

# Backup Uganda

## Pilot Project

### Final Report

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## Introduction

This report has been compiled to reflect on the 7-month pilot project that we at Backup Uganda have implemented in Gulu, Northern Uganda. From the start, the intention of this project has been to support learners with learning difficulties by working together with them, their teachers and their parents. However, the ultimate goal of this pilot phase was to let it be a learning phase, for us as much as for our partner school. Having started the first initiative of its kind in Northern Uganda, we considered it vital to test our approach on a small scale and finetune it, before we widen our impact.

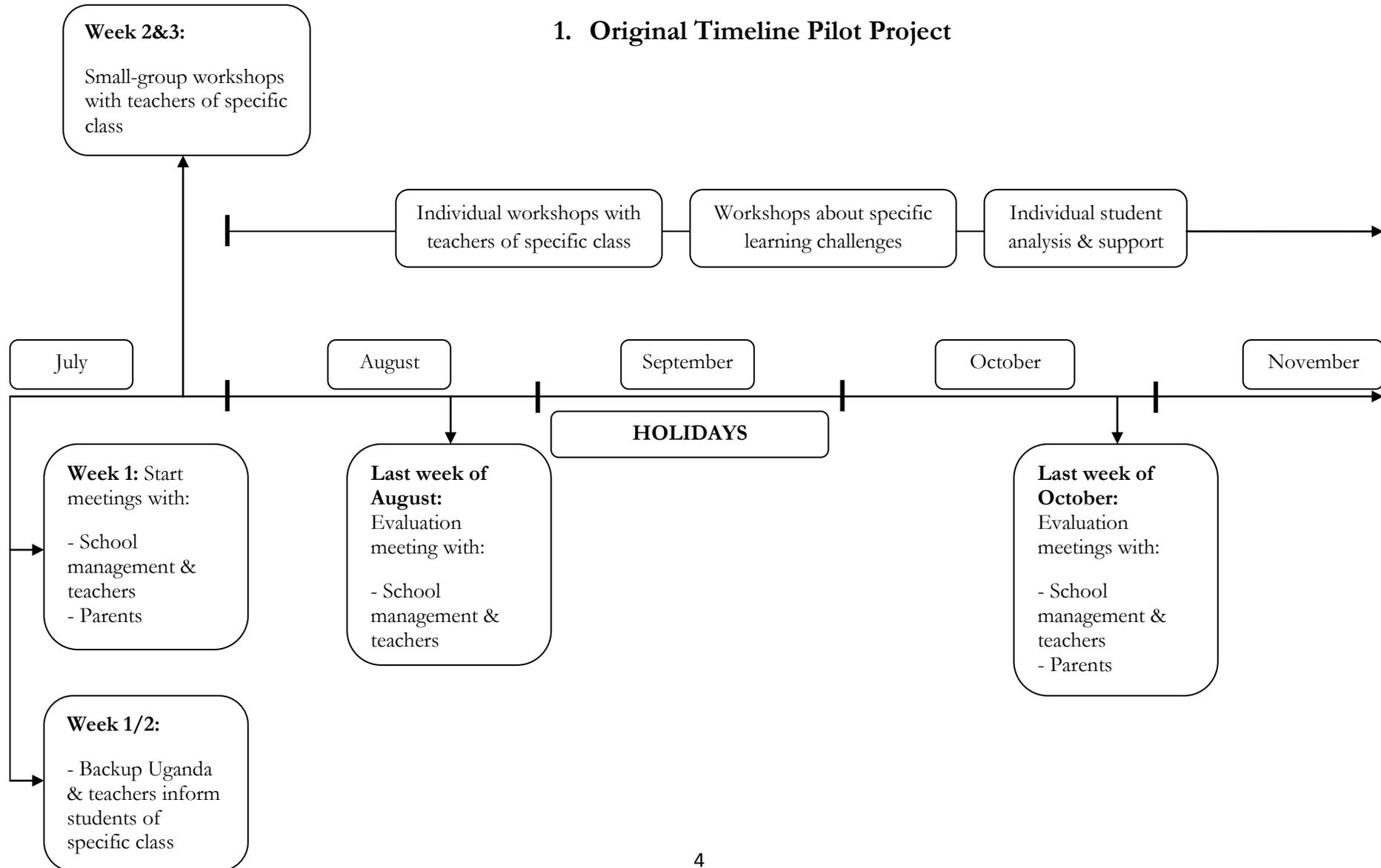
When the pilot project began in May 2016, two schools were included: one primary and one secondary school. Unfortunately, after several weeks of cancelled appointments, it became clear that the secondary school had different priorities, which led to our decision to focus entirely on the selected primary school: Gulu Primary School. We were given the opportunity to work with the learners and teachers of Primary 4, although we organized workshops for all teachers of the school as well.

The pilot project was intended to run for 5 months (May-September 2016). Along the way, we realized that we would not be able to see the full impact of our approach within such a short period of time. Having one instead of two schools included made it possible for us to extend the pilot phase with the resources that were available to us. We decided to complete the 2016 school year and continue the project until December.

Our intention has always been to implement a holistic approach that does not leave stakeholders out of the loop. We are glad to be able to look back on the pilot phase and say that we have made a good start with that, and that we will continue to improve where we can. For example, we are looking at ways to involve the learners' parents even more in their children's learning process, both at home and at school.

In February 2017, the new school year will begin. We will be the first ones at the gate of Gulu Primary School, to continue working with the learners and teachers who were the pioneers of this project. We are in the process of expanding our team and adding more schools to the project. We are taking all our lessons learned with us to promote and provide individual attention for learners with learning difficulties in the most effective way possible. This would have not been possible without the open and honest minds of the administration, teachers, parents and learners of Gulu Primary School. It would have also been impossible without everyone who contributed to the development of this pilot project, both financially and in terms of content. We are deeply grateful to them for their willingness and energy to begin this journey with us.

## 1. Original Timeline Pilot Project



## 2. Evaluation – Administration of Gulu Primary School

*'Administration' is the term used for the team consisting of the headteacher, deputy headteacher and director of studies of the school. A brief questionnaire was filled by all three of them at the beginning of the 2017 school year. The number after the answers indicate how many times an answer was given. An evaluation meeting was supposed to take place at the end of the 2016 school year, but due to various circumstances this did not happen.*

1. My favourite part of the pilot project was:

- enforcing reading and writing skills
- ADHD
- training on how to identify learning challenges

2. When I think about the pilot project, the first thing I remember is:

- types of learning challenges
- identifying children with learning challenges and helping them to learn normally
- testing the new approach in how to teach reading to slow learners

3. The most important thing I learned from this pilot project is:

- how to help a child who has learning challenges
- every child has potential regardless of the condition, so teachers should identify and develop this potential
- learning challenges can be overcome

4. When Backup Uganda continues at our school, they could improve on:

- completion of primary cycle by learners
- retention at school
- academic performance (of those with difficulties) (2)
- enrolment of more pupils
- discipline of pupils; good behaviour and results
- parents'/guardians' attitude towards children with disabilities
- advocacy for special needs education
- reading skills
- writing skills

- guidance & skills for children with learning challenges
- how to treat children with weaknesses

5. Backup Uganda could help me learn more about:

- letter sounds/phonics (sound and action) (2)
- phonics & ADHD, to improve on my professionalism and managerial skills
- identification of learning challenges
- how to help pupils with learning challenges

6. Other remarks:

- “Backup is doing a tremendous work in Gulu Primary School. I recommend to carry on with it, for the good of the children.”
- “I wish you could continue working with us and even expand the project to other schools, in order to help the disadvantaged child/children. God bless you!!”
- “The Backup activities remind me about reading, writing, helping children with learning problems, care and sweet words to encourage a child who is slow in the learning process.”

## Conclusion

Interestingly, all three administrators enjoyed different elements of the pilot project best. From their responses, it shows that the pilot project emphasized reading and writing. The basic principle that all children have certain abilities that are worth investing in seems to have come across, which provides a strong basis to continue building on. Although we intended to inquire about aspects of our work that we as an organization could improve on, we received suggestions on what we could help the school improve on. This is helpful nonetheless, and the majority of suggestions made are in line with the goals that we intend to work towards. The element of advocacy could be an interesting new aspect to add to these goals and to look into the practical implementation of it. We are more than happy to continue supporting the school administration in their own learning process about how to identify and work with learners with learning challenges.

### 3. Evaluation – Teachers of Gulu Primary School

#### Evaluation Workshops: Dyslexia & AD(H)D

*A questionnaire was filled out by 14 out of all 27 teachers at Gulu Primary School. The other teachers had various reasons for not wanting to fill out the questionnaire. It seemed that despite our attempts to explain, they did not see the value of their feedback.*

1. My favourite part of the workshops was:

- *no answer: 1*
- practical involvement of the teachers
- how to handle pupils with dyslexia
- drama about ADHD (3)
- the participatory method
- they helped me improve on my being with children and being ready to help
- dyslexia
- what I always see in the class
- learning about dyslexia/other challenges and solutions
- watching the video of a child with dyslexia
- dyslexia and ADHD
- AD(H)D

2. When I think about these workshops, the first thing I remember is:

- the kind of children that fall under ADHD
- skype with Veerle & Juliske (2)
- facilitation on dyslexia and how the workshop was introduced
- being patient with children with learning challenges
- giving clear instructions to children with ADHD
- being ready to help the learners at all times
- how to deal with children with dyslexia (2)
- attention deficit disorder
- the learners in P4 who fall under the categories of dyslexia and AD(H)D
- dyslexia (2)
- the course I took in special needs education
- how children behave in class is related to AD(H)D

3. The most important thing I learned from these workshops is:

- causes of dyslexia

- skype with Veerle & Juliske
- challenges and characteristics of types of dyslexia
- how to manage a child who is impulsive and hyperactive
- how to handle learners with dyslexia or reading/learning challenges
- how to identify and help children with learning difficulties
- all learners must be treated accordingly
- new knowledge on how to deal with learners with dyslexia
- that not all people with ADD suffer from the hyperactivity aspect
- how we as teachers can learn of a child with these specific challenges and help them accordingly
- how to deal with learners with dyslexia
- the three types of dyslexia, learning challenges
- not all children are the same, but they can learn when handled with care
- how to prepare a lesson to teach children with dyslexia
- how to handle children with AD(H)D

4. If Backup Uganda organizes another workshop like this, they could improve on:

- clear sound
- timing and programming
- do workshops during free time or weekends
- let all the teachers benefit from the program
- program with the administrators/teachers so that the interference with other activities is planned for
- schedule should not collide with other programs
- video was not clear and short
- techniques for how to deal with children with dyslexia
- giving the information about a workshop in time
- explain the content of the workshop well
- adding more time (3)
- the skills of handling children depending on the individual child's needs, ability and interest
- refreshments
- how to use teaching/learning aids when teaching children with dyslexia
- the teacher coordinating the workshop should inform the other teachers early

5. I would like to learn more about:

- *no answer: 1*
- dyslexia simulation

- psychological approach in handling children with cognitive impairment/learning difficulties
- how to control a person who makes sounds while doing work
- the last session of the workshop that I missed
- how to drill children to know how to read and write
- reading in lower classes
- how to handle children with dyslexia
- handling pupils with different abilities
- identifying pupils with special needs
- dyslexia
- AD(H)D (4) (especially writing and understanding its abbreviation)

### **Evaluation Workshop: Autism Spectrum**

*The third workshop about the autism spectrum was evaluated by all teachers present through the use of post its. All teachers were asked to write down what they liked, what Backup Uganda could improve on, and what they want to learn more about.*

- I liked:
  - presentation of the needs of children with autism
  - methods of presentation/facilitation (7)
  - discussion of social and communication difficulties
  - discussing the different challenges within the autism spectrum (2)
  - learning materials used (2)
  - refreshments (3)
  - new knowledge
  - explanation of terms
  - speed of explanation
  - getting new ideas from the workshop
  - time management
  - being able to identify children with learning challenges and work with them
  - certificate of participation [was not given]
  - Backup Uganda's expression (you care and you are happy)
- Backup Uganda could improve on:
  - training allowance (4)
  - allowance instead of refreshments (3)
  - motivating teachers (2)
  - certificate after completing the training (3)
  - handouts (5)

- organizing more time on the weekends
- teachers should keep time (3)
- provide notebooks for Backup workshops
- video coverage
- time management (3)
- refreshments
- welfare (2)
  
- I want to learn more about:
  - autism and its types (8)
  - real life situations
  - the videos you show
  - how to handle children with types of autism (2)
  - special children found in different classes
  - different disabilities in children
  - ADHD (3)
  - the behaviour of children with learning difficulties

## Conclusion

The interactive, participatory elements in the workshops prove to be rather popular among the teachers, for example in form of a drama, a skype conversation or an assignment that they have to complete and present. The same goes for the content about the specific learning challenges that we chose. The actual strategies for working with learners with specific challenges and the facts about these challenges seem to be the main aspects that stay with the teachers after the workshops. These aspects are also what the teachers value as the most important things they learned.

They recommend us to improve on our planning and communication before the workshops, technical elements like sound of videos, clear content of the workshops, and using more time for the workshops. They would also like to receive allowances and certificates for attending the workshops. We will have to consider what would be appropriate and manageable related to that. They would love to receive hand-outs about the workshops, which we already give out after the workshops. The teachers would love to learn more about the specific learning challenges that we handled before, especially how to identify and work with children who deal with these challenges. How to teach children to read and write appears another popular future topic.

#### 4. Evaluation – Primary 4 Teachers

*At the middle of the pilot project, we asked the Primary 4 teacher to fill out a brief questionnaire to evaluate the project so far. One of the 4 P4 teachers did not join us during term 2 because of other commitments. He has not filled out the evaluation.*

**Please read the statement and mark how much you agree with it on a scale from one (this is not true for me at all) to ten (this is very true for me).**

1. I know how to identify a learner with a possible learning challenge	3 x 10
2. I know who to ask for help when I suspect a learner has a learning challenge	3 x 10
3. I can rely on my fellow teachers if I have a question about a learner with a possible learning challenge	1 x 10 2 x 1
4. I know what causes a learning challenge	2 x 10 1 x 9
5. I know how to adjust my lessons to a learner with a specific learning challenge	2 x 10 1 x 9
6. I know more about learning challenges than I did before this project started	2 x 10 1 x 3
Comments:  None	Comments:  None

#### 7. My favourite part of this project so far has been:

- Backup Uganda reminding us on what we were forgetting about learning challenges when we were not practicing
- How to handle children with dyslexia and ADHD
- Mapping and grouping children according to their level of performance
- The progress tree

#### 8. The most important thing I have learned so far during this project is:

- AD(H)D and dyslexia
- How to map and group children

- How to help children with learning challenges
- Introduction of ADHD

**9. I would like to learn more about:**

- Impulsivity
- How to teach children to learn how to read and write
- More workshops about ADHD

**10. I think Backup Uganda can improve on:**

- Increasing the number of pupils or handle the whole of P4 in letter sounds
- Help more children with learning difficulties
- Not be specific on handling only few learners

*At the end of the 2016 school year, we finalized the pilot project and took a moment to reflect on the entire pilot project with the P4 teachers.*

- **What worked:**

English teacher – I appreciate Backup Uganda for choosing Gulu Primary School.

Science teacher – I appreciate Backup for choosing the school. Because of the phonics sessions, Acellam can now read and write a few things. The commitment of the staff at Backup Uganda and their patience have impressed and taught me to be patient. The workshops Backup Uganda conducted hves helped me improve my teaching.

Social Studies teacher - I appreciate Backup Uganda for the good work they have done in our class. The pupils you work with have changed a lot, they have improved. Many learners are eager to work with you.

Math teacher - I appreciate Backup Uganda for choosing to work with Gulu Primary School.

- **Learning points:**

English teacher - The time scheduled with the pupils is not enough. If you look at the 5 pupils, only 2 passed and it means the others need more time.

Social Studies teacher - Your teaching was below their standards, since most pupils have encountered these words before.

Science teacher - When there is a meeting, teachers of Primary 4 should sit with Backup Uganda to discuss the content of the meeting, i.e during the last parents meeting teachers felt like they were not involved. There was also a communication gap between us, the teachers. We should have communicated to our math teacher whenever we meet.

Math teacher - I am not happy with the way you have been doing things. Sometimes we were ambushed for meetings, for example for the last parents meeting. You need to be put on the time table so that both teachers and pupils can see and follow. Lastly, we need to work as a team because at the start I wondered about what you do [maybe I missed it because of music training, but I did not get it]. We need to bridge the gap in communication. When calling meetings, we need to plan as a team so that we can talk to our pupils, because we talk to them differently from the children in Europe.

- **Way forward:**

English teacher - The way we have been taking out pupils, it should have been the whole class. Let the whole class benefit, because they are all struggling. The phonics with the pupils should be fulltime from Monday to Friday. You should introduce separate handwriting sessions i.e Ojok Denis ended the year without managing to write on a straight line. Backup should introduce debate as part of developing fluency in spoken English to the pupils. Out of the double periods, each subject should give one period to Backup Uganda.

Social Studies teacher - I suggest that you show all the pupils what you do with the chosen pupils practically in class. It would also be better if you could start working with all the pupils simultaneously. Let phonics and your program be introduced in PTCs so that the teachers come out knowing and start practising from primary one. The teachers should be the ones to confirm whether a child is priority to join the program and not the parents, e.g. the parent of Alal Loyce who came directly to you to request for a place for the child. Since all teachers want Backup Uganda to work with the whole class, we should allocate all the periods for cape, library, and local language. They are not taught anyway.

Science teacher - This program should look more at building a stronger foundation in lower primary, P1 to P3. It is a good idea to take phonics to the PTC, because most teachers who come out are not even confident in how they read or write. In order for it to be successful it must be introduced there. We all knew about phonics from here at Gulu Primary. In our scheming, there is a column for language competence. We could slot Backup in that period during every lesson to do sounds and introduce new words to the pupils.

Science & Social Studies teachers - When Cheyanne introduced phonics to the whole class, you could see change and that is why it should be introduced to the whole class like in the lower classes; it does not mean the 5 pupils cannot proceed with their program.

Math teacher - We are suggesting that you work with all the pupils. My suggestion is that you have 2 or 3 sessions with the whole class and then maintain the specific schedule with the chosen pupils. We need to talk to the pupils in details always when carrying out any program.

## Conclusion

Based on the statements rated by the teachers, they seem quite confident about how to work with learners with learning challenges. They feel they know how to identify them, who to ask for help, what causes a learning challenge, and how to adjust their lessons to a learner with a learning challenge. However, two out of three are not confident to rely on a fellow teacher in case of a question about a learner with a learning challenge. Two of the teachers feel they now definitely know more about learning challenges than they did before the project started, one of them feels he/she has learned slightly more.

The teachers loved most of the different parts of the project and value the information about the specific learning challenges and how to identify them. They want to learn more about specific aspects of ADHD and skills in teaching reading and writing.

The main suggestions for improvement for Backup Uganda are related to the number of learners included in the project, the time spent with them, which learners to work with, and the communication about meetings. According to them, more learners should be included in the project, preferably their entire class, although separate moments with weaker learners is accepted. More time should be spent with them in order to achieve better results. Meetings – for example parents meetings – should be communicated earlier to the teachers and the content should be discussed with them.

## 5. Evaluation – Learners

### Denis:

- Likes the sounds ‘m’ and ‘d’ and words that start with ‘m’
- Likes storybooks, like ‘Funny man’
- Likes using the stickers
- Does not like the sound ‘x’
- Prefers one on one sessions
- Wishes the SST teacher could speak faster and louder, so that he can understand what she teaches
- After phonics, Jok Chol gives the notes for the boys to copy

### Acellam:

- Likes writing on manila
- Likes storybooks
- Does not like the sound ‘y’, especially the action for it
- Would prefer the sessions to start after breakfast
- Prefers one on one sessions
- Wants to improve on the letter names
- Wants to improve on handwriting, because it looks like a chicken walking
- “Often I know the answer, but writing is difficult”
- Writes exams very fast
- Wishes the SST teacher would write quicker so that he understands better

### Doku:

- Many favorite sounds, like ‘m’, ‘a’, ‘y’, ‘u’
- Feels like he has improved a bit, he can read some sounds, but not all sounds yet
- Still wants to improve on reading and writing

### Gloria:

- Likes counting with popcorn
- Prefers group sessions
- Wants to improve on math and English

### Nancy:

- Likes storybooks
- Does not like having to copy notes after phonics sessions
- Does not like the fact that notes are not available for her to copy for the classes she misses during phonics; the teachers write on the blackboard and dictate, the pupils copy
- Mentions we are not allowed to teach in Luo
- Complains about having to spend time with us



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- Complains about losing her books and property in class when she is out during phonics.

## Conclusion

All learners need a detailed individualized plan by the start of the 2017 school year. The boys are repeating P4, yet the girls have been promoted to P5. All learners have made progress in terms of literacy and – in Gloria’s case – numeracy, but this does not show in their grades yet. Acellam, Nancy and Gloria have made steady progress in their reading and writing skills and there is still quite some room for improvement. Denis and Doku have made progress, but it seems unstable. They gain and lose specific skills and need much repetition to retain what they have learned. Gloria’s numeracy skills have improved slightly: she can do simple additions and subtractions, some multiplications and divisions, but she has not reached the stage of automization yet.

## 6. Evaluation – Parents

*The parents meeting started with Ronald explaining the tree model to the parents, while we were waiting for more parents to join us.*

Social Science teacher [Primary 4 teachers representative]

- Primary four is a difficult class. Nancy was not performing and in fact we had demoted her, but after Backup Uganda started working with them, we are now seeing a difference.
- There is also behavioral change in them: they now interact with each other no matter their differences. I thank Backup Uganda for the change because even the issue of children laughing at each other's mistakes in class has reduced.

Nancy's mother:

- I changed schools with Nancy many times but there was no change. Nancy wanted to leave school, but now she cries to come back to school, because she sees improvement.

Gloria's mother:

- Gloria can now read and and share with her siblings. She can read news headlines on the television now.
- I am going to stay close to my children and support them in school. I had left them in the hands of a house maid and they were lacking guidance.

Parent of Eric:

- Thanks for supporting our children by empowering the teachers.
- As a parent, I am going to try and support my child in school.
- About fees, the school should communicate to us and give us some time.
- I am suggesting that the primary four class be split into two streams since they are many. [teacher Grace responded; we only bring them together when doing activities together but there are two streams]
- You should also expand to other schools.
- You should also support and empower the teachers the way you do to the children.

Parent of Jesukene Solomon:

- My son loves reading but I always stop him because he is young. He likes books with pictures, are we pressing on him? The Social Science teacher responded: "A child picking a bible or anything to read is called incidental reading. He will look, read and later master and learn it in life."



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## Conclusion

Although a small number of parents attended this parents meeting, the parents who were present were positive about the impact of the pilot project. The mothers of the girls we have worked with, are seeing a change in their children when it comes to their literacy skills. The parents encouraged us to continue working with the children and expand our project.



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## 7. Evaluation – Own Perspective

<b>Keep it up!</b>	<b>To improve:</b>
<ul style="list-style-type: none"> <li>• Work with the learners during class hours (especially when it is during lessons they cannot keep up with yet)</li> <li>• Interactive moments during workshops about specific learning challenges</li> <li>• Teachers connecting learning challenges/performance to the (in)effect of punishment</li> <li>• Using reading tests for baseline and progress measurement</li> <li>• Do evaluations during workshops with teachers instead of after to prevent procrastination</li> <li>• Involve a speech therapist</li> <li>• Do different activities during the sessions with the learners (work on more variety and more focus on writing, eg stories)</li> <li>• Stand your ground when it comes to teaching entire classes - examples are fine, but train the teacher instead</li> <li>• Progress tracking for individual pupils during sessions</li> </ul>	<ul style="list-style-type: none"> <li>• Involve an educational psychologist</li> <li>• Involve more trainers for individual support</li> <li>• Look into possibilities of starting to work with/together with the teachers come up with strategies to support pupils on the trunk of the tree</li> <li>• Find and start using a math test for baseline and progress measurement</li> <li>• Individualize the individual support plans more per learner</li> <li>• Involve parents more to help their children during the holidays</li> <li>• Write/do evaluations closer to actual events, so that we are able to implement the results asap</li> <li>• Create a clear(er) schedule for sessions together with the teachers of specific classes</li> <li>• Involve the parents in informative sessions about specific learning challenges</li> <li>• Clear communication with school administration and teachers about the day &amp; time for workshops</li> <li>• Offer water during workshops instead of sodas</li> <li>• More in-class involvement, support the teachers in class, evaluate</li> </ul>



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	<p>lessons</p> <ul style="list-style-type: none"><li>• Decide on when to update the tree model (beginning, mid- and/or end of term?)</li><li>• Look for new materials to create the tree</li><li>• Create progress graphs based on the learners' marks</li><li>• Send termly/quarterly reports to government offices</li><li>• Lobby for own equipment (projector, laptops)</li><li>• Scheduling most of the individual sessions, so that they do not interfere with break time for the pupils</li><li>• Depending on possibilities, assessing home situations would be very important since it seems to directly affect pupils like Nancy</li><li>• Weekly evaluation meeting about individual approach learners</li><li>• Make sure the learners have someone to copy notes from or another way of obtaining notes for the lessons they missed because of our sessions</li><li>• Ensure that learners are not punished for missing classes and assignments done and marked during our sessions</li></ul>
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## 8. Evaluation – Finances

CATEGORY	TOTAL BUDGET (UGS)	TOTAL SPENT (UGS)	DIFFERENCE (UGS)
<i>Stipends</i>			
Co-Founder & Country Director	0	0	0
Co-Founder & Trainer	3,750,000	6,000,000	-2,250,000
<i>Sanitation</i>			
Toilet paper	100,000	0	100,000
Soap	50,000	0	50,000
<i>Kitchen Supplies</i>			
Drinking water	300,000	0	300,000
<i>Stationery</i>			
Writing materials	360,000	292,000	68,000
Files	180,000	67,500	112,500
Learning materials	450,000	60,000	390,000
<i>Utilities</i>			
Internet	1,425,000	1,108,700	316,300
Airtime	750,000	87,000	663,000
<i>Printing &amp; photocopying</i>	1,000,000	471,900	528,100
<i>Transport</i>	375,000	932,000	-557,000
<i>Training</i>			
Teacher training sessions	900,000	238,500	661,500
Parents meetings	600,000	197,500	402,500
<i>Miscellaneous</i>	625,000	261,175	363,825
<b>Total</b>	<b>10,865,000</b>	<b>9,716,275</b>	<b>1,148,725</b>



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## Conclusion

Although the pilot project was extended by three months, not all funds were used fully. A total of **1,148,725 UGS (€300.48)** remained by the end of the pilot phase. The categories ‘sanitation’ and ‘kitchen supplies’ turned out not to be needed yet, since we did not work from a separate space within the partner school. Due to the small number of learners that we worked with, we did not need to use our full budget for stationery. We had intended to work with more learners, but were not able to meet this intention due to the limited number of team members. Internet use turned out to be less expensive than we thought initially. We needed significantly less airtime than expected to stay in touch with the stakeholders of our project. Partly thanks to the purchase of a printer, the ‘printing & photocopying’ budget did not need to be used fully. Transport costs did turn out to be quite higher than budgeted for. We travelled to Gulu Primary School on a near to daily basis. Lastly, due to our decision to continue with one instead of two partner schools, we organized fewer teacher training sessions and parents meetings than we budgeted for.

## 9. General Conclusion

Overall, the pilot project has proven to be a successful start of our journey in supporting learners with learning challenges in Uganda. The basic structure functioned as expected and was accepted by the different stakeholders of the project. The improvements that can – and in our view, should – be made concern details of the implementation, but the main set-up can be implemented on a wider scale.

The success of the training sessions and workshops for the teachers can mainly be ascribed to their introductory content and interactivity. The next workshops should focus on in-depth training in how to support learners with specific learning challenges, for example in terms of how to design lessons and how to work with them individually. It is also recommended to consider a way to design a phonics training for all teachers, so that it can be implemented in every class according to its level.

Based on the evaluations held, the teachers and administration appear confident in how to work with children with learning difficulties. We agree that they have made a good start in understanding the basic concept of differences between individual learners and identifying possible challenges. This is a good point to continue from in the new school year. Our main focus in working with them will be on how to implement these new skills in the classroom effectively.

The pilot phase has given us the opportunity to experience the effects of working with an individual support plan for learners with possible difficulties. This has been effective so far according to the learners, parents, teachers and us, even though it is not yet clearly visible in the learners' grades. We will continue using this process with the learners in the future. Improvements can be made on tracking the learners' progress and the number of learners included.

Involving the parents of the learners has been helpful to all stakeholders, including us. The recommended next step would be to start providing them with basic information about specific learning challenges, especially when we work with one of their children individually. In addition, they could be involved more in supporting their children's learning process and the retainment of new skills during the holidays.

Planning and communication are two practical aspects that we can start improving on right away. This includes involving all stakeholders in time, for example when organizing meetings or workshops. It also concerns scheduling sessions with learners in such a way that they do not miss out on too many lessons, plus making sure that they still receive the information they missed in one way or the other.



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We are adjusting our annual budget for 2017 to the expenses made during the pilot project. Since we intend to add classes and possibly a new partner school, various forms of fundraising will need to take place in addition to the funds that have already become available to us.