys working for KforC.

## Chapter 4: Volunteers of 2013

Since the beginning of KforC Uganda, we have also been assisted by several volunteers. All of them came from the Netherlands. We are grateful for the work that they have done and the difference they've made for KforC and the schools where we work.

### Jo-Anne Groefsema, Education Expert from March till July 2013

Jo-Anne came to work with KforC for five months. Jo-Anne is a Geography teacher at a secondary school in the Netherlands. After working as a volunteer with Edukans, she joined KforC as the educational expert. She had a lot of experience and was a real specialist of the educational system of Uganda. She helped the Country Director during the initial start-up of the trainings of the teachers and with modelling the Book Program.



### Jon Roozenbeek, volunteer from March till May 2013

Jon was our volunteer who helped with the initial start-up. Jon had just finished his bachelor degree when he came to Uganda. At the moment he studies development studies in Sweden. After 3 months with KforC he gained more experience in his field of interest, which will help him during his studies, he said. Together with the Country Director he travelled through Uganda to visit potential partners for the partner program.

### Wieneke Bloemen, research on Food and Nutrition, from September till November 2013

Wieneke is a student at the *Hogeschool Leiden* in the Netherlands. She studies *Food and Nutrition* and came to Uganda to write her thesis about the quality of food provided on Primary Schools. Her case study focused on one school of KforC, namely Victorious Kyabakuza. She sensitised parents about the importance of breakfast and nutritional meals, to improve on the learning abilities of the children. She designed a special sensitisation program for children and parents, which can also be used by KforC for future purposes.



## SECTION 2: Programs 2013



To ensure a better future for the new generation, Knowledge for Children has taken up the task to improve the level of primary education in rural Uganda. Our main programs are: The Book Program, Train-the-Teacher Program, Stakeholder Involvement Program and Reading Culture Program. The Knowledge for Children working method is sustainable in the sense that we strive to financial independence of the local population. We also focus on building the capacity of the teachers and local leaders to try to keep the knowledge within the school community. We constantly monitor our results, with an innovative spirit and a focus on the efficient use of resources.

### CHAPTER 1: Book Program

An important way to transfer knowledge is through textbooks. In Uganda, particularly in the rural areas, schools often lack sufficient textbooks. Our Schoolbook Program allows every participating school to build up a sufficient book registry over 3 years, giving each child access to textbooks. KforC works with the unique principle of co-investing, where the community itself makes a significant financial contribution. This contribution is so substantial that after three years schools are able to continue the purchase of books independently without financial contribution from Knowledge for Children.

To explain the Book Program to the schools we have made a detailed explanation with example calculations. An important part of the Book Program are the reading tests which we conduct every beginning of a new year. This reading test will help us to monitor our results and helps to follow the progress of the schools closely. If the progress is not enough, we stop the Book Program for a year and start an intensive training and on-the-job coaching program.

Newly admitted schools will also sign the Book Program Contract. This contract describes the commitment of the school, the community and KforC. If the school or the community cannot meet the requirements as written in the contract, KforC can terminate the book program with this school at any given time.

#### ***Book Program detailed explanation***

##### ***Amount of books:***

After three years, a school will have two books per learner<sup>1</sup>. According to Ugandan Curriculum there are four major subjects:

P1 to P3: English, Mathematics, Literacy I and Literacy II

P4 to P7: English, Mathematics, Social Studies and Science

After the 3-year program, each child will have two books, meaning that two children together will have four books: The four books of the four subjects of the Ugandan Curriculum.

The number of books a school will receive in a certain year is calculated as follows:

Total enrollment of the primary school times 2 (books per child) divided by 3 (duration of book program).

*Example: If a school has currently 300 pupils, the school will get in total 600 books. Meaning 2 books per child. Every year the school will receive 200 books, making it 600 in three years (200 + 200 + 200 = 600).*

**The purchase of books:**

Year	KforC (with partners & district)	Community <sup>1</sup>
1	85%	15%
2	70%	30%
3	50%	50%
4,5,6 and more	Nothing	Keep raising money

*Example: If the same school as above is in year 2, KforC pays 70% and the community 30%. The example school receives 200 books each year. KforC pays 140 books and the school 60 books. A book costs on average 20,000 UGX (example).*

*The total sum is 200 books \* 20,000 = 4,000,000 UGX.*

*KforC will pay: 140 books \* 20,000 = 2,800,000 UGX.*

*The community has to raise: 1,200,000 UGX.*

**The community:** The community will be given an indication of the cost of the books that are going to be bought per year, based on the average book price.

*Example: If the average book price is 20,000 UGX and the community has to buy 60 books, they will be told to raise 60 \* 20,000 = 1,200,000 UGX.*

In consultation with the community the time for raising the money will be determined with a maximum of one term (3 months). The books will be chosen together with the school. The headmaster is responsible for choosing the right books and has to consult his teachers in coming to the final decision. The decision has to be made clear to Knowledge for Children. Knowledge for Children reserves the right to discuss the choice of the books/ publishers with the headmaster.

**Criteria to be part of Book Program:** Before the start of the program, KforC shall conduct a feasibility test. If the school passes this test they can enter the Book program. One of the requirements is a safe and dry place for storage of the books, preferably a cupboard that can be locked, inside the school (library) so the children can use it frequently. The books have to be stamped with "Donated by KforC", "not for sale" and the school stamp. After receiving the books, they have to be covered to protect the books and prolong the usage of the books. By entering the program, the school must have set up a bank account for the book fund. This bank account can be used to save any money that is left over after the books are bought, so it can be taken to the next year of the book program. As start of the book program KforC will conduct a reading test. This test is to get to know the level of reading abilities of the students. The information of this test shall be used to measure the progress of the school for KforC purposes only. When a school has finished year 1 of the program, KforC will conduct a second reading test at the school. If the school passes the test, they can continue in the program.

**Graduation from the Book Program:** What happens to schools after the three years in the Book Program? If a school has received the third set of books, and have bought their third share as well, they graduate from the schoolbook program. After this, at the first annual general meeting of KforC the school will receive their Graduation Certificate. Schools that have graduated will stay Partners of KforC, as long as they keep raising money in the community every year. They can use the money to buy books to replace old or damaged books. If the school takes good care of the books, there is no need to replace a lot of books after year 3. (Year 4, 5, 6 etc). Normal usage time of books is 8 till 10 years. The books that have to be replaced should be bought through the KforC office. From the fourth year onwards, the schools can get a discount on the book prices that KforC has arranged with the publishers. The amount of money to be raised each year after the third year, has to be similar to the amount raised in year 3 of the book program, and will only be adjusted if anything changes in the pupil enrollment.

## **CHAPTER 2: Train-the-Teacher Program**

To increase the effectiveness of the Knowledge for Children book program, part of the KforC work is to train teachers, head teachers and local leaders, such as the chairperson of the Parent Teacher Associations (PTA) and the chairperson of the School Management Committee (SMC).

Considering self-reliance is a core value of KforC, therefore we work together with the Primary Teachers College (PTC).

### **Teacher Training in Uganda**

- Teaching apparatus in primary education in Uganda is organised decentralised around so-called Primary Teachers Colleges (PTC).
- Each PTC has a number of Coordinating Centres (CC), located throughout the district.
- Schools are tutored by the nearest CC, led by a so-called Coordinating Centre Tutor (CCT).

Together with the PTC we organised four trainings for the schools participating in our programme. The first training in our program is: 'How to handle books'. The second training in our program is: 'How to use books in class'. The third and fourth training are combined in a two and a half day workshop: 'Use of active and interactive teaching methods in teaching reading'.

### **Teacher-trainings on handling, using and maintenance of books and book registries**

These are workshops facilitated by education experts and CCT from the PTC. The workshops are organised to train the teachers on lesson planning using the textbooks, and care and maintenance of the books. This training is necessary to ensure that textbooks do not just remain on the bookshelf but are used in class in the teaching and learning process of the children. In addition to this training we also educate the school management committees on how to establish the schools book fund and mobilize stakeholders for the same.

### **Teacher training on active teaching methods**

Special two and a half day workshops are being organised for three teachers per school in the program to teach them a more pupil-centred way of teaching instead of teacher-centred. For this training we make use of active lesson methods as sentence making, memory, letter search and interactive methods. We also make use of techniques which we learned from trainers and educational experts from The Netherlands and from within Uganda. Each district receives this workshop at least once a year, with a repetition of the methods during our yearly seminar.

### **Follow-up and monitoring**

After the schools have received our four trainings, we go for a follow-up to the schools. During those days we sit in the back of the classroom and watch the teachers. After witnessing the ways of teaching for a while we have a feedback session with the whole staff from the school. This is an open discussion that can also be used by the teachers to indicate difficulties that they experience with bringing the learned into practice.

The monitoring of the progress of the schools is being done by the CCT's, who give their feedback to KforC.

### CHAPTER 3: Stakeholder involvement Program

To promote stakeholder participation in the education of children, stakeholder meetings are held at different levels namely; the district level, the sub county level, and the school level. The purpose of these meetings is to generate support at all levels and mobilize local resources for the project. It also helps to ensure that schools in the most needy communities are targeted and promotes local ownership by involving the key stakeholders in schools selection. The key stakeholders here will include: the District Education Officers, Centre Coordinating Tutors, and School Management Committees (SMC), local leaders and the Parents /Teachers Association (PTA) Committee Members. Especially we focus on the last three groups, SMC, local leaders and parents association. We have a sensitisation trajectory of over a month to sensitise parents and committee members to take up the responsibility for good quality education in their school. The importance of stakeholder meetings with the school-community is to familiarise the parents with KforC, and help them embrace and accept the programme and take ownership. As KforC we take the time during our sensitisation period to guarantee that the whole community is aware and on board with the program.



## **CHAPTER 4: Reading culture Program**

Literacy rates in primary schools in rural areas are very low. Even graduates from primary school are often not able to read and write. By conducting reading tests on our primary schools at entry point and every other year after that, we will be able to assess the level of literacy for each new school and follow progress closely. If the progress is unsatisfactory the school will be offered a training program, with workshops and on-the-job coaching. After we have established a good relationship with our schools we will establish reading clubs and organize reading competitions in the schools. Consequently stimulating the experience in reading. Children will be provided with stories and books in mobile library boxes to encourage them to read more. For children to become good and motivated readers, they need to read many books. In this way reading for children can become a skill for life. Children need reading books that contain fun and interesting stories in order for them to start enjoying reading. This will create a healthier reading culture.

### **Reading clubs formation in schools**

In order to raise the reading interest of the children, reading clubs will be established in schools and equipped with all kinds of fun storybooks. The reading activities will be integrated with games and drama in order to make it fun for the children. By implementing this activity, KforC will contribute to building a positive reading culture among the children in the participating schools.

### **Mobile Library boxes**

Libraries hardly exist in the rural areas. To be able to provide schools with books that are interesting, mobile boxes are developed that contain real books for different levels. These boxes will be circulating in different schools from the beginning of 2014 and onwards. Children will read books together and play games with letters, words and sentences. Children who can read can help others, who can't read, in this way peer reading takes place.

### **Reading and spelling competitions for schools**

This activity will not only provide a platform and motivation for children to learn and read; it will help to develop life skills for the participating children. Children will develop confidence, public speaking skills, and communication and leadership skills from a tender age. The competitions will be both intra and inter school.

### **Monitoring, evaluation and reporting**

This will be a continuous process during the life of the project in a school. Reading tests will be conducted to measure progress annually. Because of the high level of stakeholder participation; monitoring and evaluation will be done at many levels including at school management committee level and centre coordinating tutor visits.

## **CHAPTER 5: Research Quality Education**

Different persons under supervision of the Country Manager has helped to set up reading tests, develop materials and methods for more active teaching, M&E systematics and discussed materials already made available by the Ministry of Basic Education. All is done in cooperation with the PTC's and other NGO's like Save the Children, VSO and UNICEF.

## SECTION 3: Reports from the field

### CHAPTER 1: School-Community sensitisations



#### Challenges in the field

Parents regard the universal primary education initiative, which grants access to free primary education, as a government gift to them. They believe that it is no longer necessary to provide scholastic materials and lunch to their children.

This has in turn demoralised teachers who do not see the need to struggle finding innovative ways of teaching given the disinterest of (most of) the parents.

Through experience in the field we decided to intensify our sensitisation trajectory to a minimum of 5 sensitisation days. In each sensitisation a different level of stakeholders is informed:

1. We start with the head teacher and chairpersons of the SMC and PTA.
2. During the second meeting we talk with the staff of the school and all the members of both committees.
3. The third sensitisation is a special information day for the parents to learn about the KforC programme.
4. The fourth sensitisation is a reading game with the pupils of the school. This is to make them aware of the KforC programs and at the same time learning in an active way.
5. The last sensitisation that we do is within the community. KforC team member go to the churches and mosques within the community to talk about the KforC book program and the community contribution.

The intensified sensitisation trajectory is necessary to get the community willing to contribute towards the book program. Parents embraced the idea of the book programme, and oftentimes they would come forward immediately to donate their share to the head teacher.

For the first year, parents donate around 2,000 Shillings (or around 1 euro) per child. The information days are going very well, and the CCTs all feel very involved and responsible for the way they are run.



## CHAPTER 2: Schools in Masaka and Butambale

KforC Uganda has partnerships with the Core PTC of Ndegeya (just outside Masaka) and the Core PTC of Kabulasoké (responsible for Butambala district). Through these PTC's, we work together with CCs. In Masaka namely: Ssaza, Kyumba and Kyantale. In Butambala: Gombe, Butawuka and Kalamba.

### Masaka

The CCT's of Ndegeya Core PTC, selected a few schools within their CC that they thought would be suitable. We then visited these schools, together with the CCT. We have visited a total of 10 schools this way. The chairman of the School Management Committee (SMC), the chairman of the Parent Teachers Association (PTA), the school's headmaster or depute, attended these visits from the KforC team. After the schools had been selected based on both willingness and ability, all head teachers



were invited to a special **head teachers' meeting**. The Deputy of the Core PTC Ndegeya and the three CCTs also attended this meeting. An important topic discussed during this meeting was the choice of books and publishers. We gave the head teachers the responsibility to decide which publisher to use. After this, we let them choose how to phase out the book donations over the three years. The head teachers wanted MK publishers for all subjects; English, Mathematics, Social Studies and Science. The first three classes receive books for Literacy 1 and Literacy 2, which equals reading and writing. For year 1, the head teachers chose to receive English books for all classes, and Literacy 1 in the local language for the first three classes. This is entirely in line with KforC's focus on improving reading culture.

### Head teachers meeting explained

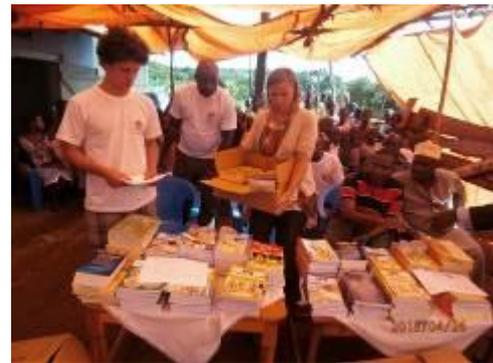
According to the three-year program, every year new schools enter the Book Program and older schools continue to the next year. Two times a year a school can enter into the Book Program. Every entry starts with sensitisation and a head teachers meeting. In this meeting the head teachers of the newly entered schools are invited to:

- Decide on the publisher of the textbooks they want to receive;
- Decide on the phasing of the books (which books in which year);
- Share ideas on fundraising;
- Ask more explanation from KforC.

KforC also invites one or two Head Teachers of older schools to share their experiences.

### Butambale

Butambala district has promised to contribute financially to our program in 2014 as long as we work towards assisting all 68 schools in the district in the coming years. Our first two schools came to us via The Hunger Project, our partner in Butambala. Since our relationship with the district officials is so good, it was the DEO who proposed to us the other 10 schools. The last 6 just entered the program in October; sensitisation was done in November, as to work towards donating books as soon as the new school year starts in 2014. Butambala district is a very poor district. Communities therefore need time to raise the funds.



### CHAPTER 3: Book Donations

In planning our activities, we focus on involving the schools. Therefore the head teachers decide when they think they are finished with raising their percentage. One week after they've deposited the money onto the KforC Uganda Bank account they receive the books. The Book Donation days are a special occasion. We ask the head teacher to organise the event and invite important stakeholders.

In total 5919 schoolbooks were distributed at 19 schools (Butambala District at 12 schools and in Masaka District at 7 Schools). We incorporated more schools into the program because schools are smaller in size than expected.



## CHAPTER 4: Teacher trainings

### Introduction:

Per year each school receives three training sessions. These trainings are planned according to the planning of the book donations. The book donation is preceded by training, and directly followed by training. The trainings deliver knowledge benefiting the use of the books.



In total we trained 6 schools in Butambala and 7 schools in Masaka district. Extra guests visited our trainings, such as the principals from the Primary Teachers Colleges, a volunteer from UWEZO, our partner in conducting reading tests and local leaders and Imams. All trainings were wonderfully successful and teachers participated actively. In the last training session skills were repeated with a lot of practical input.

Teachers grew during our program, the way they prepared their lessons in the first training drastically changed towards the end, from a teacher-centred towards a learner-centred approach.

### Training program in Butambala and Masaka:



1. The 1<sup>st</sup> training: *'how to handle books'* was organised in both districts at Coordinating Centre level; meaning that 3 schools per CC were trained at the same time. In total we trained **39 teachers**.
2. The 2<sup>nd</sup> training: *'how to use texbooks'* was organised at school level; meaning that all teachers joined this training. We trained **over 90 teachers**.
3. Two-day workshop: *'Use of interactive teaching methods in teaching reading'* was organised at district level; meaning that all schools in a district were trained together. From each school 3 teachers plus student teachers joined. We trained **44 teachers and 10 student teachers**.

### Yearly seminar with interactive teaching methods workshop

In October 2013 KforC organised for the first time her yearly seminar. We received more than 40 visitors. All seven schools were present for the morning program. Other stakeholders also attended, such as the director of the CBO-board, a representative from the District, representatives from the PTC and a guest from the Rotary of Masaka.

The day started with two workshops for teachers. Workshop 1: *'Teaching writing skills'* and workshop 2: *'Use of Interactive teaching methods'* by Dees van Oosterhout from the Netherlands. Dees van Oosterhout visited Uganda in October with our organised 'Uganda experience trip'. Dees published several books about training methods and personal development and gave the workshop to teachers in our program. Teachers were impressed and participated actively. We received very positive feedback on the content of both workshops.





The afternoon session followed the morning program with a general presentation about KforC and the results of 2013. The afternoon was especially for stakeholders, although most stakeholders also joined the workshops, resulting in interesting dynamics. Stakeholders admitted that they were very pleased with KforC and openly declared their support for KforC Uganda.

The seminar of October proves to us that our relationship with our schools is good. All invitees were present and in time. It seems to be a very good way to profile KforC Uganda and our co-investing partners. The workshops complement our training program and the stakeholder session complements our stakeholder meetings held throughout the year. All in all was the seminar a great success and worthy of repeating on a yearly basis.

### Special leadership skills training

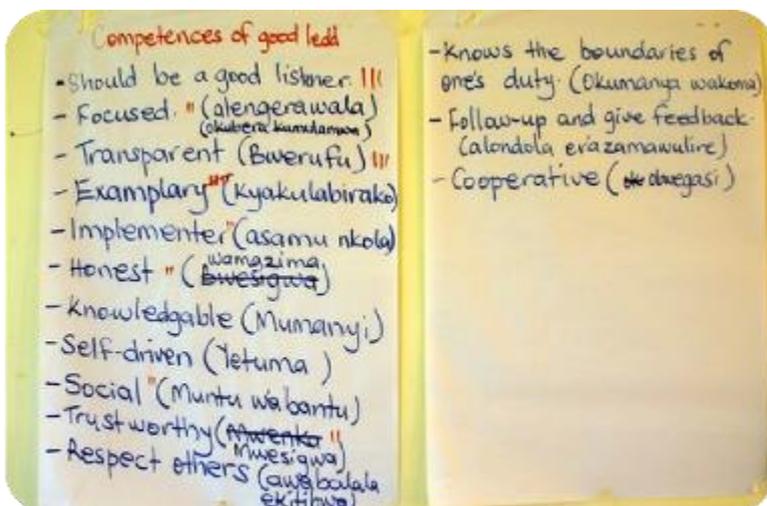
KforC Uganda strongly believes that the success of her programs depend on the capacity of the people that she works with. Therefore we invested in a special leadership-skills training for our head teachers and chairpersons of the committees in the school.

A whole day these 'leaders' in the schools were trained about topics concerning good leadership and how to use this knowledge to make the Book Program of KforC within their schools successful. We trained 18 people in Masaka district. The training was so successful that we shall organise the training also in Butambala district.



The KforC team was also trained. Topics that were touched upon during the trainings were:

1. What is leadership and what qualities does a (good) leader have;
2. Paradigm shift and recognising of different points of view;
3. Different styles of problem solving;
4. The role of trust in leadership.



## **CHAPTER 5: Involvement of stakeholders**

KforC is more able to make sure that the work it is doing when it fits within the local culture and existing governmental and bureaucratic structures. Therefore we invest in partnerships with different parties in educational and political sectors. In this way we can guarantee the sustainability of our projects.

### **Primary Teachers College and CCTs**

In both districts we have a partnerships with the core PTC's. Through a Memorandum of Understanding (MoU) we have agreed on our respective responsibilities. This way, KforC works via already existing structures within the Ugandan primary school system. The PTC and the CCTs are already responsible for the quality of education, and with our support they are able to carry out their duties even better. They do not see the KforC programme as an extra burden, but as a welcome addition to an already existing task. Furthermore, the involvement of these parties promotes the participation of the schools themselves. CCTs are usually very committed to the schools they are responsible for, and are very involved in improving education in their area.

### **District officials**

We've entered into an MoU with Butambala district. For each school in the program the district contributes 3,000,000 shillings (=880 euro). In return KforC works towards assisting all 68 government-aided schools in Butambala district. Meetings with District officials are very important for the sustainability of our programs. Next to financial support, this district also supports us politically which means that they highly influence the communities in supporting the Book Program and contributing money and means to the success of it. Masaka district is also completely aware of our program and in support of our program politically. Till now this did not translate into any technical support.

### **Rotary of Masaka**

In Masaka we got introduced to the Rotary Club on the 30<sup>th</sup> of October. The Rotary was very enthusiastic about our Book Program and showed interest in a potential partnership. Via this partnership we can also pressurise the district in supporting our programs.



## CHAPTER 6: EXTRA: Food and nutrition research and sensitisation

Wieneke Bloemen came to Uganda in September 2013 to conduct research for KforC about food and nutrition. She conducted her research amongst school children and their parents. As is known that eating behaviour can have an impact on learning capacities of children. The research of Wieneke showed a need for sensitisation on the topics of breakfast and a more balanced and healthy diet. In cooperation with a member of the KforC team she developed special material and organised workshops for parents and children from the higher classes. After the conducted workshops she surveyed the results and the impact of the workshop. All target groups filled a 10-question survey checking if the knowledge was understood. Mothers and P6 pupils showed great improvement. Before the workshop only 3 out of 10 questions were filled out correctly, after the workshop this number increased up to an average of 7 out of 10 questions.

After one week, a community report came to us via the school, telling us a difference in food preparation and better understanding of a balanced meal. The KforC team was practically involved in the designing of the materials and the conducting of the workshops. Our plan is to continue the sensitisation and reach out to all our schools in the program with at least two days of training for parents and pupils from the highest classes.

In total between 30 and 35 parents attended the workshop and 2 upper classes, P5 and P6 were sensitised.



SECTION 4: Finance 2013

**Budget versus Realisation**

Income	Budget 2013	Realisation 2013
<b>Financing Organisations</b>		
1. KforC Netherlands	€ 64.000	€ 69.000
2. KforC Uganda	€ 20.000	€ 15.000
<b>Total</b>	<b>€ 84.000</b>	<b>€ 84.000</b>

Expenditures	Budget 2013	Realisation 2013
<b>Programs</b>		
Program 1: Schoolbooks	€ 30.600	€ 30.050
Program 2: Reading Culture	€ 8.000	€ 8.613
Program 3: Train the Teacher	€ 9.000	€ 7.810
Program 4: Stakeholder Involvement	€ 6.500	€ 5.559
Program 5: Research Quality Education	€ 2.500	€ 2.100
Program 6: Leadership Program for community key individuals	€ 6.000	€ 7.000
Unforeseen 5%	€ 3.500	€ 4.133
<b>Subtotal</b>	<b>€ 66.100</b>	<b>€ 65.265</b>
Note: Cost for Programs (7%); communication, local travel costs etc. are incurred in all Programs.		
<b>Organisation</b>		
Management	€ 8.000	€ 7.388
Travel expenditures	€ 3.900	€ 4.130
Capacity Building (New country startup)	€ 6.000	€ 6.000
<b>Subtotal</b>	<b>€ 17.900</b>	<b>€ 17.518</b>
<b>Total</b>	<b>€ 84.000</b>	<b>€ 82.783</b>

