

Year Report 2019



In 2019 we have reached:

23,126 children with 9,607 books at 125 schools and 781 teachers plus 491 student teachers

Preface Managing Director Africa

I am glad to present to you the year report for 2019. This report summarises the progress made by the team Knowledge for Children Uganda within the Primary Schools in our program.

It is with proud that I present this report to you as this is the first year report from our organization being fully run by the Ugandan team that I am heading. At the end of last year, the management of Knowledge for Uganda was handed over to the Ugandan team and it is now the first year with the organisation under their management. Knowledge for Children Uganda has continued to greatly impact on the schools as reflected in the results shared within this report.

In this year we carried out a lot of stakeholders engagement through meetings with District leaders which has resulted in Memorandums of Understanding being shared with all Districts that we work with. We signed Memorandum of Understanding with Butambala, Lwengo and Masaka District.

One of the CCTs that we were working with under Butambala District Salongo Tabu was transferred and replaced by Michael. We also brought on board 3 new CCTs; Mary for Mpigi District, Anthony for Masaka District and Richard for Kyotera District, who works with our partners Brick by Brick. For all his time we have been working with 3 CCTs and now with the above changes we have 4 new CCTs bringing the total number to 6. All the new CCTs have under gone the necessary orientation and they are ready to conduct workshops on their own.

As part of our effort to promote the reading culture in in schools we successfully conducted reading competitions for 43 schools from Butambala, Masaka and Lwengo Districts. We congratulate all the schools that participated with special regards to overall winners; Hidden Treasure in Butambala District, Kasaana Junior in Masaka District and Bishop Ddungu in Lwengo District. Generally, compared to last year there was an improvement in audibility, confidence, accuracy and ability to comprehend among children.

In November we hosted our Annual General Meeting which was joined with a representation from the Board of Knowledge for Children the Netherlands. It was an honour to show them how far the organization has come and how many schools we reach through the program.

In this report first, you will find the summary of the objectives and the results in 2019 and a more detailed report on each step of our 3 step program: books, quality of education and leadership. You will also find a report on our activities to involve all stakeholders in education with our work and we present our team and board.

I hope you will enjoy reading this report. Thank you for your continuous support.

Kasozi Disan

Country Director

Knowledge for Children Uganda





Summary objectives and results (1)

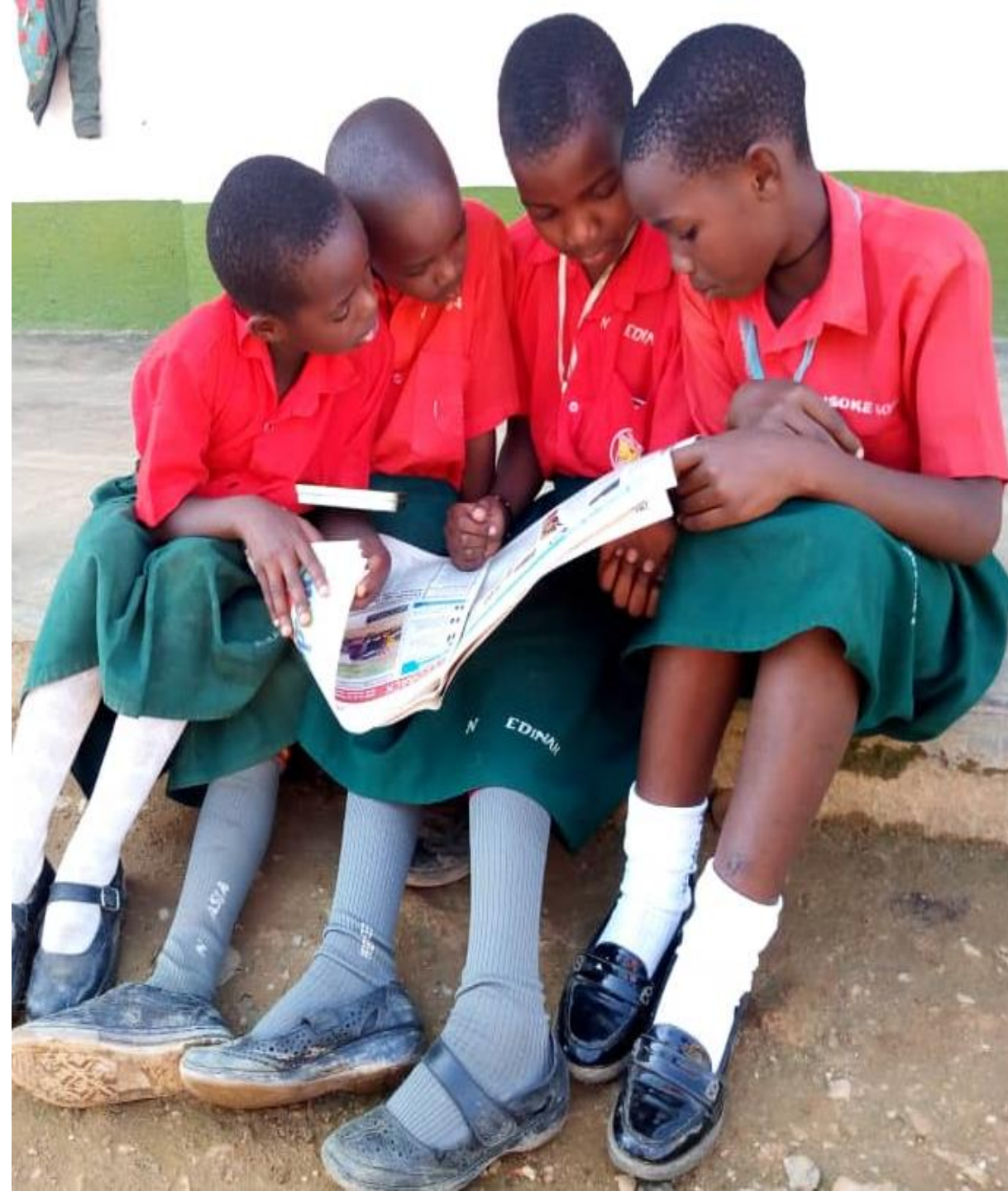
Based on the objectives in the three yearplan 2017-2019, the achieved results in 2019 are.

Objectives 2019	Results 2019
Stabilise the number of active schools team K4C at 70 schools and grow with partner organizations up to a total of 85 active schools in the program.	The K4C team worked with 70 active schools in the program in 2019 and through the organizations we partner with, we reached another 15 schools bringing the total up to 85 active schools in the program in 2019.
13 schools to finish programs and to be self-reliant to reach 40 graduated schools in total	We are very proud to report that a total of 14 schools graduated from the program in 2019 reaching a total of 40 graduated schools at the end of 2019 that we work with as partners in development.
Reach 24,000 children	We reached 23,126 children:
Reach up to 8 districts	The K4C team worked with Butambala, Kibaale, Lwengo, Masaka and Mpigi district and through partner organizations we reached the districts of Busia, Kyotera and Tororo.
Organize 3 stakeholders meetings per district	We met up with the districts officials every term of the school year to keep them update on the progress of our program in the schools per district.
Distribute 9,500 text books	9,607 books were given out
Have 50 mobile boxes used in schools with 5,000 books	Installed another 43 mobile library boxes in the schools.
Ensure a steady level of 75% paid contributions within the year by the schools in the program	A total of 20 schools in the 1st year completed their 15% payment; 15 schools in the 2nd year completed their 30% contribution while 14 schools in the 3rd year completed their 50% contribution. Other schools contributed already but didn't complete and there were even schools that already started contributing towards next year.
Intensive sensitization programme for all schools	A total of 394 sensitization meetings were carried out, reaching a total of 31,623 stakeholders in education.
Reading tests at 70 schools	Reading tests were done in 64 schools

Summary objectives and results (2)

Based on the objectives in the three year plan 2017-2019, the achieved results in 2019 are:

Objectives 2019	Results 2019
Train 750 teachers and 1.000 students of the Primary Teacher College (PTC)	Trained 533 teachers through 145 workshops in the schools and through cascading to the other teachers in the schools, reached a total of 1,356 teachers. Followed up with the PTC's to see their tutors train a total of 419 students. <u>Explanation:</u> the enrolment of the PTC's that we work with has dropped so we were unable to reach the objective of 1,000 trained students.
Train 30 schools in how to use the mobile library box	A total of 43 schools and 79 teachers were trained in how to use the mobile library box.
Train 30 schools in how to promote a reading culture	A total of 22 schools and 76 teachers were trained in how to promote a reading culture.
Train 30 schools in how to set up a reading competition	A total of 22 schools and 67 teachers were trained in how to set up a reading competition. <u>Explanation:</u> not all schools completed their payment so could not be trained in how to set up the reading competition. This will be planned in the 1 st term of 2020.
Conduct lesson observation in 50 schools	Lesson observations have been conducted in 55 schools
Organize 4 reading competitions	We organized 4 reading competitions: at Kabulasoke PTC for 10 schools in Butambala District, at Ndegeya PTC for 17 schools in Masaka and Lwengo District. <u>Explanation:</u> yet to organize the first competition in Tororo district but first need schools to step up in the program.
Organize 2 seminars for teachers	Organised 2 seminars in 2019.
Train 30 schools in the 1st year workshop "basic leadership skills"	Trained 21 schools and 60 leaders in basic leadership skills. <u>Explanation:</u> 6 new schools in the 1 st year of the program were added too late in the school year to join the workshops.
Train 30 schools in the 2nd year workshop "project management"	A total of 23 schools and 54 leaders were trained on how to set up a project through a workplan. Another 6 schools in the 2nd year of the program were already trained in 2017.
Train 25 schools in the 3rd year workshop "fundraising"	Trained 20 schools and 38 leaders in fundraising.
Organize 2 seminars for leaders	The seminar about income generating projects was attended by 10 leaders and the seminar about team work and coping with stress was attended by 14 leaders.
Start first projects with graduated schools	We were unable to start the first projects due to the poor quality of the handed in proposals and decided to guide these schools work up on it for 2020.





General information (1)



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 through a 3 step program.

Our 3 step program concerns the following:

- Books
- Quality of Education
- Leadership

The Knowledge for Children working method is sustainable in the sense that we strive for financial independence of the local population. We also focus on building the capacity of 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. In this Year Report you will find the results achieved in 2018 explained per step in our program.

We do not just provide the schools with books, we buy the books together. Through this unique co-investment model, the school and community make a significant financial contribution. This contribution is so substantial that after 3 years, schools are able to continue to purchase books independently without the financial support of Knowledge for Children. The contribution towards the books is divided as follows.

Year	School/Community	Knowledge for Children
1	15%	85%
2	30%	70%
3	50%	50%

Schools move up to the following year once they have collected the money needed for their contribution. Each program and the year in which a school is in our program, has its own specially designed activities following the 3 step program. In order for schools to move through the 3 years, we have a policy of adding and replacing schools. Every school has a full school year to pay their contribution. If a school fails to complete its contribution within the year, the school is suspended from our program during the 1st term of the following school year. The school then has the full term to complete their contribution. If a school fails to do so, they are terminated from the program from the following term. Schools that are within the 3 year program are considered active schools.

After 3 years, schools reach the finish line of our program and graduate. We have a policy of how to continue working with these schools as partners in education. Schools that finish our program are offered to buy books to replace the books in the school at a discount rate, attend seminars for both teachers and leaders at a low price and can hand in a project proposal for Knowledge for Children to sponsor. The partnership lasts for a period of 2 years and can be extended if there is still an active working relationship.

General information (2)



Results per district

The following table shows the numbers in schools achieved in 2019 compared to 2018 per district.

District	2018	2019
Busia	3	0
Butambala	27	33
Kibaale	3	3
Kyotera	4	4
Lwengo	21	29
Masaka	35	37
Mpigi	4	8
Tororo	16	17
Total	113	131

Results per year in the program

The following table shows how schools have developed throughout the years in our programs.

Year in program	Start 2019	End of 2019
1	28	13
2	25	22
3	9	28
Graduated schools	34	49

As the percentage of the contribution goes up in the 2nd and 3rd year, schools face a challenge. This year we continued to put more emphasize on payment schedules of schools and planning in the leadership workshops to help the schools reach their goals.

With these 131 schools we have reached a total of 53,126 children within our 3 step program.





Books (1)

Contribution school and its community

The following table shows the received contributions from the schools according to each year in the program.

Year in the program	Fully paid	Partially paid (50-99%)	Paid less then 50%
1	20	4	12
2	15	13	11
3	14	0	12

The schools that have paid less then 50% in year 1 are schools that have joined in term III in 2019 and will remain in 1st year in 2020. With the fully and partially paid contribution by the schools we were able to reach 71% of the expected income from the schools versus 82% last year. We aim to reach at least 75% of the contribution every year. We were not able to achieve the same level as last year due to the fact that we failed to find enough new schools to join in the first term of the year causing a delay in payments from the schools. Overall we are still satisfied with the achievements that we were able to made and are confident that we can improve towards the 75% again in 2020.

This improvement with schools paying their contribution is the result of the efforts starting in 2016 with our policy to add and replace schools and the focus on payment schedules that we started working with in 2017. In 2018 we saw the team focussing more and more on getting the schools to step up in their payments and we started planning our leadership workshops earlier in the year to ensure the leaders were fully on board the program. This is also shown by the fact that 3 schools in the program have already started to contribute towards their next year in the program in 2020.

Sensitization

For a school to be able to collect the money needed to receive the books, it is necessary to involve all the stakeholders of the schools. Together with the head teacher and chairperson SMC and PTA, the Knowledge for Children team organizes sensitization meetings for each group of stakeholders of a school to inform them about the importance of education and books in the classroom. In 2019 we have carried out a total off 394 sensitizations and we have reached more than 31,000 people.

Stakeholders	Number of meetings	Number of people
SMC/PTA	101	512
Teachers	96	779
Pupils	59	4,792
Parents/Community	138	5,585
Total	394	31,623

Books (2)

Books



Once a school and the community have collected the money required for their contribution, we plan a book drop. During the book drop, the schools receive the books for the subjects they have chosen from the publishers they selected.

In 2019 we achieved the following results in the schools concerning books:

- 42 book drops at the schools
- 9,607 books delivered to the schools

Reading tests

To measure the results of providing books for the local language and English to the schools, we test the literacy level at the schools using reading tests. We test the pupils from P3 up to P6 using a random selection of half of each class. We conduct the reading tests at all the schools in every year of our program. In the 2nd and the 3rd year of our program, we report to the schools on their progress.

In 2019 we conducted 64 reading tests at the schools. Overall the biggest challenge concerning reading is for children to really understand what they read. The topic of comprehensive reading is reported to the schools and discussed with teachers during the teachers sensitizations. In order for schools to really focus on improving reading, we started to teach teachers games that are connected to reading to do while the other children are having their reading test. This way everyone is involved with the activity, not only with conducting the reading test but also reading for fun. We believe that in this way we will make schools more and more aware of our motto “Read today, lead tomorrow” and put it into practice so that a real reading culture can emerge in Uganda.

Mobile Library Boxes

To enhance literacy rates in primary schools and improve comprehensive reading, we believe it is important to create a reading culture in Uganda. To do this, we have created Mobile Library Boxes. These are boxes filled with books for the children to read at school. We have 3 boxes which revolve around 3 schools and shift from school to school each term. The first box contains books for P1 to P3, the second box contains books for P4 and P5 and the third box contains books for P6 and P7.

In 2019 we have installed 43 mobile library boxes in the schools in the 2nd year of the program. In the 2nd year the schools receive the boxes following the reading levels so they receive one per term. At the start of the 3rd year of the program, we meet the schools again to follow up on their activities to create a reading culture in the schools. During this meeting, we make a box with all titles for each school to use for that year. When schools are hosting activities concerning reading culture, they invite the Knowledge for Children team to join. After graduation from the program, we offer schools the opportunity to buy the mobile library box so the school can continue to develop creating a reading culture in their schools.





Quality of Education (1)



To improve the quality of education in Uganda, it is important that teachers know how to use the textbooks we buy together with the schools, in their classroom. Every year the schools are trained in how to use a textbook and interactive teaching methods in the classroom. In the 1st year the workshop focuses on what to do, the 2nd year workshops concern putting this into practice and the 3rd year workshops are designed to evaluate and advise on what a school has already implemented on the use of textbooks and interactive teachings methods.

Training of Teacher Trainers

Together with the Primary Teachers Colleges (PTC) Kabulasoke, Mukujju and Ndegeya we provide teachers in the schools with our workshops. We work with the Coordinating Centre Tutors (CCT) who are employees of the PTC and are responsible for the quality of education in the schools in their coordinating centre. We train and hire the CCT's as Teacher Trainers to conduct the workshops in the schools that are part of their coordinating centre. As the workshops are now designed and implemented, we have focussed on evaluating the content of the workshops and adjusting where necessary. We met with the Teacher Trainers every month to discuss the progress and schedule of the workshops in the schools. In November we held our annual evaluation meeting with our Teacher Trainers.

Workshops

In 2019 we have trained 533 teachers through 145 workshops in the schools as follows.

Workshop	Number of schools	Number of teachers
How to handle (year 1)	21	108
How to use (year 1)	20	93
Interactive teaching methods (year 1)	16	66
How to use (year 2)	25	76
Interactive teaching methods (year 2)	23	68
How to use (year 3)	21	63
Interactive teaching methods (year 3)	19	59

We train a maximum of 5 teachers per school per workshop. We ask these teachers to transfer the content of the workshops to the other teachers in the school. Before we plan the next workshop we check if this has taken place. In this way we can be sure that the knowledge is shared in the school in a sustainable way, as a school has to take responsibility to transfer all knowledge to its teachers in its schools. This involves a total of 1,356 teachers in the active schools.

Quality of Education (2)



Workshops for students at the Primary Teachers College (PTC)

As we work together with the PTC, it is also important to follow up on the teachers at the PTC that are training their students in the Knowledge for Children workshops. In 2019 491 students were trained in handling textbooks, using them and using interactive teaching methods.

Reading Culture

As reported under step 1 of our program “Books” there are 43 mobile library boxes in the schools containing 4,300 books. Our goal is to start setting up a reading culture in the primary schools of Uganda and to show children that reading can be fun!

In the 2nd year of our 3 step program, we train the teachers in a school how to set up a reading culture in the school. We start with teaching them how they can use the mobile library box in the school. The next term we switch the box in the school for the next box and then train the teachers how to set up a reading culture with reading activities in the school. In the last term we switch boxes again and then train the teachers how to organise a reading competition in the school.

We trained 222 teachers through 87 workshops in the schools concerning the following.

Workshop	Number of schools	Number of teachers
How to use the mobile library box	43	79
How to promote a reading culture	22	76
How to set up a reading competition	22	67

Reading competitions

In 2019 we organised 4 reading competitions for a total of 22 schools in total where 129 children competed against each other. We are very thankful to the publishers we work with, as they sponsored this event by donating books for the winning schools as well as the PTC’s for offering us their venue to host the competitions. Once again it was a very colourful experience showing everyone: Read today, lead tomorrow!

Seminar for partner schools

For our graduated schools and schools that are interested, we offer seminars for teachers at a low price. In 2019 we organized 2 seminars: Jolly phonics and handwriting.

Lesson observations

To evaluate the effect of our program and to see what needs improvement, we conducted a base line study at our schools including lesson observations following the STAR model of one of our sponsors Edukans. The lesson observations were conducted at 55 schools.





Leadership program (1)



The goal of Knowledge for Children is to build the capacity of schools in order to enable them to be financially independent. Good leadership is crucial for the sustainability of the Knowledge for Children programs and to make the co-investment model a success in the primary schools of Uganda. During the 3 years in the Knowledge for Children program leadership workshops are given at each school to the stakeholders of the school. This involves the head teacher; the chairperson School Management Committee (SMC) and the chairperson Parents Teachers Association (PTA).

We start the leadership program with a workshop in basic leadership skills in the 1st year of the program. During this workshop we look at the vision and mission of each school and see how they can be achieved, following this we focus on the strengths and weaknesses of the school. In the 2nd year of the program we use the named weaknesses during the 1st year workshop and start setting up a plan to overcome these weaknesses. During the 3rd year of the program we focus on how to budget and how to raise funds to be able to start and finish a project in the schools. The goal is for the schools to be able to come up with a proposal to set up a project to benefit the school after finishing our 3 step program.

Workshops

In 2019 we trained 242 leaders through 115 workshops in the schools concerning the following.

Workshop	Number of schools	Number of leaders
Basic leadership skills (year 1)	21	60
Follow up (year 1)	22	60
Project management (year 2)	23	54
Fundraising (year 3)	20	38

Each workshop is followed up by a homework assignment, so the leaders of the school can put into practice what they have learned and each school receives individual feedback on how to improve their plans and proposals.

We started 2019 with a new program manager for the Leadership program: Lusiba Ismael. In the first half year he was trained by the Country Director to conduct the workshops and was able to do the workshops independent in the 2nd half year of 2019. This transition did not cause a delay in the workshop and development of the schools in the leadership department. We are proud to maintain the strong level of quality in the workshops and leadership of the schools.

Knowledge for Children

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Continuous development staff



An important part of our goals for 2019 was aiming at maintaining and further develop the self-reliance for our organization. Together with the Country Director developed a program to continue the capacity building with the support of the Managing Director.

Improvements in staff development

In the first term the workshops concerned mostly how to start up the year in a good way and how to develop a good workplan. This was a very practical workshop to have a workplan already in place and to kick start the year with the schools in a good way. At the start of the year we also worked together with Charmian Lantzendorfer, one of our volunteers from the Netherlands, that supported us in developing a program to monitor and evaluate the efforts of our quality of education program in the schools. We developed a tool to show the progress schools make throughout the program and the 3 years that it lasts. This to ensure that our Teacher Trainers can take more ownership over the progress they achieve in the improvement of the quality of education.

The second term we focused more on what it takes to prioritize more and ensure that schools really achieve the progress that we envision for them. We noticed that the team is focusing sometimes on the most demanding schools and with that forgetting schools that are not asking for attention. Therefor we used the urgent and important matrix to see how we can use our time efficiently and give attention to all the schools in our program.

In the third term we looked at how do we lead the teams and the schools. Leadership is something to develop over time and to learn how to balance between different styles. This to ensure that we continue to give the right amount of support to the schools that empowers them to become more and more self-reliant.

Training in Deep Democracy

We are very grateful to have had the support and guidance of Christien Oudshoorn from the Netherlands that equipped our team in the knowledge of Deep Democracy. Deep Democracy is a method that empowers the minority in groups and that helps us improve on our decision making progress. Christien trained our team in August 2019 in the first level of the method and in December 2019 we were able to even reach the second level. With this guidance we will not only work better as a team when we make our decisions but it also enables us to train others in these special skills. We are looking forward to offer this to our schools in the form of a seminar as well as other leaders to earn a local income with this.

Future development of staff

In 2020 the Managing Director Africa will continue working closely with the Country Director to see which areas the organization needs support. She will continue to develop workshops for capacity building for staff. Based on these workshops, the Country Director can take the lead over the team and organization and the Managing Director will coach the Country Director concerning any challenges.

Stakeholders involvement



Working together is the underlying ethos in everything that Knowledge for Children does. We work together with the schools, the community, the PTC's and the Government of Uganda to improve primary education in Uganda in a sustainable way. In order to involve all other stakeholders in education and our work, we organized and were part of the following events in 2019:

- We have organized a total of 2 head teachers meetings in Butambala and Masaka (including Lwengo district). During these meetings the schools can choose the books they want to order and we discuss topics that need to be addressed.
- On the 1st of June 2019 it was time for the 5th International marathon in Masaka! This year we didn't have runners from the Netherlands supporting our work but we participated to support this noble cause of promoting quality education which was this year's theme.
- In 2019 we continued to engage with the local government to ensure a good working relationship. On 27th Feb 2019 we had a meeting with the District Chairpersons, Chief Administrative officers and District speakers. During this meeting District leaders pledged their support towards the work of Knowledge for Children and discussed ways on how to get funding from to support the work of K4C. After these meetings Memorandums of Understanding were shared with each District. In June we signed the Memorandum of Understanding with Butambala District and Lwengo and we continue engaging with the other District leaders. We hope that by the start of the next year all Memorandums of Understanding with the Districts that we work with will be signed.
- On 2nd March the team organised a car washing fundraising event and was able to raise a net income of 1,330,500 Ugandan Shillings after taking off all the expenses. The team also organised a charity walk in August to generate more funds to run organisation activities.
- We hosted our Annual Meeting on the 21st of November 2019 to inform all stakeholders in education about the progress made within our program. This meeting was attended by the leaders of the schools, government officials of the districts that we work in and organizations that we partner with to improve the quality of education in Uganda. This year we were also proud to host the representation of the Dutch Board of Knowledge for Children and to show them how much impact the program has. A total of 223 stakeholders joined our Annual Meeting during which we presented our results. Part of the Annual Meeting is also to reward schools that have shown exemplary behavior in each step of our program and the Head Teacher of the Year in each district. We are very proud of the 15 schools that graduated from our program bringing our total number of graduated schools to 49. A report on our Annual Meeting and the work we do in Uganda was featured in both local papers and radio and television news.





The Team



All the results mentioned in this year report, would not have been possible to achieve without our dedicated team that we hereby proudly present to you.

Position	Name
Managing Director Africa	Anouk Ooms
Country Director	Dissn Kasozi
Program Manager Books	Mary Federis Nankya
Program Manager Quality of Education	Nandege Mastulah
Program Manager Leadership	Lusiba Ismael
Assistant Sensitization Officer	Mukwaya Jannifer
Teacher Trainer (Lwengo and Masaka)	Andama James
Teacher Trainer (Kibaale)	Misaeri Nsereko
Teacher Trainer (Tororo and Busia)	Musumba Ouma
Teacher Trainer (Lwengo and Masaka)	Namakula Beatrice
Teacher Trainer (Butambala)	Michael
Teacher Trainer (Masaka and Kyotera)	Anthony
Teacher Trainer (Mpigi)	Mary
Volunteer	Mbabazi Simon Peter
Volunteer	Nanfuma Joan
Volunteer	Toolya Jane
Volunteer	Walakira Derrick

The Board



The Board of Knowledge for Children Uganda is accountable and responsible for the decisions carried out through the year.

The board consists of the following people:

- Caphas Mugabi, Chairperson of the Board
- Rev Benon Tebasoboke, Mobiliser of Community
- Kakaire Chris, Bursar
- Disan Kasozi, Secretary to the Board

Anouk Ooms is part of the Board meetings every quarter of the year. As the Managing Director Africa she oversees and advises on the progress made by the organization. She works closely with the Board to reach the goals of attaining self-reliance in Uganda in terms of the organization and funding.

The Board meets every month. The Board’s main goal is to consequently improve the organization in such a way that Knowledge for Children is and stays the most trustworthy organization in Uganda which builds the capacity of primary schools. The members of the board also play their part by informing and involving stakeholders such as political leaders and national organizations in Knowledge for Children in order to help fund the programs.

Part of the responsibilities of the Board is to reach an equal position in terms of funding. This means that the funding to carry out all activities in the schools and involving stakeholders is raised: 50% from the Netherlands and 50% from Uganda itself. In 2019 we were able to achieve the following percentages in terms of funding.

Income from	Percentage
Funding from the Netherlands	69%
Funding from Uganda:	
• Schools and their community	14%
• Publishers	8%
• Local Government	3%
• Local Fundraising	6%

It is our goal for Knowledge for Children Uganda to become equal partners with Knowledge for Children the Netherlands both financially and in being a full Ugandan team headed by a Ugandan Country Director. The biggest challenge and effort from the team and Board is to make the financial part of this goal happen in the upcoming years.

