



Year report 2014

Knowledge for Children Uganda



In 2014 we have reached:

14.932 children with 10.214 books at 40 schools and 227 teachers plus 654 student teachers

Summary objectives and results (1)

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

Objectives 2014	Results 2014
1. Adding 19 new schools to the programme to a total of 40 schools	1. 19 new schools added to the programme which makes a total of 40 schools
2. Distributing 12.000 schoolbooks	2. Distributed 9. 764 schoolbooks <i>Explanation:</i> We included new schools in the programme that had a lower number of students than what was originally forecasted. Besides this, 9 out of the 40 schools are still in the first year of our program which means we could not deliver the textbooks in 2014 for these schools.
3. Reaching 18.000 children	3. Reached 14.932 children <i>Explanation:</i> We included new schools in the programme that had a lower number of students than what was originally forecasted.
4. Local contribution of 15% in the first year in 19 schools and 30% in the second year in 21 schools	4. Local contribution of 15% in the first year in 22 schools and 30% in the second year in 8 schools <i>Explanation:</i> 8 schools started their first year later on in 2014 and they did not finish the first year yet, so they will continue in 2015 with collecting their 15% contribution. 2 schools in the second year did not finish collecting their 30% contribution and will continue in 2015 with this.
5. Readingtest at 40 schools	5. Readingtest at 40 schools and maths test at 10 schools <i>Explanation:</i> The schools in the 2nd year of our program received books for Mathematics so we also measure the numeracy level





Summary objectives and results (2)

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

Objectives 2014	Results 2014
5. 9 mobile boxes with 2.250 books	5. 3 mobile boxes with 450 books <i>Explanation:</i> The making of the mobile boxes and collection of the books took longer than expected. 6 additional boxes with 900 books are ready to be installed in the first quarter of 2015
6. Readingclubs at 40 schools and 2 reading competitions	6. Readingclubs at 0 schools and 0 reading competitions <i>Explanation:</i> Due to the intensive sensitization programmes in the schools, this was postponed to 2015
7. Train 160 teachers in the 40 schools and students of teacher training colleges	7. In total 227 teachers in 40 schools were trained and 654 students of the teacher training colleges.
8. Training-of-trainers of Tutors on how to give the trainings including design of a training manual	8. In total 8 Tutors (CCT's) received training-of-trainers and a training manual was designed
9. Intensive sensitization programme for all schools.	9. In total 186 sensitization meetings were held, with 5 meetings for 1st year schools and 3 meetings for 2nd year schools.
10. Organise stakeholder meetings per district.	10. Organised 3 meetings with each district we work in to involve the government
11. Design and execute the workshops for the leadership programme	11. Four different workshops are designed and held at 3 schools <i>Explanation:</i> Due to acquiring new staff this number was lower, they will be held in 2015

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.

Our main programs are:

- Book program;
- Reading culture program ;
- Quality of education program
- Leadership program.

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 2014 by our programs.

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.





General information (2)

Start 2014

In the beginning of 2014 we started with 19 schools in total, divided as follows per district:

- 12 schools in Butambala district
- 7 schools in Masaka district

Out of these 19 schools, 10 schools started in the 2nd year of our program and 9 schools remained in the 1st year of our program.

Results by end 2014

During 2014 we added 21 schools to our programs. By the end of 2014 we reached a total of 40 schools divided as follows per district:

- 14 schools in Butambala district
- 1 school in Jinja district
- 3 schools in Kibaale district (Partner AYPI)
- 19 schools in Masaka district
- 3 schools in Tororo district (Partner AFFO-CED)

Looking at these schools, they are in the following years in our book program:

- 8 schools have finished the 2nd year of our book program and they will move up to the 3rd year in 2015
- 22 schools have finished the 1st year of our book program and they will move up to the 2nd year in 2015, 2 schools will remain in the 2nd year in 2015
- 8 schools started the 1st year of our book program in 2014 and have not yet finished it, so they will remain in the 1st year of our program

With the 40 schools we have reached a total of 14.932 children within our programs.

Book program

Bookdrops

Once a school and the community has 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.

Results:

- 37 book drops organized at the schools
- 9.764 books delivered to 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: head teachers, the school management committee (SMC), the parent teachers association (PTA), teachers, parents, community and of course the pupils. 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 2014 we held the following sensitization meetings at the schools:

- 5 sensitization meetings per school for the schools in the 1st year of our program, meaning 1 for every group of stakeholders
- 3 sensitization meetings per school for the schools in the 2nd year of our program, meaning a meeting for the SMC and PTA, the community including the parents and the pupils. The sensitization for the other stakeholders has to be organized by the team of head teacher, SMC and PTA.

We held 186 sensitization meetings at the schools in 2014.





Reading culture

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 each year.

In 2014 we conducted 40 reading tests at the schools. We saw an improvement in mechanical reading in the schools in the 2nd year of our program but there is a big need to improve the comprehension of words and sentences.

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 2014 we did maths tests at 10 schools. We cannot report on the progress at this point because this is the first year that we have schools in the 2nd year of our program.

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.

Results:

- We have installed 3 boxes in 9 schools in 2nd year of our program. These boxes contain 450 books.
- There are 6 additional boxes with 900 books ready to be installed in the first quarter of 2015.

Quality of education

To improve the quality of education in Uganda, it is important that teachers know how to use the textbooks in the classroom. Together with the Primary Teachers Colleges (PTC) Kabulasoke and Ndegeya we provide teachers in the schools with workshops. We train 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.

Results:

- Workshop “How to handle” provides teachers with knowledge on storage and covering of the books to make sure that the books last a long time. This workshop was given at a number of centrally placed schools and was attended in total by 113 teachers .
- Workshop “How to use” teaches a teacher how to use the books provided in the classroom. In this workshop we use the book that is delivered to the school, for example English in the 1st year of our program. This workshop was again given at a number of centrally placed schools and was attended in total by 84 teachers.
- Workshop “Interactive teaching methods” provides teachers with methods to use in the classroom to teach children in an interactive way including the use of local materials as part of a lesson. These workshops were attended by 30 teachers.
- We trained 8 CCT's in how to give the above mentioned workshops during the CCT training weekend.
- Designed a training manual for the workshops in the 1st year and 2nd year of our programs for the CCT's to use.
- We trained students at both Kabulasoke and Ndegeya PTC, 654 students in total, in the use of interactive teaching methods and the use of local materials in making learning aids.





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.

This training will focus on building the capacity of the stakeholders at the school:

- The head teacher;
- The chairperson SMC
- The chairperson PTA.

We want these stakeholders to be aware of their qualities and possibilities, so that they will be able to use them to the best of their ability for the benefit of the school and community.

In 2014 we designed the workshops for the leadership program and they are ready to be given to the schools:

1. Workshop “Roles and responsibilities” will be given at the start of our programs.
2. Workshop “Basic Leadership skills” will be given in term 3 of the 1st year in our programs.
3. Workshop “Project management” will be given in term 3 of the 2nd year in our programs.
4. Workshop “Fundraising” will be given in term 3 of the 3rd year in our programs.

Due to problems with our staff (Our Sensitization Officer had a baby and the Assistant Sensitization Officer resigned), we were not able to give the workshops at the schools as planned in 2014. Only 3 schools were trained in the 2nd workshop.

In 2015 we plan to catch up with training the schools in our programs.

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 the stakeholders, we organized the following meetings in 2014:

- A total of 4 head teachers meetings (in Butambala, Kibaale, Masaka and Tororo district) were organized, during which we discussed the progress and the challenges faced with our programs with the head teachers. At this meeting we provided the head teachers with samples of books available to choose from, to receive at the schools.
- We had 3 meetings (once each term) with government officials in each district we work in. This was in order to involve the government of Uganda in our programs. We have not yet succeeded in getting the districts financially involved. The district of Butambala will be the first to set an example for the other districts, as they have promised a contribution for 2015.
- In order to inform all the stakeholders involved in our programs about the progress made in 2014 and the goals for 2015, we organized an Annual Meeting. This meeting was attended by a total of 90 stakeholders.
- We worked with 2 partner organizations to teach and coach them on how to run our programs: African Foundation for Civic and Development (AFFO-CED) in Tororo district and African Youth Peace Initiatives (AYPI) in Kibaale district. In both districts we have reached 3 schools through the partner organization.





The Team

Everything we have accomplished in 2014 would not have been possible without our dedicated team which consists of the following people:

- Anouk Ooms, Country Representative
- Nandege Mastulah, Program Manager
- Mary Frederis Nankya, Sensitization Officer
- Katuusi Apollo, Assistant Sensitization Officer
- Ssemaganda George, Teacher Trainer
- Tabu Paul, Teacher Trainer
- Jane Toolya, Volunteer
- Mukwaya Jannifer, Volunteer
- Nkata Benedict, Volunteer
- Sunday Emmanuel, Driver

From February until April, 2 volunteers from the Netherlands worked with our team. Antje Cornelis worked on setting up the mobile library boxes. Charmian Lantzendorffer worked with the PTCs on training the students and setting up “Working with local materials” to use in the interactive workshops.

From March until September, Hetty Beckers was part of our team as our Educational Consultant. She set up our workshops for the 1st and 2nd years of our programs. She trained and coached the Teachers Trainers and CCT’s on how to give these workshops.

In April, Anouk Ooms replaced Mirjam Altena in the role of Country Representative. Mirjam started and built the foundation of the organization and the team from 2013.

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.

The members of the board always have one end in mind: to build a strong organization which can be self reliant in Uganda with eventually a full Ugandan team.



School in our programs to start 2015

Schools in 1st year

School	Government or private	Enrolment 2014	District
Bukakata	Government	687	Masaka
Bulugu St Kizito	Government	179	Butambala
Kamengo	Government	239	Masaka
Masaka Baptist	Private	262	Masaka
Mpugwe Shariat	Private	249	Masaka
Peters Primary	Private	215	Jinja
St Antony Gayaza	Government	238	Masaka
St Kizito Gayaza	Government	293	Masaka

Schools in 3rd year

School	Government or private	Enrolment 2014	District
Bugere Muslim	Government	279	Masaka
Kabendera	Government	177	Masaka
Kako	Government	413	Masaka
Kasaka	Government	269	Masaka
Kiyumba	Government	381	Masaka
Kyantale	Government	210	Masaka
Mabanda Infant	Private	160	Butambala
Victorious	Private	315	Masaka

Schools in 2nd year

School	Government or private	Enrolment 2014	District
Alpha & Omega	Private	714	Kibaale
Butaalunga	Government	462	Butambala
Butawuka	Government	262	Butambala
Gombe	Government	561	Butambala
Green Valley	Government	486	Masaka
Kabulasoke Dem	Government	253	Butambala
Kamugombwa	Government	342	Butambala
Kibibi	Government	271	Butambala
Kidera	Government	944	Tororo
Lugala	Government	257	Butambala
Mabanda Islamic	Government	133	Butambala
Mpugwe	Government	582	Masaka
Nakatooke	Government	331	Butambala
Ndegeya Dem	Government	323	Masaka
Nyendo	Private	378	Masaka
Payangasi	Government	886	Tororo
Ssemiira	Government	87	Butambala
St Immaculate	Government	523	Masaka
St Joseph	Government	245	Kibaale
St Jude	Government	311	Kibaale
St Lucia	Private	296	Masaka
Tororo Army	Government	1.082	Tororo
Wadduduma	Government	142	Butambala
Wamala	Government	495	Butambala