

Backup Uganda

Annual Report

2020

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Introduction

Without a doubt, we can agree that 2020 was a different year than we expected: challenging in many ways, eye opening in even more. We learned that beautifully designed work plans can be overthrown in a matter of weeks, that learning can still happen in the most unusual places, that technology can be both an enemy and a friend, and that growth can still take place while you have to stay where you are.

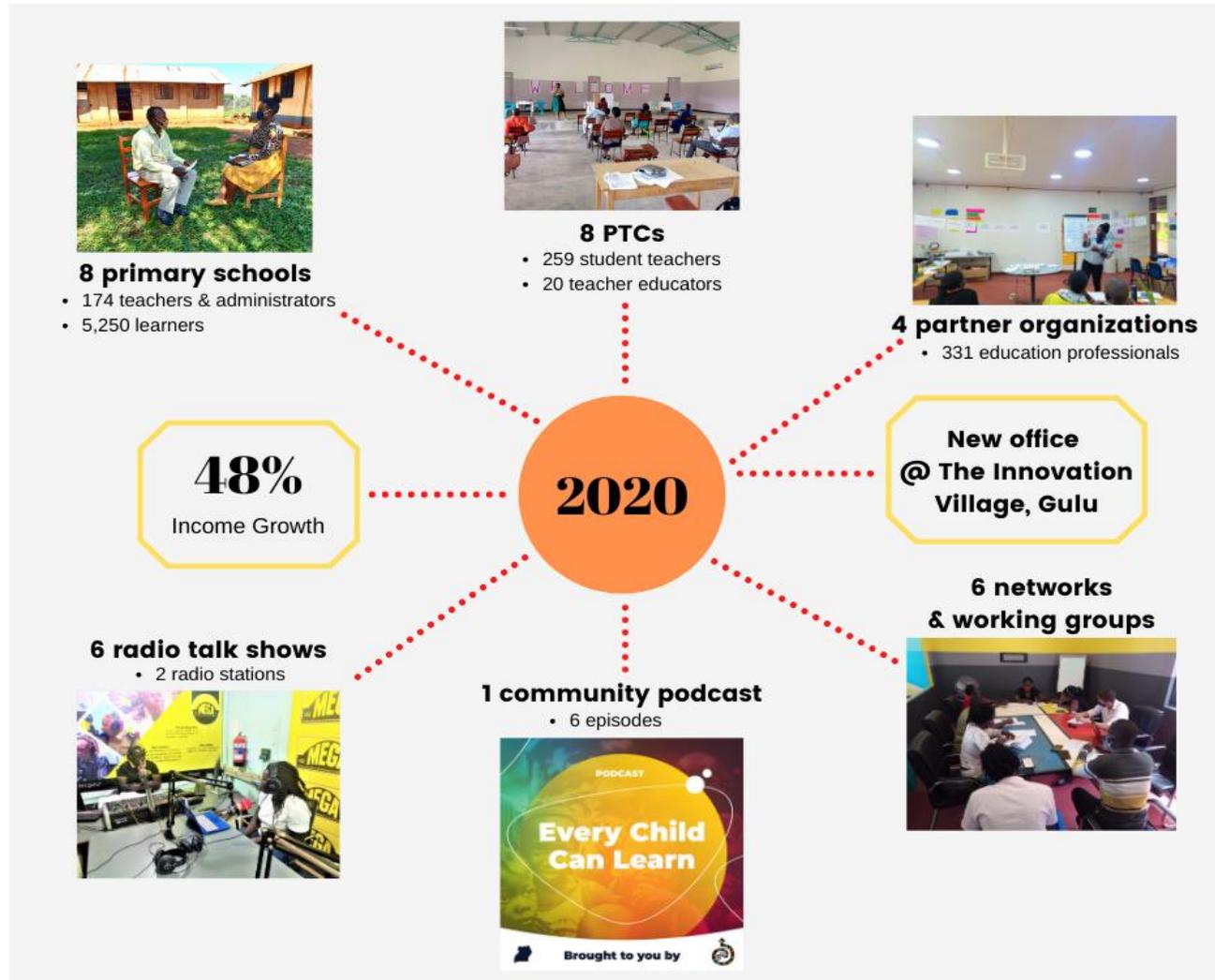
This year's annual report will show you what took place while we worked from home and from our new office at The Innovation Village, Gulu. From having multiple workshops per week to only being able to reach schools through phone calls, from parents meetings to radio talk shows and podcast episodes, and from regular network meetings to an excessive use of online meeting tools, we have moved through it all. We have learned the true value of flexibility and innovativeness, lessons we will bring with us to 2021 and beyond.

We could not have completed this year without our partner primary schools, primary teachers colleges, organizations, funders and private donors. Your understanding and patience have been life-saving during the past 12 months. Thank you for allowing us to count on you.

In 2021, we plan to grow our flexible training and sensitization methods even further. We welcome all forms of support towards the growth of our team – both in size and expertise – equipment needed for this expansion, and our fixed costs.

Annemaaike Kruisselbrink
Co-Founder & Uganda Country Director

Summary





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The Movement

In 2020, we started the year with 2 key points of focus in The Movement: first, supporting our partner primary schools and primary teachers college (PTC) from 2018 and 2019 towards a sustainable, independent support system for children with learning difficulties through setting up an internal Inclusive Education Committee (IEC), and second, expanding this project to an additional 3 primary schools and 1 PTC in Gulu.

These plans changed when all schools and PTCs closed on 20th March due to the COVID-19 pandemic. Learners and students were forced to continue through home learning while using lessons on TV and radio, as well as printed packages. Candidate classes – including Primary 7 at primary schools and Year 2 at PTCs – returned on 15th October, while the rest of the learners and students remained home. While national exams are scheduled for end of March – early April 2021, it is still unclear when other classes will be allowed to return.

Progress at Partner Primary Schools

Successes

- 3 new partner schools in Gulu: Mary Immaculate P/S, St. Joseph's P/S, Christ the King Demonstration P/S.
- Start of Frostig Traineeship Program: 2 trainees employed for 1 year, who were active at the partner schools and PTCs. We held weekly video calls with the Frostig team to share updates and learn from each other.
- In term 1, we held a start meeting, an introduction workshop and 4 mentoring visits with lesson observations at our new partner schools. At Christ the King Demonstration P/S, we held a second workshop on progress tracking and a video call with the Frostig team in USA.
- We introduced the IEC at all schools and head teachers received guidelines.
- We completed all participatory baseline activities at all new partner schools.
- We stayed connected with all partner schools during the school closure.
- In April and May, we held 5 radio talkshows on MegaFM to sensitize listeners on learning difficulties & disabilities. Topics: introduction to learning difficulties, dyslexia, dyscalculia, AD(H)D and autism. We received recordings of all shows and tested distributing them through parents.
- We organized a feedback meeting about parents sensitization with 4 parents who have participated in our workshops.
- In October and November, our team spent a morning for lesson observations in P7 at 5 partner schools, following all SOPs: Highland P/S, Gulu Prison P/S, Gulu Town P/S, Gulu PTC Demonstration P/S and St. Joseph's P/S.
- We started a podcast called Every Child Can Learn. We created 6 episodes in English and shared them online



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(www.backupuganda.org/learning) and offline. We translated and recorded episode 1 and 2 in Acoli. Distribution was done on flash drives through our partner schools, the City and District Education Offices, MegaFM and Divine Video & Music Library.

- We started the development of a Distance Training Package (DTP), a blended training package consisting of videos and work books, which will be used for scaling up our project to urban and rural schools. We finalized the content, wrote 2 detailed scripts, and created a draft for the work book.

Challenges

- Since schools closed on 20th March, we have been unable to hold workshops with teachers and administrators, including refresher workshops with our partner schools from 2018 and 2019. When candidate classes returned, only the P7 teachers came back to school to teach daily.
- We have not been able to establish functioning IECs at the partner schools yet, since most teachers have not been at school much.
- The Frostig trainees were meant to start their traineeship in February, but had to wait until June due to the lockdown.
- During the lockdown, use of public transport was not allowed, and we do not own private transport means yet. This stopped us from visiting the partner schools.
- The translation of the Every Child Can Learn podcast to Acoli took more time than expected, so we have not been able to release any of the translated episodes yet.
- Keeping track of the spread and impact of the podcast is challenging, especially among listeners who received the episodes offline.

Way forward

- ♦ In 2021, we plan to continue collaborating with the same schools to be able to complete the activities originally planned for 2020. We do not intend to add new primary schools yet.
- ♦ We plan to start the new year by continuing our lesson observations in quarter 1, as we await decisions from the Ministry of Education & Sports on further reopening of schools. We will consider holding workshops with small groups of teachers, should our partner schools allow this.
- ♦ We will finish the DTP and test it in one of the partner schools from 2020, to learn from participants' feedback before scaling up this new approach.
- ♦ We will complete the translations of episodes 3-6 of the podcast to Acoli, while we look for further opportunities to translate to more languages, spread the episodes to more people, and create 18 new episodes.
- ♦ Our weekly engagement with the Frostig team will continue. Our second cohort of trainees is scheduled to start in June 2021.



Progress at Primary Teachers Colleges

Successes

- 1 new partner PTC in Gulu: Christ the King PTC.
- At Christ the King PTC, we held a start meeting with all tutors and an introduction workshop with the student teachers in Year 2. We introduced the IEC and provided the administrators with guidelines. We observed lessons taught by the student teachers in Year 2 during their school practice at our partner primary schools, before they closed in March.
- At Gulu Core PTC, we held a workshop for 20 pre-service tutors in December, including an introduction to learning difficulties and peer mentoring.
- We shared the English episodes of the Every Child Can Learn podcast with both PTCs, to be spread among tutors and student teachers.

Challenges

- At both PTCs, home learning has been limited for the student teachers while the PTCs were closed. Tutors have attempted to share content through WhatsApp, but not all student teachers had access to this.
- We have not been able to hold workshops with the student teachers since the PTCs closed, and we have not been able to complete the workshops we had scheduled for the tutors.

- At Gulu Core PTC, we have not been able to hold a start meeting with the tutors at the beginning of the year. It was delayed due to other activities at the PTC, and then the lockdown started.
- At Christ the King PTC, we have not been allowed to organize any activities since the PTCs closed in March.

Way forward

- ♦ In 2021, we plan to continue working together with both PTCs, we do not intend to add more yet.
- ♦ We will emphasize the distribution of the podcast episodes among the student teachers as long as we are not allowed to interact with them directly, especially for the student teachers in Year 1 who have not yet returned to the PTCs.
- ♦ In quarter 1, we will start planning further activities according to what the PTCs can allow us to do. At minimum, we plan to schedule more workshops for tutors at Gulu Core PTC and attempt to engage the student teachers in Year 2. If the student teachers are allowed to go for their school practice, we will request to follow up with them through lesson observations at our partner primary schools.





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Networks & Collaborations

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. The Working Group exists to join hands in advocating for quality education in Gulu district and to avoid duplication. The leadership of the Working Group became rotational in 2019.

Since 2018, Backup Uganda has been 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 (SNE TWG) 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 (Special Needs Quality Assurance & Monitoring Initiative, funded by CRANE) is an initiative focused on improving special needs services in Uganda. In 2020, Backup Uganda also joined the Education in Emergencies Sector Working Group (EiE SWG), a working group bringing together the Ministry of Education & Sports and organizations that are active in education in emergency settings, mainly refugee settlements. Our representative joined the Inclusive Education Task Team (EiE IE Task Team) that falls within this working group as well.

Quality & Content Working Group Gulu

Successes

- In 2020, the Working Group was able to hold 5 meetings in person and 3 meetings online when physical meetings were not possible. An additional meeting took place with the Future of Education team from The Innovation Village about possible ways to collaborate.
- All physical meetings were hosted by members.
- The second edition of the 30for30 Reading Campaign started in March and took place on radio because of the COVID-19 pandemic and the closure of schools. Since the start of the campaign, members held weekly read aloud sessions on MegaFM with stories in the local language and opportunities for the children listening to participate. Rewards were made available for children who called in frequently, including story books and seedlings.
- Several members (including representatives from Backup Uganda) participated in radio talkshows on Radio Maria, in partnership with the University of the Sacred Heart Gulu. Topics covered included child protection, learning difficulties & disabilities, literacy, and learner engagement in discussions about education.
- Towards the end of the year, the Working Group started a process towards collaboration with the District and City Education Offices around

the reopening of schools in 2021.

Challenges

- We have not been able to hold physical meetings for most of 2020 due to the pandemic. The online meetings were challenged by low attendance of members and internet challenges.
- Apart from the radio time, the Working Group had no way to hold other joint activities. We had planned to hold a campaign focused on teacher absenteeism, but this did not take place.
- The 30for30 Reading Campaign was meant to be funded by Save the Children, but this did not happen.
- MegaFM only allowed the weekly reading aloud to take place if the time for it was not taken up by paying customers, since the Working Group was not paying for airtime.
- Until the Working Group started engaging the City and District Education Offices about the reopening of schools at the end of the year, representatives had not participated in the meetings and activities of the Working Group all year.

Way forward

- ◆ From the start of 2021, the Working Group will continue to work out the collaboration with the City and District Education Offices towards the reopening of schools.
- ◆ The first meeting of the new year will take place in January, led by a new chairperson. Chairpersons will rotate and fulfill quarterly terms.





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Membership of FENU, SNE TWG, SQUAMI-CRANE, EiE SWG, EiE IE Task Team

Successes

- SNE TWG: The SNE/IE department of the Ministry of Education & Sports organized a coordination meeting in June between the SNE/IE department and development partners, about all activities taking place during the school closure and opportunities to work together.
- SQUAMI-CRANE: 2 meetings took place in quarter 2 about what members could do together while schools are closed. At the end of 2020, SQUAMI was registered as an independent body with Annemaaike Kruisselbrink as one of its directors.
- EiE SWG: Backup Uganda joined in July and has participated in its monthly meetings since. These meetings have included regular updates from the Ministry of Education & Sports and the ERP Secretariat about ERP 1 & 2, as well as the joint development of a statement on the need for reopening of schools and a technical guidance note on the process of reopening.
- EiE IE Task Team: Backup Uganda joined in June and has participated in its monthly meetings since. The meetings have included updates from members, efforts towards resource mapping, including a 4W mapping of partners' work towards inclusive education in the refugee settlements, and a start with an advocacy paper on inclusive education during school reopening in emergency settings. A separate session took place about the National Learning Needs Identification Tool.
- Except for FENU, all initiatives have held their meetings online since the lockdown, which made it easy to join without having to travel or meet with many people in the same space.

Challenges

- FENU: No representative from Backup Uganda has been able to attend any of the meetings and workshops organized in 2020, due to late communication by FENU, conflicting activities and workshops taking place in person in Kampala.
- SNE TWG: Except for the coordination meeting, no other meetings took place in 2020. It has been challenging to communicate with representatives from the SNE/IE department. Opportunities for more constructive collaboration with partners towards home learning did not seem to be taken. There does not seem to have been significant progress in the approval of the National Inclusive Education Policy.
- EiE IE Task Team: Our representative has made multiple efforts to receive feedback from the SNE/IE department on the national resource mapping tool for inclusive education services, which has not been received yet up to date.

Way forward

- ◆ FENU: We plan to have a representative attend upcoming workshops and meetings in 2021, although none have been scheduled yet.
- ◆ SNE TWG: We look forward to communications about a possible meeting in quarter 1.
- ◆ SQUAMI-CRANE: Since SQUAMI is now an independent body, we will no longer be reporting on its activities.



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- ◆ EiE SWG: Our representative will continue to participate in the monthly meetings, to stay updated on the various task teams and the ERP2. The technical guidance note on the reopening of schools will be completed and distributed at the start of 2021.
- ◆ EiE IE Task Team: Our representative will continue to participate in the monthly meetings. The advocacy paper on inclusive education during the reopening of schools in emergency settings will be finalized and distributed, and the resource mapping efforts will continue.

The Alliance

To accelerate the spread and use of inclusive approaches in education, Backup Uganda partners with various organizations and private schools, mainly through professional development activities. Since August 2018, Backup Uganda and Geneva Global have been working together within the Accelerated Learning Program for Northern Uganda (Gulu, Amuru, Omoro, Nwoya, Agago, Alebtong, Kitgum and Oyam districts). We train the facilitators on how to identify and support children with various learning difficulties, and guide the coordinators and supervisors on how to help the facilitators in this process. At Shalom Primary School in Pakwach, we hold teacher training sessions, although we have not had the chance to engage with them in 2020. Teach for Uganda has engaged us in training their teaching fellows since 2018. Through a new partnership with Joy of Community Foundation (JOCF), we train teachers, administrators and parents connected to their partner schools in Engari village, Kazo district. Lastly, since August 2020, we have started collaborating with Save the Children within their 3-year Together for Inclusion project (TOFI) at 10 primary schools in Gulu.

Partnership Accelerated Learning Program with Geneva Global

Successes

- At the end of February, we facilitated 4 workshops with 224 speed school facilitators and 1 workshop with 33 coordinators and supervisors. These were refresher sessions for the many new facilitators, coordinators and supervisors joining from Agago, Alebtong, Kitgum and Oyam, we did not present new content.
- We held 2 webinars in September in November with 24 and 12 coordinators and supervisors participating respectively. The first webinar was a general refresher on learning difficulties & disabilities, and the second one focused on dyslexia and dyscalculia. Both sessions were interactive, participants asked lots of questions, and we used a PowerPoint presentation and the chat box to stimulate active participation.

Challenges

- The speed school program was paused when the schools closed in March. Formal teaching did not resume in 2020.
- Due to the pandemic, we have not had any further opportunities to train or otherwise engage with the facilitators.

- We have not yet agreed on strategies for monitoring the implementation of the new knowledge and skills by the facilitators, coordinators and supervisors in the new districts.
- We have not signed a formal partnership agreement yet due to delays at Geneva Global’s Headquarters.
- Webinars allow participants to step out at any moment, we experienced some of them leaving before the end of the sessions.
- We started off the second webinar with internet challenges, which delayed the session and forced us to cut out the final exercise.

Way forward

- ♦ In quarter 1, we plan to reconnect with the team in Gulu and plan activities for 2021.
- ♦ We intend to share our podcast episodes with the Geneva Global team for further distribution among their coordinators, supervisors and facilitators.



Professional Training at Teach for Uganda

Successes

- In October, we held a 1-day workshop for the 47 teaching fellows in cohort 3 and their 4 coaches. The workshop included an introduction to learning difficulties & disabilities, progress tracking, developing Individualized Support Plans, and peer mentoring. It was a highly interactive day, the fellows asked more questions than we have received during a workshop before, and all activities went according to plan.
- The Teach for Uganda team is willing to consider more training moments in 2021.

Challenges

- None.

Way forward

- ♦ We look forward to reconnecting with the Teach for Uganda team to plan further activities for 2021.



Teacher Training at Joy of Community Foundation

Successes

- At the end of January, one of our team members travelled to Engari village for a 1-day training with 23 teachers and administrators from the 2 primary schools and 1 secondary school that JOCF supports.
- We introduced the IEC to the administrators of the schools and the JOCF team and all received the concept well. The schools will set up their own IECs and the JOCF team will monitor the implementation with our guidance.
- We shared the first 6 episodes of the Every Child Can Learn podcast with the JOCF team for distribution among the teachers and parents they connect with.

Challenges

- The journey from Gulu to Engari is long and the village is in a remote area with poor network connectivity.

- The closure of schools made JOCF decide to postpone all planned joint activities until schools reopen.

Way forward

- ♦ We are waiting for the schools to reopen before we plan for more workshops, to ensure that all teachers can participate and use what they learn.
- ♦ In quarter 1, we will follow up on the distribution and use of the podcast episodes.



Save the Children – Together For Inclusion

Successes

- Glades has joined the TOFI project as an expert observer, participating in lesson observations at project schools where teachers have been trained on inclusive education. She has participated in two preparatory workshops and completed the first 2 days of observation.
- Annemaaike joined 3 preparatory workshops and has participated in a review of the primary school inspection tool used in Uganda.

Challenges

- Workshops and other activities have been announced late, which made it challenging to fit them in our schedules.
- We have not signed a formal partnership agreement yet.

Way forward

- ♦ Lesson observations and other workshops will continue in February 2021. We have not received a work plan for 2021 yet.



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Research

In 2020, Backup Uganda joined two research initiatives for the first time: a collaboration with the University of the Sacred Heart Gulu, and an advisory role on a research project co-led by Gulu University.

University of the Sacred Heart Gulu & Backup Uganda

- USHG and Backup Uganda are in the process of designing and performing an academic research on the prevalence of, attitudes towards and interventions addressing learning disabilities in Acoli Sub Region, Northern Uganda. A first brief concept note has been developed, and the team plans to complete the full research proposal in the first quarter of 2021.

DRIVE

- DRIVE stands for Disabled Refugee Students Included and Visible in Education. Its focus is on understanding inclusion and exclusion of disabled refugee students in education in Uganda, Zimbabwe and South Africa. The research is led by Gulu University (Uganda), Bindura University of Science (Zimbabwe), Witwatersrand (SA), and Nottingham University (UK). Annemaaike serves as a member of the advisory team in Uganda. The first advisory meeting took place in December, and more will follow in 2021. In total, the research project will take 28 months.

Fundraising in Uganda

The second edition of #GuluGivingTuesday was meant to take place on 1st December, together with Lamaro Studio. However, the restrictions related to the COVID-19 pandemic prevented this from taking place physically, and digital options were not viable. The event has been postponed to a later date, yet to be determined.

Financial Overview

Note: This is a provisional overview, our income and expenses are yet to be audited externally.

Exchange rates (25 January 2021):

	UGX	
\$	1	3,684
€	1	4,478

INCOME

Categories	UGX	\$	€
Wire transfers the Netherlands	29,115,000	7,903.09	6,501.79
Cash donations	100,000	27.14	22.33
Refunds trainings partner organizations	4,450,200	1,207.98	993.79
Funding partners	12,441,920	3,377.29	2,778.45
Interest	78,024	21.18	17.42
Inward transfers online fundraising platforms (including April Fund contribution)	29,853,631	8,103.59	6,666.73
Cash balance 1 January 2020	-	-	-
Mobile money balance 1 January 2020	865	0.23	0.19
Bank balance 1 January 2020	199,723	54.21	44.60
Total	76,239,363	20,694.72	17,025.32

EXPENSES

GENERAL COSTS

Categories	UGX	\$	€
<u>Salaries (gross, includes PAYE, 5% NSSF employee contribution & field subsistence)</u> Uganda Country Director:			
<i>January - April</i>	5,268,000	1,429.97	1,176.42
<i>May-December</i>	12,720,000	3,452.77	2,840.55

Fundraising & Communications Coordinator:			
<i>January</i>	850,000	230.73	189.82
<i>February-December</i>	11,000,000	2,985.88	2,456.45
Lead Trainer:			
<i>January</i>	850,000	230.73	189.82
<i>February-December</i>	11,000,000	2,985.88	2,456.45
Trainee 1	3,500,000	950.05	781.60
Trainee 2	3,500,000	950.05	781.60
Sub total	48,688,000	13,216.07	10,872.71
<u>NSSF (10% employer contribution)</u>			
Uganda Country Director:			
<i>January - April</i>	360,000	97.72	80.39
<i>May-December</i>	792,000	214.98	176.86
Fundraising & Communications Coordinator:			
<i>January</i>	85,000	23.07	18.98
<i>February-December</i>	935,000	253.80	208.80
Lead Trainer:			
<i>January</i>	140,000	38.00	31.26
<i>February-December</i>	700,000	190.01	156.32
Trainee 1	280,000	76.00	62.53
Trainee 2	280,000	76.00	62.53
Sub total	3,572,000	969.60	797.68
<u>Insurances</u>			
Workers' compensation	879,750	238.80	196.46
Sub total	879,750	238.80	196.46
<u>HR</u>			

Staff IDs	44,000	11.94	9.83
Business cards	-	0.00	0.00
Staff T-shirts	155,000	42.07	34.61
Work permit renewal CD	923,642	250.72	206.26
Certificate of good conduct CD	76,000	20.63	16.97
Sub total	1,198,642	325.36	267.67
<u>NGO Registration/Renewal</u>			
Permit renewal	2,152,000	584.15	480.57
Recommendations LCs	20,000	5.43	4.47
Filing returns 2019	150,000	40.72	33.50
Sub total	2,322,000	630.29	518.54
<u>Office</u>			
Rent (including utilities)	7,500,000	2,035.83	1,674.85
Drinking water	18,000	4.89	4.02
Tea	11,700	3.18	2.61
Sugar	13,000	3.53	2.90
Toilet paper	6,000	1.63	1.34
Soap	8,000	2.17	1.79
Cleaning materials	2,400	0.65	0.54
Sub total	7,559,100	2,051.87	1,688.05
<u>Stationery (office)</u>			
Writing materials	63,400	17.21	14.16
Files	20,500	5.56	4.58
Others	20,000	5.43	4.47
Sub total	103,900	28.20	23.20

<u>Equipment</u>			
Flash drives	-	0.00	0.00
Equipment maintenance	205,000	55.65	45.78
Sub total	205,000	55.65	45.78
<u>Communication & reporting</u>			
Internet	411,500	111.70	91.89
Airtime	155,000	42.07	34.61
PO Box rent (expires on 31/12/2020)	-	0.00	0.00
Sub total	566,500	153.77	126.51
<u>Printing & Photocopying</u>			
Printing paper (per box)	84,000	22.80	18.76
Cartridges	65,000	17.64	14.52
Refilling ink	25,000	6.79	5.58
Syringes for refilling	1,000	0.27	0.22
Printing & photocopying	17,500	4.75	3.91
Sub total	192,500	52.25	42.99
<u>Bank Charges</u>			
Wire transfer charges	213,248	57.88	47.62
Account charges	101,060	27.43	22.57
Sub total	314,308	85.32	70.19
<u>Taxes</u>			
Excise duty (PAYE)	67,500	18.32	15.07
Sub total	67,500	18.32	15.07
<u>Audit</u>			
Financial audit 2018 & 2019	2,000,000	542.89	446.63

Sub total	2,000,000	542.89	446.63
<u>Transport</u>			
General transport	926,400	251.47	206.88
Sub total	926,400	251.47	206.88
<u>Promotion</u>			
Pens	-	0.00	0.00
Stickers	-	0.00	0.00
Flyers	-	0.00	0.00
Sub total	-	0.00	0.00
<u>Furniture</u>			
Table	-	0.00	0.00
Chairs	-	0.00	0.00
Sub total	-	0.00	0.00
<u>Miscellaneous</u>	394,950	107.21	88.20
Sub total	394,950	107.21	88.20
Total	68,990,550	18,727.08	15,406.55

PROJECT ACTIVITIES

Categories	UGX	\$	€
<u>New Partner Primary Schools (3)</u> Teachers workshops (9 per school):			
Transport	402,000	109.12	89.77
Training materials	182,700	49.59	40.80
Refreshments	102,500	27.82	22.89
Sub total	687,200	186.54	153.46

Lesson observation days (22 per school):			
Transport	80,000	21.72	17.87
Sub total	80,000	21.72	17.87
Sensitization sessions parents (3 per school):			
Transport	51,000	13.84	11.39
Radio announcements/invitation letters	30,000	8.14	6.70
Training materials	753,000	204.40	168.16
Refreshments	9,000	2.44	2.01
Sub total	843,000	228.83	188.25
Joint learning & evaluation sessions:			
Transport	-	0.00	0.00
Learning & evaluation materials	-	0.00	0.00
Refreshments	-	0.00	0.00
Sub total	-	0.00	0.00
<u>Follow up 2018-2019 partner primary schools (5)</u>			
Monitoring & evaluation:			
Transport	23,000	6.24	5.14
Monitoring & evaluation materials	-	0.00	0.00
Sub total	23,000	6.24	5.14
Refresher workshop (1 per school):			
Transport	-	0.00	0.00
Training materials	-	0.00	0.00
Refreshments	-	0.00	0.00
Sub total	-	0.00	0.00

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Total partner primary schools	1,633,200	443.32	364.72
-			
<u>Christ the King PTC</u>			
Student teachers workshops (15):			
Transport	17,500	4.75	3.91
Training materials	24,000	6.51	5.36
Sub total	41,500	11.26	9.27
Learning & evaluation sessions (6):			
Transport	-	0.00	0.00
Learning & evaluation materials	-	0.00	0.00
Sub total	-	0.00	0.00
<u>Gulu Core PTC:</u>			
Monitoring & evaluation:			
Transport	22,000	5.97	4.91
Monitoring & evaluation materials	32,000	8.69	7.15
Sub total	54,000	14.66	12.06
Total PTCs	95,500	25.92	21.33
<u>Community engagement</u>			
Radio talkshows	2,500,000	678.61	558.28
Community meetings	-	0.00	0.00
Sub total	2,500,000	678.61	558.28
Total	4,228,700	1147.86	944.33
Grand Total Expenses	73,219,250	19,874.93	16,350.88