



# Backup Uganda

## Annual Report

2018

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## Introduction

Before you lies Backup Uganda's Annual Report for 2018. This year started with a quick and steep learning curve after reviewing our activities in 2017. Where we thought we had designed a holistic approach that served all stakeholders – teachers, parents and learners – we learned that some interventions create more dependency than sustainability. We decided to move away from working with learners directly, which was intended to model desired strategies and outcomes. Instead, we chose to dedicate 2018 to empowering teachers and parents more intensively to meet the children's learning needs. Based on our continuous evaluations together with these teachers, parents, and learners as well, we can conclude that we are on a more effective and sustainable track.

2018 was a year full of new experiences and surprises as well. We started working together with other education-based organizations in Uganda, offering them professional training on learning difficulties. We got involved in various regional and national working groups focusing on education. We received interns for the first time, started workshops at a Primary Teachers College, and helped develop the first National Special Needs Identification Tool. Our impact went far beyond what we could have imagined at the beginning of the year. This report offers a detailed description of all the different aspects.

As we start 2019, we cannot wait to see where the new school year will take us together with our (new) partner schools and organizations. We are ready.

**Annemaaike Kruisselbrink**  
**Co-Founder & Uganda Country Director**

## The Movement: Progress at Gulu Primary School, Gulu PTC Demonstration Primary School & Highland Primary School

At the start of the 2018 school year, Backup Uganda kicked off a revised design of its main project, focused on school-based support for children with learning difficulties: The Movement. The project's main goal was to enable early identification of possible learning difficulties among approximately 1200 primary school learners of two primary schools in Gulu District, and ensure individualized management of identified learning difficulties. To make this happen, our team has been working working together with the teachers, administrators and parents of two partner schools: Gulu Primary School - later replaced by Highland Primary School - and Gulu PTC Demonstration Primary School.

### Successes

- We held a start meeting about the project at all schools, involving all teachers and administrators.
- We completed baseline and endline-related activities involving the teachers, parents and learners at Gulu PTC Demonstration Primary School and Highland Primary School.
- At Gulu PTC Demonstration Primary School and Highland Primary School, we conducted seven teachers workshops: a general introduction to learning difficulties, tracking learners' progress, dyslexia, dyscalculia, AD(H)D, behavioral difficulties, and autism spectrum disorders. Approximately 30 (student) teachers participated in each workshop. This included administrators as well. We distributed handouts to all participants after every workshop.
- At Gulu Primary School, we conducted one teachers workshop, a general introduction/refresher to learning difficulties. 26 teachers participated in the workshop. This included administrators as well. The majority of teachers attending the workshop participated actively. They remembered aspects of specific learning difficulties from the previous years of working together.
- A particular interest arose among teachers at Gulu PTC Demonstration Primary School during the workshop on behavior, when we addressed the causes of behavior and how to use these to prevent unwanted behavior, rather than giving punishments after. Discussing specific pupils was helpful to make the workshops more practical and implement the new knowledge and skills immediately.
- At Highland Primary School, one of the P6 teachers showed a strong interest by requesting for additional materials that could help learners and inviting us to observe his lessons. One of the P3 teachers asked us for advice on how to help 2 specific pupils in her class, with whom she has detected behavioural and reading difficulties. We have been pleasantly surprised by the active participation of the Deputy Headteacher as well.
- 16 student teachers from Gulu Core Primary Teachers College unexpectedly joined our workshops at Gulu PTC Demonstration Primary School, as they were completing their school practice at the primary school. They enjoyed these to the extent that they



requested us to ask permission at the PTC for them to attend all our workshops this year. Instead, we were requested to organize workshops for all student teachers at the PTC. We were able to observe their lessons as well and gave them feedback according to our mentoring system.

- At Gulu PTC Demonstration Primary School and Highland Primary School, the regular teachers and student teachers have been quite interested in the content of the workshops. Attendance and participation have both been high.
- We conducted 17 mentoring visits that consisted of lesson observations. We made 3 visits to Gulu Primary School, 17 visits to Gulu PTC Demonstration Primary School, and 12 visits to Highland Primary School.
- At Gulu Primary School, the teachers of Primary 4-7 welcomed us in their lessons to observe and were appreciative of our feedback. At the remaining two schools, all teachers have welcomed us in their lessons multiple times to observe. Some even requested us specifically to come and observe their lessons. We have not been refused by anyone and all teachers have been appreciative of our feedback. We have observed them trying out suggestions that come from our feedback. For example, we saw this in how they speak to learners, how patient they are with them, which activities they use to let learners practise, and the effort they make to learn more about children from their parents.



- We hosted three parents workshops at Gulu PTC Demonstration Primary School and Highland Primary School, attended by over 100 parents each time. Parents recognized their own children when we spoke about specific learning difficulties, agreed on their own responsibilities in supporting their children, learned more about how to deal with problematic behavior, and how to recognize possible signs of AD(H)D and autism spectrum disorders.
- The administration at both Gulu PTC Demonstration Primary School and Highland Primary School has been supportive and flexible in planning and organizing all our activities. In addition, the administrators have started initiating activities to support children with learning difficulties more, such as having all teachers identify the pupils with special needs in their classes and a stronger focus on the use of phonics. Gulu PTC Demonstration Primary School's administration has recommended our services to Gulu Core PTC as well.
- During the termly learning & evaluation meetings we organized for the teachers and administrators of Gulu PTC Demonstration Primary School and Highland Primary School, a number of examples were given by teachers who had tried specific strategies in- and outside their classroom to help children with suspected learning difficulties, and made progress. Examples are using the progress tree model, being more patient with learners, reading in groups, giving learners different sitting positions in class, and more use of letter sounds. Together, we took a closer look at the barriers that prevent teachers from implementing certain other strategies. We discussed them into detail and looked at

possible solutions. The teachers from both schools started advising each other and sharing their experiences during one of the meetings.

- From September-December, we received two interns from Windesheim University in Zwolle, the Netherlands, who started the process of guiding the teachers on how to develop and use individual support plans for learners. They tested and improved the guidelines we had been using so far, together with one focal teacher at Gulu PTC Demonstration Primary School and Highland Primary School.



### **Challenges**

- At Gulu Primary School, less than half of all teachers attended the start meeting, due to a lack of mobilization on the administration's side. Teachers turned out to have a high expectation of sitting allowances for the workshops, which we could not meet.
- Several teachers in the lower primary classes at Gulu Primary School kept postponing our lesson observations to later hours. One teacher did not allow us to enter her lesson at all, stating she was not prepared.
- It took close to a month before we were able to agree with the administration on the planning of our activities. Although agreements had finally been made between our team and the school's administration on our activities and their planning, activities were cancelled again by the headteacher last-minute. No attempts were made on the administration's side to reschedule the activities. This followed after numerous challenges that took place before 2018. Therefore, we chose to end our partnership with Gulu Primary School. Due to the end of our partnership with the school, we have not been able to distribute handouts about the workshop to the participants yet.
- As we finalized our partnership with Gulu PTC Demonstration Primary School at the beginning of term 1, our program started later than planned. This resulted in the teachers workshops taking place in consecutive weeks, rather than spread throughout the term.
- For one month, the student-teachers took over all lessons at Gulu PTC Demonstration Primary School - except remedial lessons and Primary 7 - which made it challenging to observe lessons of all regular teachers.
- School programs like sports and other activities have made us postpone our activities a few times or start late. However, when necessary, rescheduling has always been successful at Gulu PTC Demonstration Primary School and Highland Primary School.
- It proved to be more complicated to observe the administrators teach, as they do not teach at set times on the timetable and they are busy with their other duties as well.
- Doing lesson observations in the afternoon turned out to be challenging, since often we found the same teachers in class who had also taught in the morning.
- At Highland Primary School, several teachers indicated that they would like to use the tree model to track pupils' progress, but they lack the materials (specifically stickers) to do this.
- It was not easy to bring the teachers and administrators from the different schools together after every term for a learning & evaluation meeting. After term 2, we were able

to all meet together, but after term 3 we had to organize a separate meeting per school due to the schools' different schedules.

- In the future, we would like to make more effort to support the development of individual support plans for learners with possible learning difficulties. The teachers at the different schools did not fully grasp and use this concept. This will require a focal person within the school who coordinates this process, so that the school can continue doing this independently.

### **Way forward**

- We have made several attempts to involve the Municipal Education Office of Gulu in mediations with Gulu Primary School's Head Teacher to discuss the events that led to the end of the partnership. However, the officials in this office have not followed through with this.
- Based on the final joint evaluations and the analysis of the endline results, we have decided to organize at least one more teachers workshop in 2019 to highlight aspects of specific learning difficulties, as well as to do more in-depth training on developing individual support plans - supported by new interns from Windesheim University. We shall make at least one more mentoring visit as well to check on the continued use of the knowledge and skills we offered during 2018.
- Together with the school's administration, we shall select a focal person who will continue to coordinate all efforts made to identify and support children with possible learning difficulties at Gulu PTC Demonstration Primary School.
- We are looking into the possibility (and viability) of joining the District and Municipal Inspectors of Schools for their inspections and introduce them to the tool we use for our lesson observations. This could add to the sustainability of our project, as the purpose is for it to become an independent system that is maintained by Uganda's local and national government in the long run.
- We intend to research more ways to involve learners' home communities in learning more about learning difficulties. Although we have been able to reach quite a number of parents through our parents workshops, but we are aware that more than half of the parents at every primary school are not able or willing to come for these workshops.
- In 2019, we intend to scale up this project to more intensive training at Gulu Core PTC and 3-5 of the primary schools that the student teachers are sent to for their school practice.



### **Following up on learners 2016-2017**

In 2016 and 2017, we worked together with ten individual learners at Gulu Primary School. All of these pupils were studying in Primary 4 and 5 and all were identified by Backup Uganda together with the teachers as having possible learning difficulties. Although our team is no longer working

with these pupils on an individual basis and the partnership with Gulu Primary School has ended, the team did follow up with them to administer final literacy and numeracy tests. Based on these results and the team's experiences throughout the two years, feedback was provided to the pupils' teachers and parents.

### *Successes*

- Seven pupils have been tested in literacy and numeracy.
- We shared our feedback with the teachers and parents of two pupils who used to attend Gulu Primary School.

### *Challenges*

- Three pupils have been taken to a different school by their parents. Two could be traced and tested; our team has not been able to get in touch with one pupil.
- Two pupils at Gulu Primary school have not been tested; one returned to school quite late in the term, another no longer wanted to work with Backup Uganda since the last time she took the tests.
- The end of Backup Uganda's partnership with Gulu Primary School has made it challenging to share the feedback with the pupils' teachers and parents at this school.
- The father of one pupil did not appreciate us sharing our feedback and requested us firmly to no longer follow up on his son.
- We did not manage to trace, test and offer our feedback on the final pupil who had transferred to another school.
- Due to the end of our partnership, we have not been able to test and offer our feedback on the two pupils that we had not followed up on yet.
- A representative of the Municipal Education Office had agreed to meet the school's Head Teacher to discuss the events leading up to the end of our partnership. After this, he intended to advise us on how to provide our feedback about the pupils to the teachers. However, up to date we have not received any information on this.

### *Way forward*

- Unless the Municipal Education Office fulfills its role in mediating between the Head Teacher of Gulu Primary School and Backup Uganda, we will not be able to test the remaining pupils and offer our feedback to their current teachers.

## **Quality & Content Working Group Gulu**

Since May 2017, Backup Uganda has been leading a Quality & Content Working Group for all education-based NGOs in Gulu district, together with the Gulu District Education Office. So far, 15 organizations have been sending representatives regularly. On a monthly basis, the Working Group discusses themes and actualities related to education that are relevant for all members. Themes discussed in 2018 have been:

Non payment of school fees  
Standard numeracy tests  
Disciplinary measures for teachers  
Gulu District Education Ordinance  
(Automatic) promotion of pupils

Overtesting in schools  
 Education-focused radio talkshow  
 30-minutes-of-reading-a-day campaign  
 Curriculum & time management  
 Drop-out rate & retention of girls

### ***Successes***

- First steps have been taken in jointly developing standard numeracy tests for Primary 1-3 in Gulu district.
- Experiences on all topics have been shared with representatives from the Municipal and District Education Offices.
- Detailed feedback has been offered on the draft of the new Education Ordinance for Gulu district.
- The Working Group has gained a clearer purpose of advocacy regarding the content and quality of education, which can lead to developing more effective strategies and activities.
- A proposed set-up for a first radio talk show has been shared with members and is awaiting feedback from the District Inspector of Schools.
- The Working Group has designed and planned a reading campaign for April 2019, revolving around 30 minutes of reading per day. The District Education Office has given its blessing for the Working Group to organize the campaign and will be helping with the mobilization. This campaign targets children at primary school level, both at school and at home.

### ***Challenges***

- It has been difficult to get representatives from the Municipal and District Education Offices to attend every meeting. This has limited the impact that the Working Group has been able to have in terms of implementing ideas, like the basic numeracy tests. It has also slowed down the speed at which joint activities could have been implemented.
- Not all members send a representative for every meeting, which makes it challenging to follow up on action points that members committed to.
- The process of developing a new Education Ordinance for Gulu District has been halted at the district level.

### ***Way forward***

- The Working Group is discussing ways of connecting to the Forum for Education NGOs in Uganda (FENU), based in Kampala. Although a closer connection was planned to be made between the two in 2018, this has not happened yet. This will have to be worked on by our Country Director in the first quarter of 2019.
- As mentioned, the new Education Ordinance will not be pursued after all by Gulu District. Instead, a stronger focus will be put on advocacy for the implementation of specific action points that were emphasized in the draft Ordinance. Members are to connect to the District Chairman's Technical Advisor for further guidance on this.
- Most likely, the proposed radio talk show will take place in 2019, possibly during the reading campaign planned for April.
- In April 2019, all members will join hands in promoting and facilitating the mentioned reading campaign. At the start of



2019, the proposal for the campaign needs to be finalized and shared with possible funders.

- All members will continue encouraging representatives from the Municipal and District Education Offices to continue participating in the monthly meetings.
- Other themes to be discussed in 2019 can be chosen from the following list that members agreed on:

- Developmental goals/phases
- Learning challenges
- Testing & assessments (overtesting)
- Automatic promotion
- Role of parents
- Teachers preparation
- Time management
- Remedial/extra teaching
- Reporting date
- Child protection
- Early childhood education
- Literacy (use of libraries)
- Numeracy
- Gender

### **Action Team @ Gulu Primary School**

A partnership between Backup Uganda and BMS World Mission brought four volunteers to Gulu Primary School from November 2017 until March 2018. The volunteers spent 1.5 hours reading with pupils in Primary 3 every Wednesday afternoon. As was agreed on with the Primary 3 class teacher, they would offer a fun reading experience to pupils who could benefit from the extra reading experience.

#### ***Successes***

- The children have become a little more confident throughout the weeks of reading together with the team. They have become more used to the team and opened up.
- The children were excited to read, they were sad to go back to class after they were done, even if they struggled with the reading itself.
- There was a mix of reading levels: most children read quite well, some struggled with the technical reading, other with reading comprehension. The team based their activities on the reading level of the child.
- The reading materials available were enough and had enough variety in terms of reading level.
- The team enjoyed the reading activities, it was encouraging to see some small progress in the children.
- It helped to see the same children every week at the beginning.
- The time and location (school library & main hall) for the activities worked well.

### ***Challenges***

- The volunteers had basic knowledge about reading skills, yet not enough expert knowledge to be able to help the children work on their specific difficulties.
- In 2018, the volunteers did not read with the same pupils as in 2017, because they had been promoted to Primary 4. This made it impossible to offer continued support to the same group.
- The intention of the reading was to offer this especially to children who were struggling. However, the teacher also chose children who were already strong readers.

### ***Way forward***

- Possibly, BMS World Mission will rely on Backup Uganda again in the future if other volunteers are interested in similar reading activities.
- It would be interesting to look at options of following the same pupils for the entire period, in order to follow progress.
- There is a need to emphasize the selection of specific learners who need the extra reading time.
- In the future, the Backup Uganda team can spend more time with the volunteers to identify areas where the pupils struggle and find simple ways to support the children.

## **Membership of FENU, Special Needs Education Technical Working Group & SQUAMI-CRANE**

In the second quarter of 2018, Backup Uganda became a member of three initiatives that consist of various education-based NGOs and government bodies in Uganda. The Forum for Education NGOs in Uganda (FENU) is a national coalition of NGOs that emphasizes the right to education for all children in Uganda. The Special Needs Education Technical Working Group is a collaboration between the Special Needs Education Department at the Ministry of Education & Sports and other partners in the area of Special Needs Education in Uganda. SQUAMI-CRANE is an initiative focused on improving special needs services in Uganda, with a current focus on data collection and assessment. Please note that the Technical Working Group and SQUAMI-CRANE like to combine their activities.

### ***Successes:***

- FENU – Backup Uganda is one of the few NGOs from Gulu involved in the Forum, meaning the organization has been able to contribute experiences and collect information needed from this region. Examples are the status quo in terms of early childhood development centres and the current awareness of learning difficulties and related services among (Head) teachers. In addition, our representative Annemaaike presented on Backup Uganda's teacher trainings and the (lack of) awareness of special needs provisions that are available through UNEB. All conclusions from FENU's quarterly thematic meetings are turned into joint activities and communications made to the relevant departments at the Ministry of Education & Sports.
- Special Needs Education Technical Working Group – Through the Technical Working Group's quarterly meetings, we have been able to connect to the main partners involved in the assessment of and provision of services for children with special learning needs in Uganda. For example, we have become involved in the development of a national assessment tool to identify learners' special educational needs (see SQUAMI-CRANE).

We have also been involved in the regional consultations on the new National Inclusive Education Policy. Lastly, one of our team members is representing Backup Uganda as the treasurer in the organizing committee for a National Inclusive Education Conference, scheduled for May 2019.

- SQUAMI-CRANE – Backup Uganda represents Gulu at this Initiative. We are included in developing the assessment tool mentioned above and will be involved in the data collection process during a national survey on special educational needs that will most likely take place in the first half of 2019. In August, the tool has been presented successfully to the Ministry of Education & Sports and other stakeholders during a breakfast meeting. A report has been finalized by now and SQUAMI-CRANE is waiting for the Ministry to give its final approval to roll out the tool.



#### ***Challenges:***

- Since all three initiatives host their meetings in Kampala, it can be challenging to have a representative from Backup Uganda available for all meetings – especially when meetings are rescheduled last minute. For example, SQUAMI-CRANE meetings tend to be postponed less than a day in advance, and the last FENU meeting of the year was announced only a few days in advance.

#### ***Way forward:***

- We will continue to attend all meetings possible for all three initiatives.
- Special Needs Education Technical Working Group – The organizing committee for the Inclusive Education Conference is meeting on a regular basis to make the final preparations for the Conference in May 2019.
- SQUAMI-CRANE – The Initiative is currently looking for funding that will make it possible to hold a national survey on special educational needs. Further steps will depend on the progress in this area. In addition, the members are developing a detailed resource guide to go with the assessment tool.

#### **Trainings at Gulu Core PTC & READ for Life NTTC**

In quarter 3 of 2018, we hosted workshops for 12 student teachers at the READ for Life Nursery Teachers Training College (NTTC) in Gulu and #number student teachers at Gulu Core Primary Teachers College (PTC).

#### ***Successes***

- NTTC: We facilitated three workshops: an introduction, dyslexia & dyscalculia, and AD(H)D & ASD. It became clear that the student teachers had no previous knowledge of learning difficulties. Some were interested in the content of the workshops and participated actively.

- Gulu Core PTC: We did an introductory workshop with the streams of all classes. Although the streams are quite large, we managed to engage them as much as possible. Most participants were appreciative of the extra details they learned.



### **Challenges**

- NTTC: Some student teachers seemed distracted in general. The content of the workshops seemed to overwhelm some as well. Not all student teachers were present for every workshop.
- Gulu Core PTC: The workshop for stream 2C was postponed twice, once because of elections, and the second time because the student teachers were not informed by their teacher. All workshops started late, since student teachers tend to delay to come back to class after lunch.

### **Way forward**

- NTTC: These workshops were meant as an introduction to learning difficulties during the student teachers' first year. So far, no way forward has been agreed on.
- Gulu Core PTC: We are currently designing a project that intends to include Gulu Core PTC for more in depth training on learning difficulties for the student teachers and empowerment of the (new) Professional Education Studies tutor.

### **Holiday Program @ Unified for Uganda**

From 22-26 January 2018, we partnered with Unified for Uganda (U4U) in organizing a holiday program for their secondary school students. The main goal of the program was to offer all participants skills that help them with effective independent learning. The program was hosted by U4U, led by Annemaaike and facilitated by the staff of both organizations. A total of 21 students participated in the week-long training. Every day included a morning session that revolved around a different topic:

- Day 1 - Learning styles
- Day 2 - Goal setting & planning
- Day 3 - Effective studying
- Day 4 - Summarizing
- Day 5 - Open forum

### **Successes**

- Overall, the activities chosen for the specific topics were received well. They related well to the students' level of education and needs in terms of studying skills. They were engaging, fun and not too difficult.
- Ice breakers helped the students regain energy, laugh and get to know each other better.



- The students got to reflect on and work with their own personal learning style, which was new to them.
- All students mastered how to formulate SMART goals for their own studies.
- The different types of summaries were quite well received by the students, especially the use of mind maps. It helped them to know which types can fit which subjects best.
- The students learned how to give each other constructive feedback, even

though all of them had a different age.

- Having an open forum for questions at the end was extremely helpful, students brought serious questions that allowed the facilitators to review what was not yet understood.

### ***Challenges***

- Activities relating to learning languages were not helpful for all participants, since the majority of students do not learn foreign languages.
- The U4U facilitators were not fully understanding some of the activities that they were leading.
- Students came without having had breakfast and refreshments were not provided.
- Various activities that were supposed to be repeated at least twice, took more time than was scheduled for them.
- Planning specific activities for how to achieve SMART goals proved to be rather difficult for the majority of students.
- Not all students did the home assignments that they were given every day.

### ***Way forward***

- Only use activities related to foreign languages for those who learn these languages in school.
- Review time scheduled for specific activities, so that they can fully serve their purpose.
- The general design of the program can remain the same.
- A brief moment of training for all facilitators would be helpful.
- Simple snacks can be provided, so that all students can continue to concentrate throughout the morning sessions.
- Planning independent activities to help achieve specific goals requires more attention, students do not seem to be familiar with doing this at all. Working in pairs and using sub goals can be helpful.
- Plan more time to explore ways of studying that students are already using.
- Consider linking homework assignments to a certificate at the end of the program.
- Consider doing this program again on a larger scale, for example to help Primary 7 graduates prepare for secondary school. We are planning for this to take place in January 2019.

## Professional trainings at U4U, Geneva Global & Teach for Uganda

During quarter 3, we were invited by three education-based NGOs in Uganda to offer professional training on learning difficulties to their staff: U4U, Geneva Global, and Teach for Uganda.

### *Successes*

- U4U: We hosted three sessions during 1.5 days on identification and support: an introduction, progress tracking, dyslexia & dyscalculia, AD(H)D & behavioural difficulties. An average of ten people participated and were highly interested and involved in the training. They asked many questions and made a strong effort to learn as much as possible.
- Geneva Global: We hosted four introductory sessions for a total of 35 speed school supervisors and 326 speed school facilitators. We used an improved design of the introductory session compared to what we have used before and it proved to work much better, since it provides more details on different learning difficulties. Although the groups per session were large, we managed to engage all participants as much as possible. Geneva Global's management team was quite content with the sessions and has provided us with useful feedback for further improvement.
- Teach for Uganda: Just like at U4U, we facilitated three sessions for fifteen teaching fellows during 1.5 days on identification and support: an introduction, progress tracking, dyslexia & dyscalculia, AD(H)D & behavioural difficulties. We used the improved design of the introductory session again and it worked well once more. All participants were impressively active and came up with surprising, creative approaches to support children with learning difficulties. The schedule was followed well.



### *Challenges*

- U4U: Not all participants attended every session, which means they missed pieces to understand fully how to identify the specific difficulties that we trained on. Some participants external to the organization came late to several sessions.
- Geneva Global: Due to last minute changes in training days and venues, some of the sessions started later and less organized than planned. Clear and timely communication on the side of the hosting organization can prevent that next time.
- Teach for Uganda: One fellow was unable to stay for all of the sessions due to family circumstances.

### *Way forward*

- U4U: Follow up activities are yet to be planned together with U4U's Program Director. Regular communication always takes place between the two organizations, which should make it simple for Backup Uganda to be available for further consulting.

- Geneva Global: We are currently having conversations with Geneva Global's team in Gulu to plan the next, more in depth trainings for their supervisors and facilitators in 2019.
- Teach for Uganda: Follow up activities and further trainings are yet to be planned together with Teach for Uganda's management team. Since the team of teaching fellows should increase next year, one of the options would be to offer the same training sessions to the new fellows.



## Worldschool

Backup Uganda joined the Worldschool project based in the Netherlands, which gives secondary school students in their final year a chance to research an issue provided by nonprofits active in various countries around the world. This project is meant to be a learning experience for the students. However, it could inspire nonprofits to use the researched strategies as well.

### *Successes*

- Two pairs of students took on a research focused on how Backup Uganda can sensitize communities in Uganda effectively on learning difficulties.
- Our team in Uganda had a video chat with all students to explain more about Backup Uganda's work and the context of learning difficulties in Uganda.
- The students have started looking for creative ways to collect and present their research findings. One of the teams has decided to involve pupils in Uganda through a questionnaire, to learn from their experiences.

### *Challenges*

- The students are not able to visit Uganda and learn more about the context from their own experience. This can make it challenging for them to design a research and collect data that is fully relevant.

### *Way forward*

- The students will present their findings in March 2019.