



# Year Report 2018



In 2018 we have reached:

**47,659 children with 18,484 books at 113 schools and 1,525 teachers plus 518 student teachers**

# Preface Managing Director Africa

In front of you is the Year Report 2018 for 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 2018.

When our organization was founded in 2013 we had a big dream... A dream of achieving improved quality of primary education by creating self-reliance. Not only self-reliance for the schools that are part of the K4C program but self-reliance in every sense of the word so also for our organization .

Knowledge for Children has been working in Uganda for 5 years in 2018. This year we celebrated many successes. Not only our 5 year anniversary. Also the fact that a total of 35 schools has graduated from our 3 year program showing the fact that our 3 step model is effective. And last but not least.. The official moment that Knowledge for Children the Netherlands handed over the organization to the team in Uganda to run the program fully by themselves. There is no better reason for a party than to celebrate that dreams can come true!

Of course these dreams didn't come true by themselves, it is the result of hard work with dedication and perseverance. Over the past 5 years, the team has worked tirelessly with the schools in the program to find the best way possible to enrol our program and how to make it a success. We believe that we have created a successful model that not only improves the quality of education but also ensures that teachers and leaders can continue to work on this on their own with the support of all stakeholders in education. We are proud to have 36 schools that can testify to this fact. They serve as an inspiration to the schools currently in our program and those that will follow! Over the years we have had 3 Dutch Country Directors supporting the team to become more and more successful as well as self-reliant. Marieke van Meerten was the final Dutch Country Director to give the organization the final push to reach that goal. In 2018 she has trained and coached Disan Kasozi to take over her role and responsibilities.

I feel very proud, if I look at how far we have come in these 5 years! With these fantastic results we have paved a stable and sustainable way for the future. A huge thanks to everyone for being part of this: the graduated schools, the schools in our program, our partners in development, our board and most especially our team, Disan and Marieke!

In this report we start with the summary of the objectives and the results in 2018. 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. We present our team and board to you and share what initiatives have taken place to continuously build the capacity of our organization . We conclude with the financial report 2018.

Thank you for your continuous support without which we would not be as successful as we were in 2018. We are looking forward to continue working together with you for a successful 2019!

Anouk Ooms

Managing Director Africa





## Summary objectives and results (1)

Based on the objectives in the three yearplan 2017-2019, the achieved results in 2018 are.

Objectives 2018	Results 2018
Stabilise the number of active schools team K4C at 75 schools and grow with partner organizations up to a total of 94 active schools in the program.	The K4C team worked with 76 active schools in the program in 2018 and through the organizations we partner with, we reached another 23 schools bringing the total up to 99 active schools in the program in 2018.
20 schools to finish programs and to be self-reliant to reach 34 graduated schools in total	We are very proud to report that a total of 21 schools graduated from the program in 2018 reaching a total of 35 graduated schools that we work with as partners in development.
Reach 40,000 children	We reached 25,328 children with the K4C team in the active schools and another 17,691 children through the organizations we partner with bringing the total of children we actively reached up to 43,019 children. We also still reached the 4,640 children in the graduated schools indirectly bringing the grand total up to 47,659 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 26,000 text books	18,484 books were given out <u>Explanation:</u> In 2018 we found more schools already had some books provided either by the government or other organizations. We engaged with the schools to find out what they wanted and agreed to top up the books to bring the ratio up to 1 book to be shared between 2 pupils. This way we still achieve our aim, yet are not able to reach the set objective due to a lesser need in books.
Have 50 mobile boxes used in schools with 5,000 books	Installed another 28 mobile library boxes in the schools bringing the total of mobile library boxes that are shared between school up to 75 mobile library boxes.
Ensure a steady level of 75% paid contributions within the year by the schools in the program	A total 21 schools in the 1st year completed their 15% payment; 17 schools in the 2nd year completed their 30% contribution while 21 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 76 schools

# Summary objectives and results (2)

Based on the objectives in the three year plan 2017-2019, the achieved results in 2018 are:

Objectives 2018	Results 2018
Train 750 teachers and 1,000 students of the Primary Teacher College (PTC)	Trained 825 teachers through 191 workshops in the schools and through cascading to the other teachers in the schools, reached a total of 1,525 teachers. Followed up with the PTC's to see their tutors train a total of 518 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 28 schools and 128 teachers were trained in how to use the mobile library box. Another 4 schools in the 2nd year of the program were already trained in 2017.
Train 30 schools in how to promote a reading culture	A total of 29 schools and 113 teachers were trained in how to promote a reading culture. Another 2 schools in the 2nd year of the program were already trained in 2017.
Train 30 schools in how to set up a reading competition	A total of 24 schools and 99 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 <sup>st</sup> term of 2019.
Conduct lesson observation in 50 schools	Lesson observations have been conducted in 50 schools
Organize 4 reading competitions	We organized 3 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 the GAME seminar in April that attracted 10 teachers. In October the seminar concerning special needs attracted 14 teachers.
Train 30 schools in the 1st year workshop "basic leadership skills"	Trained 27 schools and 80 leaders in basic leadership skills. Another 2 schools in the 1st year of the program were already trained in 2017. <u>Explanation:</u> 6 new schools in the 1 <sup>st</sup> 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 30 schools and 96 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 26 schools and 77 leaders in fundraising. Another 2 schools in the 3rd year of the program were already trained in 2017.
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 2019.





# 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 1<sup>st</sup> 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 2018 compared to 2017 per district.

District	2017	2018
Busia		3
Butambala	27	27
Kibaale	3	3
Kyotera		4
Lwengo	17	21
Masaka	31	35
Mpigi	1	4
Tororo	15	16
<b>Total</b>	<b>94</b>	<b>113</b>

### Results per year in the program

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

Year in program	Start 2018	End of 2018
1	31	16
2	39	38
3	28	25
Graduated schools	14	35

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. Due to these efforts, we only had to terminate 5 schools from the program compared to 9 schools in 2017.

With these 113 schools we have reached a total of 47,659 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 than 50%
1	21	5	12
2	17	10	12
3	21	4	3

The schools that have paid less than 50% in year 1 are schools that have joined in term III in 2018 and will remain in 1<sup>st</sup> year in 2019. With the fully and partially paid contribution by the schools we were able to reach 82% of the expected income from the schools versus 77% last year. We aim to reach at least 75% of the contribution every year. We are proud that we could maintain the level of commitment in payment with the schools and were even able to achieve an improvement compared to last year.

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 7 schools in the program have already started to contribute towards their next year in the program in 2019.

## 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 2018 we have carried out a total of 394 sensitizations and we have reached more than 31,000 people.

Stakeholders	Number of meetings	Number of people
SMC/PTA	101	786
Teachers	96	1,035
Pupils	59	8,787
Parents/Community	138	21,015
<b>Total</b>	<b>394</b>	<b>31,623</b>



# 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 2018 we achieved the following results in the schools concerning books:

- 85 book drops at the schools
- 18,484 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 2<sup>nd</sup> and the 3<sup>rd</sup> year of our program, we report to the schools on their progress.

In 2018 we conducted 76 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 2018 we have installed 28 mobile library boxes in the schools in the 2<sup>nd</sup> year of the program. This brings the total of mobile library boxes in the schools up to 75. In the 2<sup>nd</sup> year the schools receive the boxes following the reading levels so they receive one per term. At the start of the 3<sup>rd</sup> 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 1<sup>st</sup> year the workshop focuses on what to do, the 2<sup>nd</sup> year workshops concern putting this into practice and the 3<sup>rd</sup> 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 2018 we have trained 825 teachers through 191 workshops in the schools as follows.

Workshop	Number of schools	Number of teachers
How to handle (year 1)	23	116
How to use (year 1)	27	126
Interactive teaching methods (year 1)	28	127
How to use (year 2)	32	125
Interactive teaching methods (year 2)	31	126
How to use (year 3)	26	108
Interactive teaching methods (year 3)	24	97

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 1,525 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 2018 518 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 75 mobile library boxes in the schools containing 7,500 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 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 340 teachers through 81 workshops in the schools concerning the following.

Workshop	Number of schools	Number of teachers
How to use the mobile library box	28	128
How to promote a reading culture	29	113
How to set up a reading competition	24	99

## **Reading competitions**

In 2018 we organised 4 reading competitions for a total of 27 schools in total where 81 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 2018 we organized 2 seminars: GAME and Special Needs. A new seminar was also designed to be implemented in 2019 about 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 50 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 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, following this 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 these weaknesses. 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. 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 2018 we trained 330 leaders through 106 workshops in the schools concerning the following.

Workshop	Number of schools	Number of leaders
Basic leadership skills (year 1)	27	80
Follow up (year 1)	23	77
Project management (year 2)	30	96
Fundraising (year 3)	26	77

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.

In August 2018 we unfortunately had to say goodbye to our Program Manager Leadership. The Deputy Country Director took over from her to continue training the leaders in the schools. With his efforts we were able to reach the objectives in the leadership department.

While conducting the workshops, the Deputy Country Director noticed some areas needed improvement and with this knowledge, he worked on revising the manuals. The new and updated content of the workshops was implemented in the 3<sup>rd</sup> term of 2018 so it could be tested and be ready for implementation by the new Program Manager Leadership whom we are going to hire at the start of 2019. The Country Director will train the Program Manager in 2019 and we expect the Program Manager to be working independently at the start of the 2<sup>nd</sup> term in 2019.

# Leadership program (2)



## **Seminars for partner schools**

We offered 2 seminars at a low price to the schools that have graduated from the program and other schools that are interested. The topic of the first seminar in the year is about setting up income generating projects in the schools. Some of the schools want to set up an income generating project in the school to raise the funds to carry out their project. With the seminar we want to inspire schools to think about how to set up their projects and to guide them to start up properly. Every year we decide the topic of the second seminar together with the schools. This way we try to ensure that we offer the schools the best chance to continue to develop their knowledge and skills that matches their needs. In 2018 the topic chosen was teamwork and coping with stress. The Country Director designed this seminar and guided the Deputy Country Director on how to continue with this method in 2019.

We hosted 11 leaders during our first seminar and 14 leaders at the second seminar in 2018.

## **Education Innovation Fund**

Schools that have graduated from our 3-step program are not only offered to continue to develop their knowledge through seminars for teachers and leaders but also to ask for the support of Knowledge for Children to support the school in a small project. The rules for successfully receiving funding through the Education Innovation Fund are as follows:

1. The school needs to continue with what we taught them in the 3-step program:
  - Book fund in place to replace and add books
  - Continuous development of knowledge and skills of teachers
  - Continuous development of knowledge and skills of leaders
  - Improved PLE results
2. The school needs to hand in a good proposal following the guidelines we gave them in the leadership workshops
3. The project needs to be based on the co-investment principle where the school comes up with 50% of the funding themselves
4. The funding Knowledge for Children offers the schools in their project is maximized according to the size of the school:
  - Small school (less than 250 children) UGX 1,000,000
  - Medium school (250-500 children) UGX 2,000,000
  - Large school (more than 500 children) UGX 4,000,000

A total of 4 graduated schools handed in their project proposals in 2018. The quality of the proposals was disappointing so we supported and guided these schools on how to do this in an effective way so we can ensure being able to start with the implementation of the first real projects in 2019.





# Continuous development staff



An important part of our goals for 2018 was aiming at reaching self-reliance for our organization. This would not have been possible without the support of the final Dutch Country Director and the Managing Director Africa. Both have worked very hard to continuously develop the capacity of staff.

## Improvements in 3-step program

We believe that in order to have a truly fitting program that supports the primary schools in their actual needs, we need to continuously evaluate the program and its activities. We evaluated the program with the staff, based on their experiences in the field and feedback received from the schools during our termly school visits. Focus of the evaluation was, to think critically if with all that we do in the schools, we are ensuring that over the course of the 3 years of the program the schools are able to become self-reliant. After this evaluation, we implemented changes and improvements in the program and its activities.

Part of the improvements was to really follow up the schools and the payment plans they share with the team. If a staff member goes to do any activity in the field and passes a school that needs attention, a quick visit is paid to the school to ensure that we are on the right track together. This paid off as we were able to raise 82% of the contribution this year compared to 77% last year.

## Improvements in staff development

As we were preparing handing over the organization from Knowledge for Children the Netherlands to Uganda, it was also time to implement policies. The Country Director developed all the necessary policies in 2018 in order to ensure it is clear how to organize things properly and that it is clear for everyone involved.

We implemented a tool for appraising staff efforts in their work in the 1<sup>st</sup> term of 2018 and finalized using it by the end of 2018. This to ensure that staff and the management of the organization are focused on the performance of staff and ensuring that everyone's unique qualities continue to blossom in our work.

We believe experiences and visual material share the impact of our work and therefore we also focused on ensuring the team can take good photographs of our work and are capable of hosting visitors from outside Uganda the best way possible. We were happy to host 2 schools and 3 visitors in 2018 to share all that we do.

Over the years, the team has become more and more capable of reaching the objectives set for the year. This is through proper planning and reporting. In 2018 we started working with set targets per term and per month so the team knew what to aim for. As a result there was an improvement on reaching the objectives over the course of the year. At the same time we saw the team getting buried in the targets and losing focus on the reasoning and logic behind it. In 2019 we will combine these aspects of planning, ensuring we continue to reach our objectives as well as the aimed impact in the schools behind these objectives.

## Future development of staff

In 2019 the Managing Director Africa will be 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 2018:

- We have organized a total of 4 head teachers meetings in Butambala, Kibaale, Masaka (including Lwengo district) and Tororo district. During these meetings the schools can chose the books they want to order and we discuss topics that need to be addressed. This year the main topic were cascading of knowledge to all teachers and committee members in the schools and communication. During the meeting we sold local instructional materials to the schools to add to our local fundraising.
- On the 2<sup>nd</sup> of June 2018 it was time for the 4<sup>th</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. This year we didn't have runners from the Netherlands supporting our work but we did have 2 runners supporting our work by giving us new story books to add to our mobile library boxes.
- In 2018 we continued to engage with the local government to ensure a good working relationship. We presented our program and proposed our budgets in the budget meetings of the districts but have yet to sign Memorandums of Understanding with the districts. As this will help our goal to work towards a 50-50 investment with Uganda and The Netherland, it will be the main focus in 2019 to truly implement it, as we believe it is the only way to fully ensure self-reliance of the organization.
- The Board of Knowledge for Children Uganda organized a fundraising dinner for local companies on the 12<sup>th</sup> of October 2018 with which UGX 1,000,000 was raised to support our work. As this was a small success, the Board will continue with this in 2019 to ensure a real success.
- We continued to work together with Uganda Spelling Bee to have our schools participating in the spelling bees at the schools, district level and hopefully the national level. On the 20<sup>th</sup> of October 2018 3 of our schools participated in the national finals: Msgr Ngobya Memorial, Nyendo Progressive and Bishop Ddungu.
- We hosted our Annual Meeting on the 21<sup>st</sup> of November 2018 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 21 schools that graduated from our program bringing our total number of graduated schools to 35. A report on our Annual Meeting and the work we do in Uganda was featured in both local papers and radio and television news.
- On the 26<sup>th</sup> of November 2018 our program manager Quality of Education gave a workshop for the volunteers of the Peace Corps to share our knowledge in improving the quality of education.





# 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 Representative	Marieke van Meerten
Deputy Country Director	Kasozi Disan
Program Manager Books	Mary Federis Nankya
Program Manager Quality of Education	Nandege Mastulah
Program Manager Leadership	Vacancy
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 and Mpigi)	Tabu Paul
Volunteer	Kamya Timothy
Volunteer	Mbabazi Simon Peter
Volunteer	Nanfuma Joan
Volunteer	Sabano Lydia
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
- 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 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 2018 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.





Thank you for supporting K4C and putting a smile on their face!

