

Year Report 2016

Knowledge for Children Uganda



In 2016 we have reached:

36,777 children with 12,272 books at 85 schools and 547 teachers plus 1,192 student teachers



Preface Country Representative

In front of you is the Year Report 2016 of Knowledge for Children Uganda. With this document we report on the progress made by the team of Knowledge for Children with the primary schools in Uganda that we work with through our 3 step program in 2016.

The year 2016 was the 4th year that we are working in Uganda and I am proud to say that we have grown both in quantity and quality. Knowledge for Children is a well known organisation in the wide area of Masaka, Uganda. Schools at this point find us on their own and show their interest in joining our program. People find our organization to look for a job. Districts call us to see if we can also start working within their district. Other organizations contact us to invite them to partner up together. This confirms our strong believe in the possibilities of our program in Uganda.

For me personally, I am proud of the fact that the team is steadily growing into a self reliant team. We now have a program manager for each step of our 3 step program. They are learning to report and to plan on their own in order to carry out their activities individually. It is with great pleasure that I see the team members grow in their capacities every day and become more and more independent. At this point the team is able to run our program in a profound and sustainable way with the schools. The result of all their hard work is shown in this report.

In this report first you will find the summary of the objectives and the results in 2016. After which you will find 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. We finish our report with the financial report 2016. An overview of all schools that are part of our program are listed in the attachment to this report.

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

Anouk Ooms

Country Representative Knowledge for Children Uganda

Summary objectives and results (1)

Based on the objectives in the three yearplan 2014-2016, the achieved results in 2016 are:

Objectives 2016	Results 2016
Add 30 new schools to the program to a total of 90 schools	Added 25 new schools bringing the total up to 85 schools <i>Explanation: Funding was little delayd, we finished 2016 with 85 schools in our program and replaced schools when needed.</i>
10 schools to finish programs and to be self-reliant, 80 schools remaining in the program	4 schools finshed the programs, 6 schools are working on their contribution to finsih early term 1 of 2017. <i>Explanation: A total of 4 schools finished the program and 6 schools paid their contribution towards the end of 2016 which means they will finish the full program including the workshops in term I of 2017.</i>
Reach 40,000 children	Reach up to 36,777 children <i>Explanation: Reached less schools and therefor less children than planned for 2016.</i>
Add 1 partner organization to the program to bring the total of partner organisations up to 3 in total	Identified 2 partner organizations to set up working relationships in 2 new districts starting 2017 <i>Explanation: We have identified 2 partner organizations to start working with but start working together until 2017.</i>
Reach up to 8 districts in Uganda	Reach up to 6 districts in Uganda <i>Explanation: The plan was to grow in districts through partner organizations and as we did not grow in that perspective, we also did not add 2 districts.</i>
Organize 3 stakeholders meetings per district (24 meetings in total)	Had 3 stakeholders meetings per district. We are finalizing the documents to start officially working together including a financial contribution starting 2017.
Distribute 22.500 text books	Distribute 10,664 text books and 1,508 books in stock to be brought to the schools starting 2017 <i>Explanation: as we were not able to add more schools at the time a lower number of textbooks was distributed than planned for originally. Also new insights and learnings showed that this number estimated in 2014 was too high</i>





Summary objectives and results (2)

Based on the objectives in the three yearplan 2014-2016, the achieved results in 2016 are:

Objectives 2016	Results 2016
Raise the local contribution coming from 15% in the 1st year in 36 schools, 30% in the 2nd year in 18 schools and 50% in the third year in 14 schools (this is 75% of the total amount to be raised in a year for all years in the program)	<p>Of the schools in 1st year of the program 26 schools raised the full contribution and 9 paid part of their contribution. A total of 4 schools in 2nd year of our program paid the full contribution and 12 schools have raised part of their contribution. The first 4 schools in 3rd year completed the full contribution and 7 schools have started to fulfill their contribution.</p> <p><i><u>Explanation:</u> The aim is to get at least 3 out of 4 schools to fulfill their contribution. This year we were below this target because of challenges schools experienced. Our focus is getting schools to the next level as soon as possible.</i></p>
Intensive sensitization program for all schools.	<p>The sensitizations of the SMC/PTA has been carried out in 53 schools, reaching 452 leaders of the schools. The sensitization of teachers has been conducted in 81 schools. The parents in 48 schools have been sensitized, reaching a total of 4,637 parents. In 21 schools we have sensitized the community, reaching a total of 1,489 people.</p>
Reading test at 90 schools	<p>Reading test at 68 schools</p> <p><i><u>Explanation:</u> we did not carry out the reading tests in the schools that were not ready yet or are not performing in the program.</i></p>
Math test at 48 schools	<p>Math test at 27 schools</p> <p><i><u>Explanation:</u> we did not carry out the math tests in the schools that are not ready yet or are not performing in the program.</i></p>
Train 450 teachers in the 90 schools and 1.000 students of primary teacher training colleges	<p>A total of 547 teachers have been trained and 1,192 students at the primary teachers colleges have been trained</p>
Training of trainers of tutors on how to give the trainings for schools in 3rd year	<p>The teacher trainer workshop has been conducted in April 2016 to train 6 tutors to conduct the 3rd year workshops at the schools and in October 2016 we trained 6 tutors in our first seminar for teachers.</p>

Summary objectives and results (3)

Based on the objectives in the three yearplan 2014-2016, the achieved results in 2016 are:

Objectives 2016	Results 2016
Train 42 schools in how to use the mobile library box	Trained 185 teachers in 42 schools in how to use the mobile library box
Train 42 schools in how to set up a reading club	Trained 94 teachers in 22 schools in how to set up a reading club <i>Explanation: as some schools were not ready yet we decided to train a part of them.</i>
Train 42 schools in how to set up a reading competition	To start in 2017 <i>Explanation: We decided to postpone the workshops concerning the reading competition towards the start of 2017 as to have more schools involved.</i>
Organize 1 seminar for teachers to attend to keep educating them after finishing our programs	Trail seminar was conducted in October 2016 with the CCT's and it is ready to be organised for the schools that finished the program. <i>Explanation: We decided to design the seminar so it is in place to start with in 2017 with all the schools on board.</i>
Train 48 schools in the 1st year workshop "basic leadership skills"	Trained 35 schools in the 1st year workshop "basic leadership skills" <i>Explanation: waited for schools to complete their 1st year contribution before training them in basic leadership skills and as not all schools completed, we did not train all schools.</i>
Train 24 schools in the 2nd year workshop "project management"	Trained 19 schools in the 2nd year workshop "project management" <i>Explanation: waited for schools to complete their 2nd year contribution before training them in project management and as not all schools completed, we did not train all schools.</i>
Train 18 schools in the 3rd year workshop "fundraising"	Trained 16 schools in the 3rd year workshop "fundraising" <i>Explanation: waited for schools to complete their 3rd year contribution before training them in fundraising and as not all schools completed, we did not train all schools.</i>





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 2016 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. This 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.

The year 2016 is also marked with the first schools getting ready to finish our program. We have designed and implemented 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

One of the objectives for 2016 was to add 30 schools and to work in 8 districts. The following table shows the growth achieved in 2016 per district.

District	2015	2016
Bukomansimbi	3	3
Butambala	21	28
Kibaale	3	3
Lwengo	3	10
Masaka	24	32
Tororo	6	9
Total	60	85

Results 2015 per year

In the 2nd half year of 2016 Knowledge for Children the funding from both the Netherlands and Uganda was delayed. This meant that we had to look critically towards our plans in 2016 and therefore we have decided not to add districts or partner organizations and focus on the work we were already implementing in the schools in the districts that we work in. We did identify new partner organizations that are able to start to work with us in 2017.

Results per year in the program

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

Year in program	Start 2016	End of 2016
1	43	13
2	24	43
3	18	25
Finished (partnerschool)	-	4

With these 85 schools we have reached a total of 36,777 children within our 3 step program





Books (1)

Normally the school year starts early February but due to the presidential and local government elections, the schools could not start until the end of February. This means that compared to other years, schools faced a delay of a month and this reflects in the results that we could achieve in 2016. Nevertheless the team together with the schools focused on catching up throughout the school year.

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	Not started yet
1	26	9	8
2	4	12	8
3	4	7	7

The above table shows that 27% of the schools did not move in the program which highly affects the results that we were able to achieve. That is why we implemented a policy concerning replacing schools that are not stepping up to do their part to be in our program in 2016. Schools that are not paying the expected contribution receive a warning letter first and if they fail again after a full term, all activities in that school will be suspended. If after another full term the school still fails, they will be terminated from our program. These schools will be replaced with new schools.

With the fully and partially paid contribution by the schools we were able to reach 60% of the expected income from the schools. We aim to reach at least 75% of the contribution. With being able to replace schools that are dragging behind, we feel we can start 2017 fresh with all participating schools so we are confident that in 2017 we will be able to reach our goals within the schools.

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 2016 we have carried out the following sensitizations.

Stakeholders	Number of schools	Number of people
SMC/PTA	53	452
Teachers	81	732
Parents	48	4,637
Community	21	1,489

Books (2)

Books

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

In 2016 we achieved the following results in the schools concerning books:

- 48 book drops at the schools
- 12,272 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 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 2016 we conducted 68 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.

Mathematics tests

The schools in the 2nd year of our program receive books for Mathematics. To measure the numeracy level at the schools, we conduct maths tests at the schools in the 2nd and 3rd year of our program. We again test the pupils from P3 up to P6, using a random selection of half of each class. In the 3rd year of our program, we report to the schools on their progress.

In 2016 we conducted 27 math tests at the schools showing that multiplications and divisions are the biggest challenge.

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 move 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 2016 we have installed 42 mobile library boxes in 42 schools with 4,200 books.





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. Together with the Primary Teachers Colleges (PTC) Kabulasoke and Ndegeya we provide teachers in the schools with 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.

Training of Teacher Trainers

In April 2016 we have trained 6 Teacher Trainers to conduct our 3rd year workshops for the training of teachers. The idea is that schools are trained every year in how to use a textbook and interactive teaching methods in the classroom. The 1st year the workshop focuses on what to do, the 2nd year workshops concern putting this in to practice and the 3rd year workshops are designed to evaluate and advise on what a school already has implemented on the use of textbooks and interactive teachings methods.

In October 2016 we evaluated all our workshops together with the Teachers Trainers that are giving the workshops to the teachers in the schools. We want to keep on improving our work and make sure it fits in the best possible way to really benefit the teachers in the schools and improve the education in Uganda.

Workshops

In 2016 we have conducted trained the following number schools and teachers in the following workshops.

Workshop	Number of schools	Number of teachers
How to handle (year 1)	27	138
How to use (year 1)	26	131
Interactive teaching methods (year 1)	18	80
How to use (year 2)	6	30
Interactive teaching methods (year 2)	21	93
How to use (year 3)	13	57
Interactive teaching methods (year 3)	4	18

We train 5 teachers per school per workshop. We ask these teachers to transfer the content of the workshops tot the other teachers in the school. Before we plan the next workshop we check if this has taken place. This way we make sure the knowledge will be in the school in a sustainable way as the school has to take responsibility to transfer all knowledge to the teachers.

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 2016 1,192 students were trained.

Reading Culture

As reported under step 1 of our program “Books” we have installed 42 mobile library boxes in the schools containing 4,200 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 the 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 club in the school. Last term we switch boxes again and then train the teachers how to organise a reading competition in the school. Starting in 2017 we will be organising reading competitions for all schools in a district to compete against each other.

Concerning the reading culture, we trained the following number of schools and teachers in the following workshops.

Workshop	Number of schools	Number of teachers
How to use the mobile library box	42	185
How to set up a reading club	22	94
How to set up a reading competition	1st term 2017	1st term 2017

As we are organising the reading competition in 2017 and schools were dragging behind in our program, we decided to plan for the workshops how to set up the reading competitions in the 1st term of 2017 in the schools that are then in either the 2nd or 3rd year of our program.

Seminar for partner schools

Part of the policy for partner schools that have finished our 3 step program, are seminars for teachers of these schools. The first seminar for teachers is designed by the Program Manager Training of Teachers and our Advisor Quality of Education that volunteered with Knowledge for Children from August up to October 2016.

We have done a trial run of the seminar with our Teacher Trainers on the 13th of October 2016 and it was received enthusiastically. The first seminar is to be organized in the 1st term of 2017 for the first 10 partner schools.





Leadership program

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 training workshops are given at each school to the stakeholders at the school, this being 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 after which 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 this weakness. 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. 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.

New program manager

From March up to June 2016 our Advisor Leadership has trained the new program manager Leadership in how to conduct the workshops and other activities of the leadership program.

Workshops

In 2016 we were able to train the leaders of the following number of schools in the following workshops.

Workshop	Number of schools
Basic leadership skills (year 1)	35
Project management (year 2)	19
Fundraising (year 3)	16

Each workshop is followed up by a homework assignment so the leaders of the school have to put into practice what they have learned and receive individual feedback to improve on coming up with plans and proposals.

Seminars for partner schools

Part of the policy for partner schools that have finished our 3 step program, are seminars for the leaders of these schools. The first seminar of every year will focus on how to set up a income generating project.

In June 2016 all program managers attended a week of training by “Teach a man to fish” to train them in how to guide schools in setting up a successful income generating project. Teach a man to fish is an expert at setting up social enterprises at schools and Knowledge for Children will partner up with “Teach a man to fish” to provide the same guidance at the schools after they finish our program and want to set up an income generating project at their school.

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 2016:

- We have organized a total of 4 head teachers meetings (in Butambala, Kibaale, Masaka and Tororo district), during which we discussed the problem of time keeping and implemented new rules for schools regarding not keeping time.
- On the 5th of June 2016 it was time for the 2nd international marathon in Masaka! The international runners are sponsored and part of the money they raise is used for funding local charities in Masaka. This year the International Marathon turned out to be the biggest fundraising event in Uganda! Knowledge for Children is proud to be part of this and to be supported by the runners. We were also able to have 5 runners to run specific for Knowledge for Children and their sponsored money will go directly towards our schools.
- With the presidential elections also all the local government posts were up for elections in February 2016. In Butambala and Lwengo the LC V (person responsible to head the district) were reelected but in Tororo and Masaka there is a new LC V in place. Because of the election and installation of the LC V in June 2016 it took us time before we could moved ahead with setting up a working relationship with the districts that we work in. Goal of this working relationship is to get the district also on board of our program financially and for it to be formalized in a Memorandum of Understanding for a period of 3 years. We have discussed the way we want to set things up with all the district officials. We expect to sign the agreements in the 1st term of 2017 meaning that there will be a financial working relationship starting 2017.
- Knowledge for Children believes in working together with other organizations in Uganda. We want to build the capacity of their teams and to reach more schools in different areas through these organizations. We have identified 2 new partner organizations to start working with in 2017.
- Lastly we hosted our Annual Meeting on the 16th of November 2016 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. A total of 185 stakeholders joined our Annual Meeting during which we presented our results in 2016 and evaluated the program with the first 4 schools that finished our program. 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. A report on our Annual Meeting and the work we do in Uganda featured in both local papers and news television.





The Team

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

Staff

The staff of Knowledge for Children in 2016 concerned the following persons and the positions in our organization:

- Anouk Ooms, Country Representative
- Mary Frederis Nankya, Program Manager Books
- Nandegge Mastulah, Program Manager Quality of Education
- Nambatya Annet, Program Manager Leadership
- Mukwaya Jannifer, Assistant Sensitization Officer

The staff of Knowledge for Children is supported in their activities in the schools by a team of 10 volunteers.

Advisors

In 2016 we had the following Advisors supporting the team of Knowledge for Children:

- Jolanda van Bergen, Advisor Leadership from October 2015 until July 2016
- Ferre and Niels Mekelenkamp, Advisors ICT and Marketing in July and August 2016
- Charmian Lantzendorffer, Advisor Quality of Education from August until October 2016

Teacher Trainers

To conduct our workshops for the teachers in the schools, we work together with the following Teacher Trainers:

- Ssemaganda George
- Andama James
- Namakula Beatrice
- Tabu Paul
- Abdul Basudde Kigozi
- Misaeri Nsereko

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
- Anouk Ooms, Secretary to the Board

The Board meets every month. During the board meetings the board members evaluate and discuss the progress made in the organization's goals. The board members approve which schools can enter the programs, after the schools have applied to join and have been visited by the team of Knowledge for Children.

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 Boards is also 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. At this point we are able to report on 28% local fundraising. The members of the board always have one end in mind: to build a strong organization which can be self reliant in Uganda. By 2019 Knowledge for Children Uganda should be equal partners with Knowledge for Children the Netherlands both financially and in being a full Ugandan team headed by a Ugandan Country Director.





Thank you for supporting

Knowledge for Children Uganda

