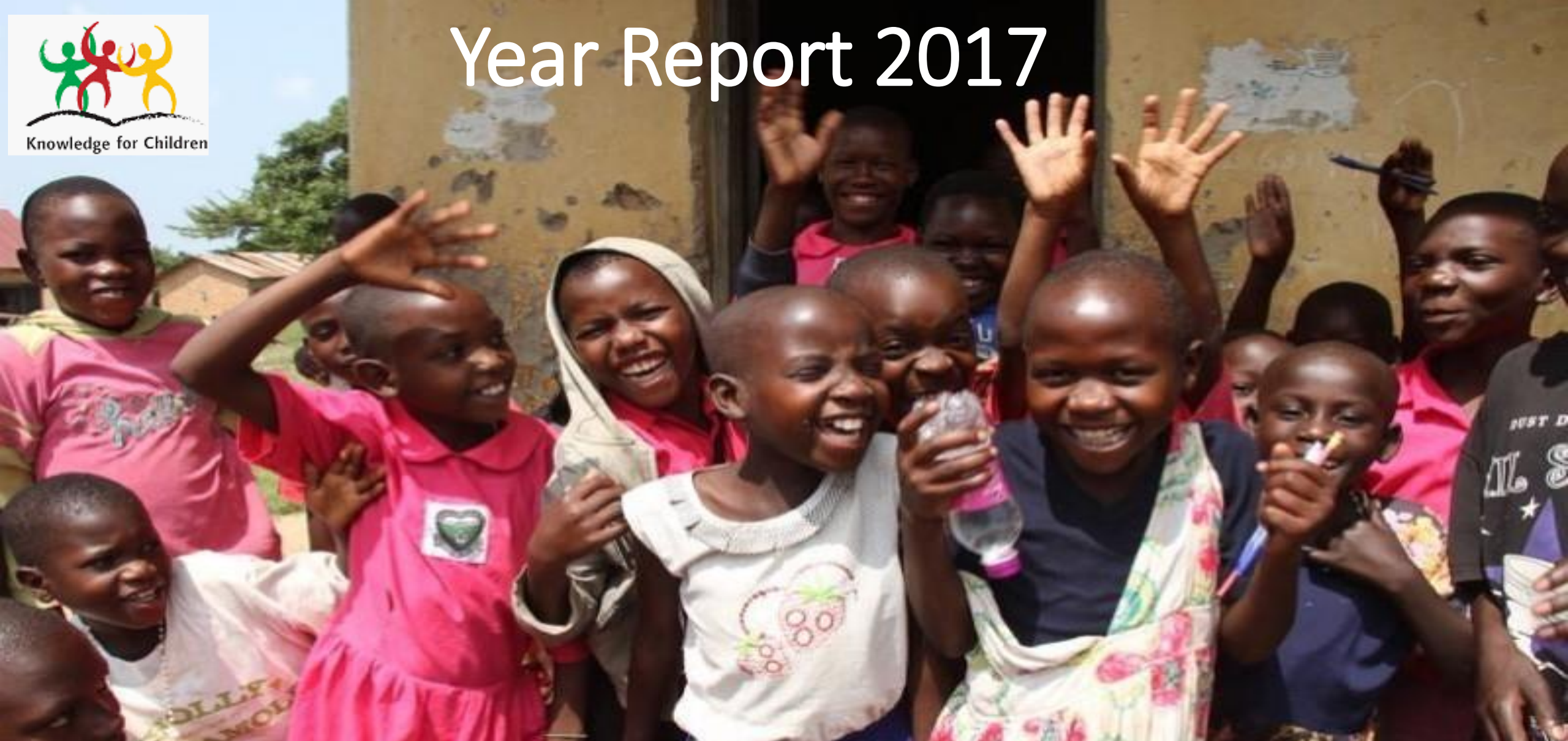


# Year Report 2017



**In 2017 we have reached:**

**42,441 children with 18,091 books at 94 schools and 871 teachers plus 985 student teachers**





# Preface Country Representative

In front of you is the Year Report 2017 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 2017.

The year 2017 was the 5<sup>th</sup> year that we are working in Uganda. I am proud that I have joined the team in August. The commitment of the team is outstanding. I was especially surprised with the way the program effects the participating schools in a positive way. I truly believe this is due to the commitment of the team and the vision of the organisation by working in a co-investment way that is always focussed on how to make schools more and more self-reliant.

The policy of adding and replacing schools, that has been introduced in 2016, turns out to be very effective in a way that more schools fulfilled their financial contribution. It has a positive outcome on schools taking their responsibility in a more serious and profound way. Schools show that they want to reach graduation from the program after 3 years and do not want to be replaced along the way. This reflects in the fact that this is the first year that we were able to reach our target of receiving 75% payments of all school contributions.

Our goal as an organisation is not only to make schools self-reliant but also our whole organisation. We aim for a fully Ugandan ran organisation that is able to raise half of the required funding from Uganda within. In October we recruited an Ugandan Deputy Country Director. In 2018 he will be trained to become our first Country Director in 2019.

Of course we also face challenges throughout the year. The main challenge is to reach a 50-50 funding percentage between The Netherlands and Uganda. At the moment the organisation is still dependent on the Dutch contribution. With achieving a fully Ugandan run organisation, our focus for 2018 will also be to reach an equal level in terms of funding between Uganda and the Netherlands.

In this report we start with the summary of the objectives and the results in 2017. 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 with the financial report 2017. An overview of all schools that are part of our program are listed in the attachment to this report.

Thank you for your continuous support without which we would not be as successful as we were in 2017. We are looking forward to continue working together with you for a successful 2018!

Marieke van Meerten

Country Representative

Knowledge for Children Uganda



# Summary objectives and results (1)

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

Objectives 2017	Results 2017
Add 20 new schools to the programme to a total of 90 active schools	Added 23 new schools and the total of active schools throughout 2017 was 90 schools. <u>Explanation:</u> we added 23 new school as we had to replace 9 schools that were terminated from the program to maintain at the level of 90 active schools.
22 schools to finish programs and to be self-reliant	14 schools finished the program and became self-reliant <u>Explanation:</u> due to the new policy of adding and replacing schools, we had to terminate more schools in the 3rd year then expected, resulting in having less schools being able to finish the program.
Reach 36.000 children Reach up to 7 districts in Uganda	Reached up to 42.441 children Reached up to 6 districts in Uganda <u>Explanation:</u> because we did not have the Country Director in place in the 1st half year, we decided to pause on adding an extra partner organisation and therefor district. This will be effective at the start of 2018.
Add 1 partner organization to the program to bring the total of partner organisations up to 3 in total	At this point we have 1 active partner organisation: AFFO-CED in Tororo district. <u>Explanation:</u> same as with adding extra district.
Organize 3 stakeholders meetings per district (21 meetings in total)	Had 3 stakeholders meetings per district and we are finalizing the documents to start officially working together including a financial contribution starting 2018.
Distribute 24.000 text books	Distributed 18,091 text books to 80 schools. <u>Explanation:</u> as not all schools completed their contribution as planned and we had to replace more schools than planned, we were not able to reach the number of books to deliver to the schools.
Total of 60 mobile boxes with 6.000 books in the schools in 2nd and 3rd year of the program	Installed 29 mobile boxes with 2,900 books, adding to the 16 that are already in place with 1,600 books bringing the total up to 45 mobile boxes with 4,500 books in place. <u>Explanation:</u> we had to terminate more schools in the 2nd and 3rd year of the program than expected and for that reason were not able to reach the target for the installation of the mobile library boxes in the schools.





# Summary objectives and results (2)

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

Objectives 2017	Results 2017
Raise the local contribution coming from 15% in the 1st year in 24 schools, 30% in the 2nd year in 30 schools and 50% in the third year in 20 schools (this is 75% of the total amount to be raised in a year for all years in the program)	Of the schools in 1st year of the program 23 schools raised the full contribution and 8 paid part of their contribution. A total of 16 schools in 2nd year of our program paid the full contribution and 16 schools have raised part of their contribution. In the 3rd year 10 schools completed the full contribution and 4 schools have started to fulfill their contribution.
Intensive sensitization programme for all schools.	The sensitizations of the SMC/PTA has been carried out in 69 schools, reaching 716 leaders of the schools. The sensitization of teachers has been conducted in 69 schools reaching 783 teachers. The parents in 82 schools have been sensitized, reaching a total of 9,036 parents. In 41 schools we have sensitized the community, reaching a total of 6,208 people.
Reading test at 72 schools	Reading test at 72 schools
Train 1.350 teachers in the 90 schools and 1.500 students of 3 primary teacher training colleges	A total of 871 teachers have been trained and 985 students at the primary teachers college have been trained. The workshops for teachers were transferred to all teachers in the schools, 1,449 in total. <u>Explanation:</u> The enrolment at the PTC's have dropped due to which we could not train the expected number of students
Training of trainers on topics seminars and evaluate program	Held monthly meetings with the teacher trainers and evaluated program together in November 2017
Train 35 schools in how to use the mobile library box	This year we trained 23 schools and 91 teachers in how to use the mobile library box out of the total of 45 schools with a mobile library box. <u>Explanation:</u> we had to terminate more schools in the 2nd and 3rd year of the program than expected and for that reason were not able to reach the target for the workshops in the schools.
Train 35 schools in how to set up a reading club	Trained 72 teachers in 17 schools in how to set up a reading club
Train 60 schools in how to set up a reading competition	Trained 91 teachers in 27 schools how to organise a reading competition in the schools
Organize 5 reading competitions	Organised 4 reading competitions <u>Explanation:</u> schools in Tororo district were not trained and ready for the reading competition.



# Summary objectives and results (3)

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

Objectives 2017	Results 2017
Organize 2 seminars for teachers to attend to keep educating them after finishing our programs	Seminar GAME was hosted in term II for the partnerschools. In 2018 we will organise a seminar regarding new topics.
Train 30 schools in the 1st year workshop "basic leadership skills"	Trained 28 schools in the 1st year workshop "basic leadership skills"  <u>Explanation:</u> Some new schools joined the program in term III and were not ready to be trained yet.
Train 35 schools in the 2nd year workshop "project management"	Train 27 schools in the 2nd year workshop "project management"  <u>Explanation:</u> we had to terminate more schools in the 2nd year of the program than expected and for that reason were not able to reach the target for the workshops in the schools.
Train 20 schools in the 3rd year workshop "fundraising"	Trained 12 schools in the 3rd year workshop "fundraising"  <u>Explanation:</u> we had to terminate more schools in the 3rd year of the program than expected and for that reason were not able to reach the target for the workshops in the schools.
Organize 2 seminars for leaders to attend to keep educating them after finishing our programs	Seminar on Income Generating Project was hosted in term II for the partnerschools. In 2018 we will organise a seminar regarding new topics.





# 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 2017 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. 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 growth achieved in 2017 per district.

District	2016	2017
Butambala	28	27
Kibaale	3	3
Lwengo	10	17
Masaka	22	31
Tororo	9	15
Mpigi	0	1
Total	85	94

With our K4C team we keep our focus on current districts to expand in the number of schools. There are so many schools still in our districts which could use our program as well as the fact that most new applications come from the current districts. We grow towards other districts through our partner organisations such as in Tororo. We believe in also working with local organisations to reach a bigger area and also build the capacities within those organisations.

## Results per year in the program

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

Year in program	Start 2017	End of 2017
1	13	13
2	43	40
3	25	27
Finished (partnerschool)	4	14

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

With these 94 schools we have reached a total of 42.441 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	Not started yet
1	23	8	4
2	16	16	4
3	10	4	2

The schools that have not start paying yet in year 1 are schools that have joined in term III in 2017 and will remain in year 1 in 2018. With the fully and partially paid contribution by the schools we were able to reach 77% of the expected income from the schools versus 60% last year. We aim to reach at least 75% of the contribution every year and 2017 is the first year that we are able to achieve this goal.

The results are better due to the policy of adding and replacing schools that we implemented in 2016 and was fully implemented in 2017. Schools have a full year to complete their contribution. If schools fail, they will be suspended from the program the following term and if schools continue to fail they will be terminated in the 2<sup>nd</sup> term. Due to this policy we had to terminate more schools from the program than expected at the start of this year. This influences the results most especially towards the schools in the 2<sup>nd</sup> and 3<sup>rd</sup> year of the program as less schools remained than the objectives were based on. At the same time the policy is a success as with this, schools that remain in the program are taking the program and responsibilities that come along with it, more serious. This is also shown by the fact that already 7 schools in the program started to contribute towards their next year in the program in 2018.

## *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 2017 we have carried out a total off 261 sensitizations and we have reached more than 16,000 people.

Stakeholders	Number of schools	Number of people
SMC/PTA	69	716
Teachers	69	783
Parents	82	9,036
Community	41	6,208



# 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 2017 we achieved the following results in the schools concerning books:

- 80 book drops at the schools
- 18,091 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 2017 we conducted 72 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.

## Mathematics tests

In 2017 we decided to focus on the reading tests and improving the literacy level in the schools. The schools receive mathematics books in the 2<sup>nd</sup> year of the program which means we can only measure the impact of the mathematics books at the end of the 3 year program. That is why we decided to stop conducting our mathematics test. We believe it is more import that children are able to read and understand what they read . Therefor we focus on enhancing the literacy level in the schools. Following our motto: Read today, lead tomorrow!

## 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 2017 we have installed 29 mobile library boxes. A total of 45 schools have a mobile library with 4,500 books and we trained 23 schools in using them.







# 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. The 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.

## *Training of Teacher Trainers*

Together with the Primary Teachers Colleges (PTC) Kabulasoke, Mukujo 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. In 2016 we completed training the Teacher Trainers in the workshops that are part of our 3 year program. As the workshops are designed and implemented, we now focus on evaluating the content of the workshops and adjust where necessary. We meet 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 2017 we have trained the following number schools and teachers in the following workshops.

Workshop	Number of schools	Number of teachers
How to handle (year 1)	23	120
How to use (year 1)	23	121
Interactive teaching methods (year 1)	26	102
How to use (year 2)	24	109
Interactive teaching methods (year 2)	26	111
How to use (year 3)	3	14
Interactive teaching methods (year 3)	9	37

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. This way we can be sure the knowledge is shared in the school in a sustainable way as the school has to take responsibility to transfer all knowledge to the teachers in the schools that concerns a total of 1,449 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 2017 985 students were trained.

### Reading Culture

As reported under step 1 of our program “Books” there are 45 mobile library boxes in the schools containing 4,500 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 2<sup>nd</sup> 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. In the last term we switch boxes again and then train the teachers how to organise a reading competition in the school.

### Reading competitions

In 2017 we organised 4 reading competitions for all schools in a district to compete against each other and this was a big success and will be a yearly event. We are very thankful that the publishers we work with, sponsored this event by donating books for the winning schools.

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	20	83
How to set up a reading club	17	72
How to set up a reading competition	27	91

### 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 GAME (Guiding, Activating, Motivating, Excitement) was held for partner schools. Next year we will plan 2 seminars and also schools in the program can join if they want at a low price.

### Baseline studies

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 43 schools. We presented the results during the annual meeting in 2017 and more in detail during the Headteachers Meeting in 2018.







# 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 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 1<sup>st</sup> 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 2<sup>nd</sup> year of the program we use the named weaknesses during the 1<sup>st</sup> year workshop and start setting up a plan to overcome this weakness. During the 3<sup>rd</sup> 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.

## **Workshops**

In 2017 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)	28
Project management (year 2)	27
Fundraising (year 3)	12

Each workshop is followed up by a homework assignment so the leaders of the school can 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. This topic will return every year as a lot of schools are interested in this. The second seminar will be adjusted to the demand of schools and will change every year accordingly. This year we hosted 6 schools that had graduated from the program at the first seminar about income generating projects.

Partner schools that have fulfilled the program can sent in a proposal for a co-funding project within their school that is sustainable. In case of acceptance we will invest maximum of 50% and maximum of the total amount already invested in books at that school, to help the school achieve their goal. We already received the first project proposals and will start funding from 2018.



# 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 2017:

- We have organized a total of 4 head teachers meetings in Butambala, Kibaale, Masaka (including Lwengo district) and Tororo district. During the meeting the schools can chose the books they like to order and we discuss topics that need to be addressed. This year the main topic were transferring of knowledge to all teachers and committee members in the schools and communication.
- On the 4<sup>th</sup> of June 2017 it was time for the 3<sup>rd</sup> international marathon in Masaka! The international runners are sponsored and part of the money they raise is used for funding local charities in Masaka. Knowledge for Children is proud to be part of this and to be supported by the runners. We were able to double the amount of runners to 10 runners compared to last year. One of our runners, Esther, was even the biggest fundraiser of the event! She not only raised the highest amount but also brought over 100 pairs of shoes for the runners in Uganda. As a result, she got to give the start sign together with the Chief runner, Prince David Wassajja.
- Over the past few years, we have been working hard to get signed agreements of financial working relationships with local government within the districts. Because of changes within the government it has not been finalized yet in all districts, but we are certain to finalize with Butambala, Masaka and Lwengo in 2018. We have presented our program and proposed our budgets in the budget meetings of the districts and are move towards the final stages of signing a Memorandum of Understanding. This will also help our goal to work towards a 50-50 investment with Uganda and The Netherlands.
- The Board of Knowledge for Children Uganda has set up a fundraising plan to start to approach local companies and well wishers to support our program. The Board will work closely with the Managing Director Africa to hand in proposals for sponsorship and to follow up on them.
- We have started working together with Uganda Spelling Bee to have the our schools to participate in the spelling bees at the schools, district level and hopefully the national level. On the 14<sup>th</sup> of October 2017 2 of our schools participated in the national finals: Nyendo Progressive and Bishop Ddungu.
- Lastly we hosted our Annual Meeting on the 15<sup>th</sup> of November 2017 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 200 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 10 schools that graduated from our program bringing our total number of partner schools at 14. A report on our Annual Meeting and the work we do in Uganda featured in both local papers and news radio and 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 2017 concerned the following persons and the positions in our organization:

- Anouk Ooms, Managing Director Africa
- Marieke van Meerten, Country Representative
- Disan Kasozi, Deputy Country Director
- 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 8 volunteers.

## Teacher Trainers

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

- Andama James
- Namakula Beatrice
- Tabu Paul
- Masumba Ouma
- 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
- Marieke van Meerten, 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 organisation. She works closely with the Board to reach the goals of reaching self reliance in Uganda in terms of the organisation 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 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. In 2017 we were able to achieve the following percentages in terms of funding.

Income from	Percentage
Funding from the Netherlands	68%
Funding from Uganda:	
• Schools and their community	10%
• Publishers	13%
• Local Government	1%
• Local Fundraising	8%

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. So here lies a big challenge and effort from the team and board to make this goal happen in the upcoming years.







Thank you for supporting

*Knowledge for Children Uganda*

