



Backup Uganda

Annual Report 2023

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Content

	Page
Strategic Direction 1: To develop a sustainable, inclusive school-based support system for primary school learners who experience learning difficulties & disabilities in Northern Uganda	3
Strategic Objective 1.1: To enhance understanding of learning difficulties & disabilities among learners' parents and wider communities	3
Strategic Objective 1.2: To strengthen pre-service and in-service capacity of early identification and individualized management of learning difficulties & disabilities among learners	9
Strategic Objective 1.3: To strengthen the districts' and health facilities' capacity for referral and expert assistance for learners who experience learning difficulties & disabilities in Northern Uganda	20
Strategic Objective 1.4: To enable partner organizations' staff, their partners & other professionals to strategize for and monitor inclusive education in their programs and projects	21
Strategic Direction 2: To advocate for the rights and needs of learners who experience learning difficulties & disabilities in an evidence-based manner	27
Strategic Objective 2.1: To initiate, participate in and publish research efforts that generate essential data to strengthen inclusive education	27
Strategic Objective 2.2: To write and disseminate evidence-based papers and guidance notes on inclusive education in collaboration with joint Working Groups and Task Teams	29
Strategic Direction 3: To raise sufficient funds to sustain and grow Backup Uganda's programs, projects and operational capacity	31
Strategic Objective 3.1: To create and regularly review a general fundraising strategy	31
Strategic Objective 3.2: To build a consistent income that covers all operational costs	33
Strategic Objective 3.3: To attract multi-year funding from donors	37
Strategic Objective 3.4: To secure project grants through partnerships with other organizations	40
Strategic Objective 3.5: To grow Backup Uganda's human resource towards operations and at program and project levels	45

Annual Report 2023

Strategic Direction 1: To develop a sustainable, inclusive school-based support system for primary school learners who experience learning difficulties & disabilities in Northern Uganda

Strategic Objective 1.1: To enhance understanding of learning difficulties & disabilities among learners' parents and wider communities				
Strategic Action	Progress Output	Progress Outcome	Comments	Target 2024
1.1.1: Conduct parents meetings on how to recognize learning difficulties & disabilities in learners and how to support their learning	1 parents meeting	<p><i>Indicator 1: % of parents and other community members identifying and communicating learning difficulties & disabilities in learners</i></p> <p>We conducted an endline survey in Q3 at Olailong Market following the baseline survey that was done in Q2 and the playing of our Every Child Can Learn podcast episodes. There was a 6.7% increase of parents and other community members who had already heard about learning difficulties & disabilities from 93.3% to 100% (sample of 22 respondents). However, only 91% were able to mention actual learning difficulties & disabilities, which was an improvement from 64.3% initially. 82% (from 36%) of parents and other community members indicated specific learning difficulties & disabilities that</p>	<p>- We attended 1 parents meeting at Wilul Primary School, for which we were invited by the school administrators and given the opportunity to talk to parents. However, we did not organize our own parents meetings at the partner schools, as our attempts to do so were not successful, due to school schedules and circumstances beyond our control.</p> <p>- We attended a parents meeting at Paicho Primary School, but our team was only given a few minutes to talk to them.</p>	- Conduct 8 parents meetings at Jesus Is The Truth P/S (3), Paicho P/S (3) and Wilul P/S (2).

		<p>they have identified among people they know, while 9% (from 52%) indicated having identified unspecific, general learning difficulties & disabilities and 9% (from 12%) did not give answers. 26.8% of the parents and other community members had communicated to the institutions (school or hospital) in the baseline and only 18.2% did in the endline. We suspect that since the parents gained more knowledge about different learning difficulties and disabilities, they could now identify and give basic support to their children. Before they listened to our podcast, the symptoms exhibited by their children with these conditions might have seemed strange, so they preferred to reach out to the hospital or school for help.</p> <p>We also conducted another baseline survey with the parents at Wilul Primary School in quarter 4 with the following results:</p> <p>Identification (baseline): 0% of the parents had identified children with learning difficulties and disabilities</p>		
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		<p>Communication (baseline): 0% of the parents communicated the learning difficulties and disabilities identified in children to the school or hospital</p> <p>Parents had indicated that they had identified children with other disabilities and not learning difficulties as none could mention any of them. This further showed the big knowledge gap among the parents and great need for them to listen to our Every Child Can Learn podcast.</p> <p><i>Indicator 2: % of parents and community members supporting learners' inclusive learning</i></p> <p>Based on baseline and end line surveys with parents & community members at Olailong Market:</p> <p>Support (baseline): 28.6% of parents and other community members supported learners' inclusive learning</p> <p>Support (end line): 91% of parents and other community members supported learners' inclusive learning</p>		
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		<p>A comparison of the baseline and end line results related to this indicator showed a shift of focus from access to medical care and education to supporting children in their learning at home, which increased by 62.4 %. This indicates parents’ proactiveness to help their children with disabilities using the information we shared with them through playing our podcast in the market.</p> <p>Following the baseline survey we conducted with the parents at Wilul Primary School, we realized that 58.3% of them were offering support to identified children with other disabilities - not learning difficulties or disabilities. Some of the help included offering them advice and sharing ideas with children and fellow parents, providing food, paying their school fees, and some took them to the hospital.</p>		
<p>1.1.2: Conduct community meetings on how to recognize learning difficulties & disabilities in learners and how to support their learning</p>	<p>0 community meetings</p>		<p>- We did not submit any funding proposal for community meetings this year, as we did not come across funding opportunities in this year targeting this scope.</p>	<p>- To continue searching for funding opportunities for community meetings/ sensitization.</p>



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			- The Backup team did not finalize the selection of the appropriate and least costly approach to hold community meetings before the close of 2023.	- The Backup team to finalize and select the appropriate and least costly approach to hold community meetings and pilot it in one of the communities. This is to be combined with podcast distribution at community meeting points.
1.1.3: Conduct radio talk shows on how to recognize learning difficulties & disabilities in learners and how to support their learning	23 radio talk shows (Radio Maria)		- We held 23 radio talk shows (15 live shows and 8 podcast playing moments) on Radio Maria in 2023. We played episodes 19, 20, 21, 22, 23, 24, 25 and 26. - We reached out to Trac.FM to learn more about the impact assessment of radio programs, but we are yet to get their feedback on our email.	- To have 24 radio talk shows on Radio Maria.
1.1.4: Distribute Every Child Can Learn podcast episodes on learning difficulties & disabilities	10 new episodes shared online		- We produced 10 episodes: 19, 20, 21, 22, 23, 24, 25, 26, 27 and 28 in both English and Acoli shared them online and offline.	- To produce 12 episodes in both English and Acoli

	<p>6 existing episodes shared at Olailong Market (episodes 1-6)</p> <p>8 existing episodes shared via Radio Maria (see 1.1.3.)</p>		<ul style="list-style-type: none"> - We did not share 1-2 episodes (Introduction to learning difficulties and disabilities and Dyslexia) during parents meetings at partner schools, because we were given little time allocated to us by school administrators who had organized the meetings. - We played the first six episodes of our Every Child Can Learn podcast: Episode 1(Introduction to learning difficulties and disabilities), 2 (Dyslexia), 3 (Dyscalculia), 4 (ADD & ADHD), 5 (Autism) and 6 (Behavioural Difficulties) in three sections of Olailong Market - We did not hold a meeting as a team to discuss and determine the most suitable community meeting points to share the first 6 episodes with community members. - We did not get enough time to interact with the parents during the meeting we were invited to attend at Wilul Primary School, so we could not inquire from 	<p>and share them online and offline.</p> <ul style="list-style-type: none"> - To play and share the first six episodes at Cereleno Market in Gulu City. - To share 1-2 episodes (Introduction to learning difficulties and disabilities and dyslexia) during the parents meetings at Wilul P/S and Jesus Is The Truth P/S, plus transferring them to the phones of parents who are interested. - To determine the most suitable community meeting points to share the first 6 episodes with community members. To inquire during the parents meetings on how this
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			parents on how best the distribution of the podcast could be done effectively.	could be done effectively.
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Strategic Objective 1.2: To strengthen pre-service and in-service capacity of early identification and individualized management of learning difficulties & disabilities among learners				
Strategic Action	Progress Output	Progress Outcome	Comments	Target Next Year
<u>Pre-service level</u>				
1.2.1: Conduct workshops for PTC tutors on how to integrate identifying learners with learning difficulties & disabilities and offering individualized support into their teaching	0 workshops	<i>Indicator 1: % of pre-service and in-service teachers and tutors effectively utilizing the National Learning Needs Identification Tool and Backup Uganda's training modules for early identification and individualized management of learning difficulties & disabilities among learners</i> (Note: The Ministry of Education & Sports has not yet developed a roll-out plan for the National Learning Needs Identification Tool)	- We followed up on the administrators of GTTI's plans for further training needs for tutors, but we did not succeed in having the workshops with tutors, due to the transitions that were happening both at national and institutional levels.	- Follow up on GTTI's PES tutor and DPP to plan if and how Backup can resume with the workshops.
1.2.2: Conduct workshops for student teachers on identifying learners with learning difficulties & disabilities and offering individualized support	1 workshop	In quarter 2, we conducted a baseline survey among 62 student teachers at Gulu Teachers Training Institute (GTTI) (formerly known as Gulu Core Primary Teachers College) and we found the following results:	- We held one workshop on introduction to learning difficulties and disabilities with the 62 student teachers. We also completed the baseline survey with them. However, we did not have the student teachers complete the baseline quiz and the introduction quiz, because we were not scheduled to meet	- Follow up on GTTI's administrators and share our work plan for 2024. - Complete 8 workshops on learning difficulties & disabilities with the student teachers.

		<p>Identification: 22.6% of 62 student teachers who completed the baseline scored above 60%</p> <p>Individualized Support: 25.8% of 62 student teachers who completed the baseline scored above 60%</p> <p>From the findings, we learned that 77.4% of the student teachers could not identify and 74.2% had never offered support to children with the common learning difficulties and disabilities (ADHD, autism, dyslexia, dyscalculia, motor & coordination disorders and disruptive behavior disorders)</p> <p>Only 4 of the difficulties and disabilities mentioned were known by more than 50% of the student teachers.</p>	<p>them again by the administration.</p>	
1.2.3: Conduct lesson observations to follow up on student teachers' use of new knowledge and skills related to learning difficulties & disabilities	0 lesson observations		<p>- We did not observe the student teachers of Gulu Teachers Training Institute (GTII) during their first school practice as we were notified by the administration when there was one week left until the end of the teaching practice for us to organize and travel to the schools they had been deployed to.</p>	<p>- Follow up on GTII's administrators and share our work plan for 2024.</p> <p>- Agree if and when lesson observations can take place.</p>
1.2.4: Conduct lesson observations to follow up on PTC tutors on how to integrate identifying learners with learning difficulties & disabilities and offering individualized support into their teaching	0 lesson observations		<p>- We did not hold any lesson observations with any tutors in 2023, as we did not finalize planning with the GTII administration. Therefore, our team could not be scheduled to conduct them.</p>	<p>- Follow up on GTII's administrators and share our work plan for 2024.</p> <p>- Agree if and when lesson observations can take place.</p>
1.2.5: Conduct evaluation sessions with student teachers, tutors and administrators to identify barriers to implementation and	0 evaluation sessions		<p>- This was not done in 2023, as we did not finalize planning with the GTII administration on the timetable and we only had 1 out of 3 workshops that are meant to</p>	<p>- Follow up on GTII's administrators and share our work plan for 2024.</p>

strategies to overcome these			be completed before holding a learning and evaluation session.	- Agree if and when evaluation sessions can take place.
1.2.6: Form an active Inclusive Education Committee (IEC) within each PTC	0 new IECs, 1 existing IEC		- We did not have an IEC meeting with the existing IEC at GTTI in 2023 due to tight schedules of the administration and tutors.	- Follow up on GTTI's administrators and share our work plan for 2024. - Hold 3 IEC meetings.
<u>In-service level (in-person & ODII)</u>				
1.2.7: Conduct workshops for teachers and administrators on identifying learners with learning difficulties & disabilities and offering individualized support	33 workshops: 20 in-person and 13 ODII	<i>% of pre-service and in-service teachers and tutors effectively utilizing the National Learning Needs Identification Tool and Backup Uganda's training modules for early identification and individualized management of learning difficulties & disabilities among learners</i> (Note: The Ministry of Education & Sports has not yet developed a roll-out plan for the National Learning Needs Identification Tool) <u>In-service teachers - ODII</u> Understanding	- We held 33 workshops at our partner schools in 2023, with 20 in-person sessions at Wilul, Paicho and Jesus Is The Truth Primary Schools and 13 ODII sessions at Oguru, Ajulu, St.Paul Lubanyi and Makonge Primary Schools. - We had planned to add two more ODII schools in Kitgum district, but we were not successful as the MoU delayed to be signed by the Chief Administrative Officer of Kitgum district, despite the follow up efforts from our team.	- Hold 28 workshops at Jesus Is The Truth, Paicho, Wilul, Oguru, Ajulu, St.Paul Lubanyi and Makonge Primary Schools. - Follow up with Kitgum officials on the signing of MoU with Kitgum District. - Select two partner schools for ODII in Kitgum district. - Hold 6 workshops in each the new

		Teachers in our partner schools completed several post-workshop quizzes in 2023, with the following results (pass = score above 60%):		ODII schools in Kitgum district.
1.2.8: Conduct lesson observations to follow up on teachers' use of new knowledge and skills related to learning difficulties & disabilities	97 lesson observations (44 baseline observations, 53 follow-up observations)	<p><u>Ajulu P/S:</u> Dyslexia: 44% (out of 9 teachers) scored above the 60 % mark. Dyscalculia: 33% (out of 3 teachers)</p> <p><u>Oguru P/S</u> Progress tracking: 60% of the teachers (out of 5 respondents)</p> <p>Identification</p> <p>We conducted baseline lesson observations for 27 teachers in Makonge P/S and St Paul Lubanyi P/S, and follow-up lesson observations at Oguru P/S in 2023. These were the results of those who scored above 60% on identification.</p>	<p>- We held 44 baseline lesson observations at St. Paul Lubanyi, Makonge, Wilul, Paicho and Jesus Is The Truth Primary Schools.</p> <p>- We held 53 follow-up lesson observations in the classrooms for the teachers we trained at Wilul, Paicho, Jesus Is The Truth, Gulu Prison, and St Joseph's Primary Schools.</p>	<p><u>In person:</u></p> <p>- Follow up on peer mentoring at St. Joseph's P/S.</p> <p>- To observe each teacher once per term at Jesus Is The Truth P/S, Wilul P/S and Paicho P/S.</p> <p><u>ODII:</u></p> <p>- We plan to observe each teacher twice at Ajulu P/S and Oguru P/S and once at St Paul Lubanyi P/S and Makonge P/S.</p> <p>- Follow up on peer mentoring.</p>
1.2.9: Conduct evaluation sessions with teachers and administrators to identify barriers to implementation and	8 evaluation sessions	<p><u>St Paul Lubanyi P/S</u> Identification(10 teachers): 0% of teachers are sufficiently identifying</p>	<p>- We held learning and evaluation sessions at Wilul, Paicho, Jesus Is The Truth, St Paul Lubanyi, Makonge, Ajulu,</p>	<p><u>In person:</u></p> <p>- To hold 6 learning and evaluation sessions at Wilul P/S, Paicho P/S and</p>

<p>strategies to overcome these</p>		<p>learners with learning difficulties & disabilities</p> <p><u>Makonge P/S</u> Identification(10 teachers): 10% of teachers are sufficiently identifying learners with learning difficulties & disabilities</p> <p><u>Oguru P/S</u> Identification(7 teachers): 0% of teachers are sufficiently identifying learners with learning difficulties & disabilities (pass mark: above 60%)</p>	<p>Oguru and St Joseph's Primary Schools.</p>	<p>Jesus Is The Truth P/S in 2024 - 2 sessions at each school.</p> <p><u>ODII:</u> - Hold 8 sessions at Oguru P/S, Ajulu P/S, St Paul Lubanyi P/S and Makonge P/S - 2 sessions at each school.</p>
<p>1.2.10: Form an active Inclusive Education Committee (IEC) within each school</p>	<p>12 active IECs</p>	<p><u>Ajulu P/S</u> Lesson observation did not take place in 2023</p> <p>Individualized management We conducted baseline lesson observations for 27 teachers in Makonge P/S, St Paul Lubanyi P/S, and follow-up lesson observations at Oguru P/S in 2023. These were the results of those who scored above 60% on individualized management.</p> <p><u>St Paul Lubanyi P/S (10 teachers)</u></p>	<p><u>In person:</u></p> <p><u>JITT P/S</u> -1 IEC meeting held</p> <p><u>Wilul P/S</u> -1 IEC meeting held</p> <p><u>Paicho P/S</u> -1 IEC meeting held</p> <p><u>St Joseph P/S</u> - 2 IEC meeting held</p>	<p>- Hold 14 IEC meetings at Wilul P/S, Paicho P/S, Jesus Is The Truth P/S, Oguru P/S, Ajulu P/S, Makonge P/S and St Paul Lubanyi P/S. - Hold 6 IEC meetings at the new ODII schools in Kitgum district.</p>

		<p>Support/individualized management (10 teachers): 0% of teachers are sufficiently supporting learners with learning difficulties & disabilities</p> <p><u>Makonge P/S</u> Support/individualized management (10 teachers): 10% of teachers are sufficiently identifying learners with learning difficulties & disabilities</p> <p><u>Oguru P/S</u> Support/individualized management (7 teachers): 0% of teachers are sufficiently identifying learners with learning difficulties & disabilities</p> <p><u>In-service teachers - in person</u></p> <p>Understanding Teachers in our partner schools completed several post-workshop quizzes in 2023, with the following results (pass = score above 60%):</p> <p><u>Paicho P/S (19 teachers)</u> Introduction to learning difficulties and disabilities: 11% (out of 9 teachers)</p>	<p><u>Gulu Prison P/S, Gulu PTC Demonstration P/S, Gulu Town P/S and Highland P/S</u> - 1 IEC meeting held in each school</p> <p><u>ODII:</u> <u>Ajulu P/S</u> -1 IEC meeting held</p> <p><u>Oguru P/S</u> -1 IEC meeting held</p> <p><u>St. Paul Lubanyi P/S</u> -1 IEC meeting held</p> <p><u>Makonge P/S.</u> -1 IEC meeting held</p>	
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		<p>Progress tracking: 54.5% (out of 11 teachers) Individualized Support Plan (ISP): 0% (out of 6 teachers)</p> <p><u>Wilul P/S (10 teachers)</u> Baseline: 0% (out of 7 teachers) Introduction to learning difficulties and disabilities: 75% (out of 4 teachers) Progress tracking: 60% (out of 5 teachers) Individualized Support Plan (ISP): 20% (out of 5 teachers) Dyslexia: 100% (out of 4 teachers) Dyscalculia: 57% (out of 7 teachers)</p> <p><u>JITT P/S (18 teachers)</u> Baseline: 7.8% (out of 13 teachers) Introduction to learning difficulties and disabilities: 40% (out of 15 teachers) Progress tracking: 0% (out of 4 teachers) Individualized Support Plan: 33.3% (out of 9 teachers) Dyslexia: 25% (out of 8 teachers) Dyscalculia: 89% (out of 9 teachers)</p> <p>Average score of the teachers in the partner schools (Paicho, Wilul and Jesus Is The Truth P/S):</p>		
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		<p>Introduction to learning difficulties and disabilities (3 schools): 42% Progress Tracking (3 schools): 38.2% ISP (3 schools): 17.7% Dyslexia (2 schools): 62.6% Dyscalculia (2 schools): 73%</p> <p>Identification</p> <p><u>St. Joseph's Primary School:</u> Q1 Identification: 0% (out of 4 teachers)</p> <p><u>Gulu Prison and Gulu Core Demonstration Primary School (Combined lesson observations)</u> Q1 Identification: 0% (out of 4 teachers)</p> <p><u>Paicho P/S:</u> Q1 Identification: 35% (out of 17 teachers) Q3 Identification: 0% (out of 9 teachers) are sufficiently identifying learners with learning difficulties & disabilities.</p> <p><u>Wilul P/S:</u> Q1 Identification: 0% (out of 9 teachers)</p>		
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		<p>Q3 Identification: 0% (out of 5 teachers are sufficiently identifying learners with learning difficulties & disabilities.</p> <p>Q4 Identification: 0% of teachers (out of 5) are sufficiently identifying learners with learning difficulties & disabilities.</p> <p><u>Jesus Is The Truth P/S:</u></p> <p>Q1 Identification: 18% (out of 17 teachers)</p> <p>Q3 Identification: 0% (out of 10 teachers) of teachers are sufficiently identifying learners with learning difficulties & disabilities</p> <p>Q4 Identification: 0% of teachers (out of 1 teacher) are sufficiently identifying learners with learning difficulties & disabilities</p> <p>Individualized management</p> <p><u>St Joseph's Primary School:</u></p> <p>Q1</p>		
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		<p>Individualized management: 66.7% (out of 4 teachers)</p> <p><u>Gulu Prison and Gulu PTC Demonstration Primary School</u> (Combined lesson observations) Q1 Individualized management: 0% (out of 4 teachers)</p> <p><u>Paicho P/S:</u> Q1 Individualized management: 14% (out of 17 teachers)</p> <p>Q3 Support/individualized management: 22.2% (out of 9 teachers) are sufficiently offering individualized management to learners with learning difficulties</p> <p><u>Wilul P/S:</u> Q1 Individualized management: 14% (out of 7 teachers)</p> <p>Q3 Support/individualized management: 0% (out of 5 teachers) are sufficiently</p>		
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		<p>offering individualized management to learners with learning difficulties & disabilities</p> <p>Q4 Support/individualized management: 20% of teachers (out of 5 teachers) are sufficiently offering individualized management to learners with learning difficulties & disabilities</p> <p><u>Jesus Is The Truth P/S:</u></p> <p>Q1 Individualized management: 25% (out of 8 teachers)</p> <p>Q3 Support/individualized management: 10% of teachers (out of 10) are sufficiently identifying learners with learning difficulties & disabilities</p> <p>Q4 Support/individualized management: 100% of teachers (out of 1 teacher) are sufficiently identifying learners with learning difficulties & disabilities</p>		
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		Through our lesson observations, we have realized that teachers are still struggling to incorporate the knowledge and skills acquired from the workshops into their teaching in the classroom. We sought feedback from them about the challenges they faced during the learning and evaluation sessions, and came up with next steps (solutions) together.		
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Strategic Objective 1.3: To strengthen the districts' and health facilities' capacity for referral and expert assistance for learners who experience learning difficulties & disabilities in Northern Uganda.				
Strategic Action	Progress Output	Progress Outcome	Comments	Target 2024
1.3.1: Conduct joint workshops on learning difficulties & disabilities with focal persons in the education and health local government departments and health facilities	0 workshops	<ol style="list-style-type: none"> 1. <i>A functional pathway for referral of learners with learning difficulties & disabilities developed and adopted</i> 2. <i>% of learners effectively referred through the referral process</i> 3. <i># and types of specialized services integrated at existing health facilities</i> 	No funding available yet.	Continue sourcing for funding.
1.3.2: Conduct joint workshops on building, strengthening and sustaining an effective referral pathway for learners with learning difficulties & disabilities	0 workshops	<ol style="list-style-type: none"> 4. <i>% of health facilities that have integrated services to learners with learning difficulties & disabilities</i> <p>Note: Funding for this strategic objective has not yet been available in 2023.</p>	No funding available yet.	Continue sourcing for funding.

1.3.3: Hold guidance visits to monitor and strengthen the implementation of the referral pathway for learners with learning difficulties & disabilities	0 guidance visits		No funding available yet.	Continue sourcing for funding.
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Strategic Objective 1.4: To enable partner organizations' staff, their partners & other professionals to strategize for and monitor inclusive education in their programs and projects				
Strategic Action	Progress Output	Progress Outcome	Comments	Target 2024
1.4.1: Conduct workshops for partner organizations' staff and their partners on integrating identification and individualized support for learners who experience learning difficulties & disabilities	5 workshops, 2 start meetings	<p><i>% of partner organizations' staff, their partners & other professionals effectively integrating and monitoring the use of the National Learning Needs Identification Tool and Backup Uganda's training modules for early identification and individualized management of learning difficulties & disabilities among learners</i></p> <p>(Note: The Ministry of Education & Sports has not yet developed a roll-out plan for the National Learning Needs Identification Tool)</p> <p>Due to the lack of field visits for some partners, we have not been able to determine recent progress of some of the professionals trained towards effectively</p>	<p>In 2023, we held the following workshops and meetings:</p> <ul style="list-style-type: none"> - A 1-day virtual workshop for 17 Save the Children Sudan Country Team members and Education Cannot Wait (ECW) consortium partners, including an introduction to learning difficulties & disabilities, the use of the National Learning Needs Identification Tool and dyslexia & dyscalculia. - A 3-day training for 14 staff and partners of St. Moses CCC in Jinja, covering an introduction to inclusion, learning difficulties & 	<ul style="list-style-type: none"> - Plan the next training at St. Moses CCC for early 2024. - Finalize partnership with FAWE and hold first staff workshop. - Await funding for another engagement with TVET practitioners and/or parents with the DRIVE team. - Plan another training exchange with Light for the World.

		<p>integrating and monitoring the use of our training modules for early identification and individualized management of learning difficulties & disabilities among learners. Baseline and end line questionnaires helped us learn the following:</p> <p><u>Save the Children Sudan</u></p> <p>A detailed report of the training can be found here. In summary, we noticed an encouraging jump in the participants' knowledge of specific learning difficulties and disabilities, particularly of dyslexia and dyscalculia. Their understanding of inclusive education and to what extent they and their organizations are doing work meeting its definition have shown growth as well. Their responses demonstrated room for improvement in both, which we recommended to explore further. The following findings support this summary:</p>	<p>disabilities, screening & data collection through the WG-SS Enhanced, and ISPs.</p> <ul style="list-style-type: none"> - 2 start meetings with 35 teachers and administrators at 2 partner schools of International Needs Uganda in Buikwe: St. Paul Lubanyi P/S and Makonge P/S. - A 1-day training on inclusive education in Adjumani for 40 TVET practitioners, following the DRIVE research project. - An introductory workshop for 115 education students at Gulu University. - A training exchange with a team of 5 members from Light for the World, focusing on inclusion. 	<ul style="list-style-type: none"> - Connect with at least 12 new potential partner organizations.
<p>1.4.2: Have field visits to observe partner organizations' use of new knowledge and skills in learning difficulties & disabilities</p>	<p>2 field visits</p>	<ul style="list-style-type: none"> - After the training, based on what was learned during the sessions, the participants indicating that they had (77.8%) and had not (22.2%) encountered 	<ul style="list-style-type: none"> - Both field visits took place at International Needs Uganda's partner schools in Buikwe district, Makonge and St. Paul Lubanyi Primary Schools. These included lesson observations and the first IEC and Learning & Evaluation meetings. - We tried organizing field visits 	<ul style="list-style-type: none"> - Conduct 2-3 more field visits to the partner schools of International Needs Uganda, including more lesson observations, IEC meetings and Learning & Evaluation meetings. - Conduct field visit for St. Moses CCC.

		<p>a learner with a learning difficulties or disability did not change much, but the average number of learners encountered did (5.7; range: 0-10). We often observe this phenomenon after our training sessions, as participants have learned to better distinguish between learning difficulties & disabilities and other conditions.</p>	<p>with Geneva Global, Save the Children Sudan and the student teachers of Gulu University – Faculty of Education & Humanities, but were not successful due to communication gaps from their side and the ongoing conflict in Sudan.</p>	<p>- Continue being open to all past, current and future partner organizations in case they want to start field visits.</p>
<p>1.4.3: Have evaluation meetings to identify barriers to implementation and strategies to overcome these barriers</p>	<p>2 evaluation meetings</p>	<p>- Individualized management was not measured during the pre and post-training assessment.</p> <p><u>Backup On Tour</u></p> <p>Once we encounter participants who have joined multiple times, we will request them to complete a midline questionnaire for comparison with the baseline results that can be found in the reports for quarter 3 2022 and before.</p>	<p>2 Learning & Evaluation meetings took place at the 2 partner schools of International Needs Uganda.</p>	<p>- The next learning & evaluation meeting at the partner schools of International Needs Uganda will likely take place in quarter 1 (towards the end of term 1).</p> <p>- Evaluation meetings with other partners can be scheduled after multiple workshops have taken place.</p>
<p>1.4.4: Conduct workshops for external professionals through Backup On Tour, on integrating identification and individualized support for learners who experience</p>	<p>6 workshops</p>	<p>From the workshops in Kampala and Gulu in 2023, participants reported the following most common key learnings and anticipated application at their places of work:</p>	<p>The 6 workshops held in 2023 included:</p> <p>- 2 in-person catch-up sessions in Kampala, including an introduction to learning</p>	<p>- Develop a workshop schedule for 2024.</p> <p>- Hold 6 in-person sessions on topics yet to be determined, including guest trainers, in Kampala and Gulu.</p>

<p>learning difficulties & disabilities</p>		<ul style="list-style-type: none"> - Positive reinforcement/reward improved behavior (7) - Assess behavioral problems through 3-step analysis (6) - Strategies/modalities for) how to manage behaviors/behavioral difficulties (5) - Causes of/reasons for behaviors (5) - Training fellow colleagues on the identification of ADD and ADHD and effective lesson delivery (3) - Coping mechanisms (3) - Creating awareness and advocacy on inclusion/on autism/AD(H)D (3) - How to engage people/workers with such disorders (3) - Positive & negative behaviors (3) - Examples of behavior disorders (3) - Symptoms of ADHD/what ADHD is (2) - Characteristics (of ADD & ADHD) (2) - ADHD is a neurological condition (2) - Engage teachers to participate and give in their views/teacher training for inclusion (2) - Creating an enabling environment for ADD & AD(H) and support them (2) - Autism (2) 	<p>difficulties & disabilities (4 participants) and dyslexia & dyscalculia (5 participants).</p> <ul style="list-style-type: none"> - 2 workshops on AD(H)D and autism in Gulu (3 participants) and Kampala (13 participants). - 2 workshops on behavioral difficulties in Gulu (8 participants) and Kampala (16 participants). 	
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		<ul style="list-style-type: none"> - Motivation to others through positive feedback, behavioural analysis to guide positive interventions (2) - Giving alternative behaviors (2) - Not rush to conclusions (2) - Behavioral difficulties/basics of behavior (2) - Identifying (undesirable) behaviors (2) - Setting up a behavior (management) plan (2) <p><u>St. Moses training</u></p> <p>The baseline survey performed at St. Moses CCC included a questionnaire that was completed by 13 out of the 14 participants.</p> <p>When asked which special needs the participants already knew, the replies from the baseline showed that only visual, hearing, physical impairments and communication disorders were known by more than half of the participants. All other learning difficulties and disabilities were known by less than 40% of all participants - most were known by less than 20%.</p>		
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		<p>Based on their responses, 15.4% of the participants were sufficiently identifying persons with learning difficulties and disabilities in their work and 30.8% of the participants were supporting them.</p> <p><u>DRIVE TVET training</u></p> <p>Since the engagement with the TVET practitioners in Adjumani was a one-time, one-day activity that will likely not be followed by further activities (including field visits) with the same participants, no baseline survey was done.</p> <p><u>Gulu University</u></p> <p>As the workshop for the education students was meant to be a brief one-off engagement, we did not collect any progress-related data.</p>		
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Strategic Direction 2: To advocate for the rights and needs of learners who experience learning difficulties & disabilities in an evidence-based manner

Strategic Objective 2.1: To initiate, participate in and publish research efforts that generate essential data to strengthen inclusive education				
Strategic Action	Progress Output	Progress Outcome	Comments	Target 2024
2.1.1: Conduct mixed methods research on knowledge and prevalence of learning difficulties and disabilities, the experiences of (inclusive) education, and the effectiveness of specific interventions	0 mixed methods research projects concluded	<p><i># of position papers or policy briefs published that advocate for rights and needs of learners with learning disabilities</i></p> <p>No further position papers or policy briefs were written based on the DRIVE research project. All current ones can be found here.</p> <p>Children & Society accepted the DRIVE team's manuscript and published it. It can be found here.</p>	<p>- In 2022, Backup Uganda participated in the DRIVE research project with Gulu University. In 2023, Backup Uganda facilitated a 1-day training on inclusive education for TVET practitioners. The team also participated in a 1-day session on inclusive education for TVET decision makers. We applied for an impact project grant from the University of Nottingham together with Gulu University for a series of trainings on inclusion for parents and practitioners in TVET. There have been no further activities related to the bachelors program in inclusive education, it is under review by the National Council for Higher Education.</p> <p>- We completed the KDNLC full application for an opportunity to</p>	<p>- Participate in the next curriculum development activities in relation to the bachelors program in inclusive education at Gulu University, based on the DRIVE research project. Facilitate and participate in further training upon request. Await feedback on grant from University of Nottingham.</p> <p>- Explore research opportunities by building relationships with more universities worldwide (e.g. Gulu University, University of Nottingham, University of the Witwatersrand).</p>



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			join a research network, but our application was not accepted.	- Reconnect with USHG about more research opportunities to hold a prevalence study on learning disabilities among children in Northern Uganda.
2.1.2: Publish research findings in print and digital media	1 publication		The DRIVE team's revised manuscript that was resubmitted to Children & Society was approved (see progress outcome).	<ul style="list-style-type: none"> - Share approved manuscript in Children & Society on website and social channels. - Inquire from DRIVE lead researchers if more articles are expected to be written and submitted for publication.

Strategic Objective 2.2: To write and disseminate evidence-based papers and guidance notes on inclusive education in collaboration with joint Working Groups and Task Teams				
Strategic Action	Progress Output	Progress Outcome	Comments	Target 2024
2.2.1: Write joint papers and guidance notes based on desk research through Working Groups and Task Teams	3 joint papers/ guidance notes written	<p><i>Number of declarations for action from the workshops that will result in policy change around learning disabilities and inclusive education</i></p> <p>The Memorandum and issue paper for the Education Policy Review Commission (EPRC) will directly lead to policy change in relation to inclusive education. As the policy review process is still underway, we are not yet certain of the specific elements that will be absorbed into the new education policy. The deadline for the EPRC's responsibilities to be completed was by 1st July 2023, no communication has been made about an extension.</p>	<p>- Two Inclusive Education Briefs were written by the EiE IE Task Team: #1 on special needs vs. inclusive education and #2 on myths about inclusive education – they can be accessed here. A first draft of #3 about engaging parents has been created.</p> <p>- The team that wrote the issue paper for the EPRC in 2022 has integrated the Commission's feedback and resubmitted it. Apart from a confirmation of receipt, we have not received any further feedback from the EPRC.</p>	<p>- Await further feedback from the EPRC and write additional documents upon request.</p> <p>- Finalize third Inclusive Education Brief on engaging parents, write at least 4 new Briefs.</p>
2.2.2: To hold dissemination workshops and presentations with stakeholders	2 dissemination workshops/ presentations	<p>The survey about the reception of the first Inclusive Education Brief that was shared with the members of the EiE SWG showed the following:</p> <ul style="list-style-type: none"> 5 out of 17 members who answered the survey received the Brief. 	<p>- We have not received any requests from the EPRC to hold another presentation.</p> <p>- We presented the Brief on special needs vs. inclusive education in the monthly EiE SWG meeting in June. We have not yet presented the Brief on</p>	<p>- Present the 2nd and 3rd Inclusive Education Brief during one of the monthly EiE SWG meetings, followed by presentations about the</p>

		<ul style="list-style-type: none"> • 4 out of the 5 members who received the Brief, read it. • The members who read the Brief agreed with various statements as follows: <ul style="list-style-type: none"> - This Brief clearly explained the differences between special needs and inclusive education: 2.1 out of 5 - This Brief clearly explained the similarities between special needs and inclusive education: 2.1 out of 5 - The content of this Brief was resourceful for my programming/daily work: 2.1 out of 5 - This Brief has made me curious to learn more about inclusive education: 2.3 out of 5 	<p>myths about inclusive education, but the Brief has been shared with the members of this group.</p> <ul style="list-style-type: none"> - We held a presentation about the Every Child Can Learn podcast during the EiE SWG meeting in September. Our presentation in relation to our MoU with the MoES SN/IE Department during the SN/IE TWG is still pending. - We have joined the organizing committee for the next Inclusive Education Symposium. 	<p>4 Briefs planned for the year.</p> <ul style="list-style-type: none"> - Present Backup Uganda’s MoU to the MoES SN/IE Department.
<p>2.2.3: Share papers and guidance notes with wider, relevant public</p>	<p>2 papers/guidance notes shared</p>	<ul style="list-style-type: none"> • 7 members shared the Brief with others (1 via social media, 2 with colleagues outside their organization, 3 with colleagues in their organization, 1 with others not mentioned). • Members think the next Briefs can be made more relevant to them through wide consultation with 	<ul style="list-style-type: none"> - The revised issue paper for the EPRC has not yet been designated as a document that can be shared publicly. - The first 2 Inclusive Education Briefs have been shared via our website and social media. 	<ul style="list-style-type: none"> - The reviewed issue paper for the EPRC and other related documents will be shared publicly once permission has been granted. - Share the 3rd Inclusive Education Brief via our website and social media, followed by the 4 Briefs planned for the year.

		<p>other stakeholders and by reducing information overload.</p> <p>This survey did not ask about declarations for action resulting in policy change around learning disabilities and inclusive education. This will become a relevant question after sharing multiple Briefs.</p>		
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Strategic Direction 3: To raise sufficient funds to sustain and grow Backup Uganda’s programs, projects and operational capacity

Strategic Objective 3.1: To create and regularly review a general fundraising strategy				
Strategic Action	Progress Output	Progress Outcome	Comments	Target 2024
3.1.1: Hold quarterly fundraising meetings with fundraising teams of Advisory Board & Board of Directors	12 meetings	<p><i>1: % of fundraising strategy aligning with strategic plan</i></p> <p>It is 100% aligned with the strategic plan, as it was strengthened in Q2.</p> <p><i>2: # of revised versions of fundraising strategy</i></p> <p>The revised version of the fundraising strategy was worked on by the internal fundraising team in Q2. As Backup is experiencing challenges in accessing consistent funding, a provisional review</p>	<ul style="list-style-type: none"> - We held 5 fundraising meetings with members of the Board of Directors. - We held 3 fundraising meeting with members of the Advisory Board. - We held 4 fundraising meetings with the internal fundraising team. 	<ul style="list-style-type: none"> - Hold 1 fundraising meeting with members of the Board of Directors per quarter. - Hold 1 fundraising meeting with members of the Advisory Board per quarter. - Hold 1 fundraising meeting with the internal fundraising team per quarter. - Focus on consistent income for recurring

		of this strategy took place in Q4. The next formal review will take place in Q1 2024.		costs during all meetings.
3.1.2: To develop a fundraising strategy for 2022-2025	1 fundraising strategy	<p><i>3: % of fundraising strategy goals met</i></p> <p>The action plan still needs the specific goals to be integrated so that the achievement of these goals can be measured accurately. This will start from Q1 2024.</p>	<p><i>Completed in 2022</i></p> <p>- Integrate fundraising strategy goals in action plan for quarterly review (i.e. fundraising tracker): A first draft of the fundraising tracker has been created.</p>	<p>- Continue updating and following the action plan that connects to the fundraising strategy, together with the Board of Directors and Advisory Board.</p> <p>- Review and complete fundraising tracker including quarterly goals.</p>
3.1.3: To hold annual review meetings of the fundraising strategy	1 meeting		<p>- The annual review meeting took place in February with the internal fundraising team.</p> <p>- During the quarterly fundraising meetings, we reviewed elements of the strategy: what works, what does not work, and where can we find room for improvement. Tasks were divided among the team members.</p>	<p>- Hold annual review meeting with representatives from Advisory Board and Board of Directors.</p> <p>- Integrate revisions in the fundraising strategy and start using them.</p>



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Strategic Objective 3.2: To build a consistent income that covers all operational costs				
Strategic Action	Progress Output	Progress Outcome	Comments	Target 2024
3.2.1: To identify and submit proposals for grant opportunities that allow for operational costs to be included	9 proposals submitted	<p><i>1: % of grants awarded that include operational costs</i></p> <p>One new grant was awarded to Backup Uganda by The Digital Lift Fund in quarter 1 that included operational costs for two software licenses for premium packages for Zoom and Otter.ai.</p> <p>A partnership with Elephante Commons was also approved, which includes free office space and utilities (water & electricity) for the duration of the partnership.</p> <p>In summary, 100% of grants awarded in 2023 included operational costs.</p> <p><i>2: % growth of (income from) individual donors</i></p> <p>Quarter 1 2023: Recurring (monthly) donors: 4 One-time donors: 1 Total: 5</p> <p>Quarter 2 2023:</p>	<p>- We submitted 9 proposals and only one (Digital Lift) was funded in 2024.</p> <p>- We submitted 2 joint proposals (First Emergency Response-Education Cannot Wait with AVSI, and DRIVE research impact project with Gulu University).</p> <p>- We submitted 7 sole proposals (April Fund, Digital Lift, Julia Taft Fund, Knowing Doing Network Leadership Coalition-KDNLC, MIT LEAP, Otter.ai and Awesome Without Borders)</p>	- Submit at least 16 proposals in 2024: 12 sole proposals and 4 joint proposals.



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		<p>Recurring (monthly) donors: 3 One-time donors: 7 Total: 10</p> <p>Quarter 3 2023: Recurring (monthly) donors: 2 One-time donors: 8 Total: 10</p> <p>Quarter 4 2023: Recurring (monthly) donors: 4 One-time donors: 13 Total: 17</p> <p>Total 2023: Recurring (monthly) donors: 4 One-time donors: 29 Total: 33</p> <p>Total 2022: Recurring (monthly) donors: 4 One-time donors: 40 Total: 44</p> <p>% growth (compared to 2022): Recurring (monthly) donors: 0% One-time donors: -27.5% Total: -25%</p>		
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		<p><i>3: % growth of corporate entities contributing through CSR programs</i></p> <p>2023: 3 entities contributed</p> <p>2022: 3 entities contributed</p> <p>Therefore, 0% growth of corporate entities contributing through CSR programs in 2023.</p> <p><i>4: Amount of funds raised towards operational costs</i></p> <p>Total: UGX 81,569,222</p> <p>GlobalGiving donations: UGX 17,387,608</p> <p>Frostig Finance Officer transfer: UGX 31,814,650</p> <p>Board of Directors transfer: UGX 28,261,100</p> <p>MOYA: UGX 995,064</p>		
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		BOT: UGX 2,793,725		
		Corporate Dinner: UGX 317,075		
3.2.2: To widen the individual donor base for crowdfunding	10 new individual donors		<ul style="list-style-type: none"> - 10 new individual donors were registered via GlobalGiving in 2023. - We started working on donor journey documentation that will guide us in engaging individuals to become recurring donors, which we have also encouraged through social media posts. 	<ul style="list-style-type: none"> - Register at least 3 new individual donors every quarter. - To finalize and start implementing our Backup donor journey to encourage individuals to become recurring donors, through social media posts and privately reaching out to those who already are Backup Uganda donors.
3.2.3: To connect with corporate entities that could contribute through their CSR programs	4 corporate entities		<ul style="list-style-type: none"> - We engaged Nasho Computers, Kic Farm Ltd, and ICEA LION, who attended the corporate dinner. We also got the Rotaract Club of Gulu University on board in attending and supporting our Inclusion Festival preparation meetings. 	<ul style="list-style-type: none"> - To reach out and connect with other corporate entities for the Inclusion Festival monthly preparation meetings. - To reach out to potential corporate companies and connect with them for the annual fundraising



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				dinner scheduled for March 2024. - To reach out to at least 2 potential corporate partners per quarter.
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Strategic Objective 3.3: To attract multi-year funding from donors				
Strategic Action	Progress Output	Progress Outcome	Comments	Target 2024
3.3.1: To present papers on learning difficulties & disabilities in Uganda at events/conferences related to children & education	5 presentations	<p><i>1: % of donors that provide multi-year funding</i></p> <p>Frostig provides multi-year funding towards the Frostig Traineeship Program and the Finance Officer. As this is our 1 current non-individual donor, that means 100% of these donors provide multi-year funding.</p> <p><i>2: Amount of multi-year funding provided</i></p> <p>Frostig currently provides UGX 15,600,000/= towards the Traineeship Program and UGX 16,300,000/= towards the Finance Officer, leading to a total of UGX 31,900,000/= per year.</p>	<p>- We made a brief presentation about Backup Uganda's work in relation to inclusive education at the Corporate Dinner in March.</p> <p>- We gave a presentation on Education for Learners with Disabilities during a webinar in the TutaLearn series.</p> <p>- We gave a presentation on dyslexia and the Dyslexia Awareness Day during a weekly meeting of Rotaract Club of Kampala The CORE.</p> <p>- We hosted a free webinar on inclusive workplaces on Giving Tuesday.</p>	<p>- Present about our work and about learning difficulties & disabilities during the Inclusive Education Teachers Conference in January 2024.</p> <p>- Explore further opportunities for presentations during events that include potential donors (through Advisory Board & Board of Directors). Aim for at least 1 presentation per quarter.</p>



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		<p>Since 2021, they have covered approximately UGX 9,500,000/= per year for the work permit extension of the country director, although this has not yet been confirmed for the next renewal (in February 2024).</p>	<p>- We shared about our work during the Dyslexia Awareness Day.</p>	
<p>3.3.2 Cultivate relationships with potential donors and keep them informed on our work</p>	<p>9 potential donors</p>		<p>- We submitted our application for project funds to the April Fund, which has funded our work for 3 consecutive years since 2019, but chose not to in 2022. While our application for funds from the April Fund was not accepted, we did communicate with them about the quality of our application: no quality issues arose, they received too many applications to fund.</p> <p>- We submitted our expression of interest and full application to the KDNLIC at the CUE of the Brookings Institute. Our application was not accepted and we did not receive any further feedback.</p> <p>- We submitted grant proposals to Awesome Without Borders, MIT SOLVE and Education Cannot Wait. We were not selected by any of them, but we did receive feedback on the content of our proposal to MIT SOLVE.</p>	<p>- Consider planning a meeting with an Omoana representative to explore further funding options (needs a specific request).</p> <p>- Explore establishment of giving circles in multiple countries.</p> <p>- Continue identifying (more) potential funders and building a long-term relationship with them. Request for support from the Board of Directors, Advisory Board and Frostig with this.</p>



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			<ul style="list-style-type: none"> - We had a video call with the possible organizer of a fundraiser for Backup Uganda. We agreed to stay in touch to discuss details, but have not heard back from her since. - Through the role that we play in the youth project ran by St. Moses CCC, we are establishing a relationship with the funder, Omoana. - Annemaaike attended an informative session about the USAID TLC opportunity. - We actively engaged with ISU about the teachers conference, which could lead to further activities funded by them in the future (including next editions of the conference). 	
<p>3.3.3: Expand on existing relationships with donors that provide funding on an annual or project basis</p>	<p>1 existing relationship</p>		<ul style="list-style-type: none"> - We had a video call with the current funder in Q1 through the Frostig Center to introduce ourselves to each other and share updates about our work. The funder mentioned wanting to stay in touch, although we have not received any further communication since. We have 	<ul style="list-style-type: none"> - Follow up with Frostig's Executive Director to inquire about further communications with the funder. - Continue to strengthen our relationship with

			continued our bi-weekly calls with the Frostig team.	Frostig via bi-weekly calls and other communications. Consider dedicating more social media posts to our partnership and sharing a personalized thank you.
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Strategic Objective 3.4: To secure project grants through partnerships with other organizations				
Strategic Action	Progress Output	Progress Outcome	Comments	Target Next Quarter
3.4.1: To identify & partner with NGOs whose vision and goals align with ours	3 new partnerships (defined as MoU signed)	<p><i>1: % of project grants secured through partnerships with other organizations</i></p> <p>0% - we have not secured any project grants yet through a partnership.</p> <p>However, through the collaborations with St. Moses CCC and International Needs Uganda, we did secure funding to cover these activities.</p> <p><i>2: Amount of project funding secured through partnerships with other organizations</i></p>	<p>- Our proposal for teacher/staff training at St. Moses CCC in Jinja via Omoana was accepted and the MoU was signed. We completed the first 3-day training by the end of September. Trainings will take place twice a year for 3 years.</p> <p>- The MoU with International Needs Uganda was signed and our proposal for an expansion of the ODII pilot was accepted. We completed the start meetings and baseline activities by the end of September and made a follow-up visit in November.</p>	<p>- Continue joint activities with St. Moses CCC, International Needs Uganda and Tinogona Children's Initiative according to plan (see details above).</p> <p>- Follow up on SHAU for the next steps in collaboration.</p> <p>- Share the Lutino Weng budget with Pangea for feedback, identify potential</p>

		<p>UGX 0 - We have not secured any project grants yet through a partnership.</p> <p>The collaborations with St. Moses CCC and International Needs Uganda bring the following amounts:</p> <p>St. Moses CCC: UGX 23,400,000 (approximately UGX 3,900,000 per 3-day training; some costs covered in kind) -> In 2023: UGX 3,060,000</p> <p>International Needs Uganda: UGX 7,130,000 in total -> In 2023: UGX 2,140,000</p>	<ul style="list-style-type: none"> - We signed a new MoU with Tinogona Children’s Initiative (former ACCF) and collaborated on the a Backup On Tour workshop in October. - We received the new Country Director and Business Development Associate of Pangea Education Development for a visit, for introductions and to discuss potential collaborations. We also held an orientation call with them about raising awareness among children and agreed on a timeline for a concept note, to be used for funding proposals in the future. We shared the Lutino Weng draft concept note with them and received their feedback, to be continued for the budget. Once we have identified a potential funder, we will proceed with an MoU. - We identified Spina Bifida and Hydrocephalus Association Uganda (SHAU) as a potential partner organization and had an initial discussion with them about possible areas for collaboration. 	<p>fundes and draft an MoU.</p> <ul style="list-style-type: none"> - Have an in-person meeting in Kampala with FAWE Uganda about our potential collaboration. - Follow next NUDIPU training when scheduled. - Identify at least 2 new potential partner organizations per quarter (including Kyaninga CDC).
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			<p>Changes in their staff made following up challenging.</p> <ul style="list-style-type: none"> - Backup was selected by the National Union of Disabled Persons of Uganda (NUDIPU) to participate in a series of trainings on inclusive education advocacy in Q4. This may not result in an MoU. - We started a conversation with FAWE Uganda about a potential collaboration. 	
<p>3.4.2: To be actively involved in regional, national and international NGO working groups</p>	<p>5 working groups</p>		<ul style="list-style-type: none"> - We have been actively involved in the Gulu & Lira INGO Coordination Network, the INGO Country Directors Network, the EiE Sector Working Group, the EiE Inclusive Education Task Team and the SNE Technical Working Group. The Gulu & Lira INGO Coordination Network was meant to transform into a general Gulu NGO Coordination Network. Our Country Director was elected Vice-Chair of the INGO Country Directors Network. - We attended the majority of the monthly EiE SWG meetings 	<ul style="list-style-type: none"> - Continue contributing to and (co-)leading all working groups mentioned. - Transition participation in the INGO CD Network from Annemaaikje to Fred.



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			<p>online and in person. We presented a brief on special needs vs. inclusive education, made a presentation about the Every Child Can Learn podcast and facilitated a live poll on the first Inclusive Education Brief. Some meetings conflicted with other activities.</p> <ul style="list-style-type: none"> - Under the EiE IE Task Team, we co-led the monthly meetings and developed two Inclusive Education Briefs, plus a draft for the third one. The November meeting was cancelled due to low turn up. - Annemaaike was elected Vice-Chair of the INGO Country Directors Network and started her responsibilities in June. She followed up on the education sub group, which remained ad hoc, and finalized the ToR for the anti-racism sub group, which she shared with the leadership team. A revised EPRC issue paper was submitted by education representatives. Annemaaike
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			<p>missed 2 meetings in Q4 due to conflicting activities.</p> <ul style="list-style-type: none"> - As a member of the SN/IE TWG, we participated in the preparation meetings of the technical committee for the National Inclusive Education Symposium, the Symposium itself and the reflection meeting. We joined the organizing committee for the next Symposium. We were unable to attend the few general SN/IE TWG meetings that took place due to conflicting activities. - No progress on the shaping of the new Gulu NGO Coordination Network together with interested organizations, as there was insufficient communication from members. 	
<p>3.4.3: Identify & submit joint proposals for grant opportunities</p>	<p>4 proposals</p>		<ul style="list-style-type: none"> - We identified the Addax & Oryx Foundation grant opportunity in Q1, for which we agreed to work together with Gulu University to propose a regional assessment and resource center in Gulu for persons with disabilities. The submission got delayed by a pending MoU with Gulu 	<ul style="list-style-type: none"> - Submit Addax & Oryx Foundation grant proposal. - Identify at least 1 new opportunity for a joint proposal per quarter.



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			<p>University and 3-year budget.</p> <p>When we completed the proposal in Q4, we found the opportunity paused temporarily.</p> <ul style="list-style-type: none"> - We submitted a proposal to the Julia Taft Fund together with Pangea, HI and Sunbird AI, for the purpose of growing the Every Child Can Learn podcast to more regions in more languages. - Together with AVSI Foundation, we submitted the Education Cannot Wait FER proposal and were informed that our section of the proposal was not accepted. - We submitted a joint proposal with Gulu University to the University of Nottingham for a DRIVE impact project. 	
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Strategic Objective 3.5: To grow Backup Uganda’s human resource towards operations and at program and project levels				
Strategic Action	Progress Output	Progress Outcome	Comments	Target Next Quarter
3.5.1: To build the capacity of the team in fundraising & proposal writing	6 team members	<i>1: % increase in funds raised through fundraising activities & grant proposals</i>	- Our Country Director and Fundraising & Communications Coordinator have been exchanging articles and webinars	- Continue to identify online and other opportunities for capacity building in

		<p>% increase (compared to 2022): -10.3%</p> <p>Total funds raised in 2022 (excluding interest and transport refunds): UGX 93,029,361</p> <p>Total funds raised in 2023 (excluding interest and transport refunds): UGX 83,418,615</p> <p>Fund raised in quarter 1 2023 (excluding interest and transport refunds): UGX 18,322,465</p> <p>Funds raised in quarter 2 2023 (excluding interest and transport refunds): UGX 27,574,159</p> <p>Funds raised in quarter 3 2023 (excluding interest and transport refunds): UGX 16,050,680</p> <p>Funds raised in quarter 4 2023 (excluding interest and transport refunds): UGX 21,471,311</p> <p><i>2: % growth in staff at operations, program and project levels</i></p>	<p>on fundraising and proposal writing. Examples include resources from Change the Game Academy and the fundraising track from De Nieuwe Gevers, like the donor journey template. They have been designing and developing this donor journey together. The DNG fundraising track was also shared with the members of the Board of Directors.</p> <p>- The Finance Officer has been engaged in the internal fundraising brainstorm, although the change in Finance Officer did affect the frequency of this.</p> <p>- In Q4, all team members have been engaged in the internal fundraising brainstorm, with a strong focus on consistent income. All members have taken up related tasks.</p>	<p>fundraising & proposal writing. Share these with Board Members as well.</p> <p>- Fundraising & Partnerships Coordinator: To start a Philanthropy University course on grant writing.</p>
3.5.2: To recruit additional staff members at operations, program and project levels	0 additional staff		<p>- 3 new volunteers joined our team, focusing on communications via social media.</p> <p>- We recruited 2 new Frostig Trainees and 1 new Finance Officer in Q1. Frostig agreed to</p>	<p>- Plan for next staff member to be recruited in 2024, ideally a MEAL Lead.</p>



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		0% growth compared to 2022.	upgrade the Finance Officer position to full time, for which we recruited a new person in Q3. While they are new staff, we do not count them as additional, since the positions were already existing.	
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