



Backup Uganda

Annual Report 2024

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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	2 parents meeting	<p><i>Indicator 1: % of parents and other community members identifying and communicating learning difficulties & disabilities in learners</i></p> <p><u>Cereleno Market</u></p> <p>We conducted a baseline before and an end line survey after playing our first 6 episodes of the Every Child Can Learn podcast in Acholi with parents and community members at Cereleno Market:</p> <p><u>Baseline:</u> 44% of the parents knew some learning difficulties and disabilities, and 71.4% had identified at least one person with learning difficulties and disabilities.</p> <p><u>Endline:</u> 90% of the parents knew some learning difficulties and disabilities, and 55% had identified at least 1 person with learning difficulties and disabilities</p> <p>The results showed significant progress: parental awareness of learning difficulties and disabilities</p>	- We attended parents' meetings in Jesus Is The Truth and Wilul Primary Schools. However, we only shared an overview of Backup Uganda's work and learning difficulties, and disabilities in children, because of the time that was allocated to us.	- Conduct 11 parents meetings at Jesus Is The Truth P/S (1), Wilul P/S (1), Omel-boke P/S (3), Kulukeno P/S (3) and Te-ladwong P/S (3)

<p>1.1.2: Conduct community meetings on how to recognize learning difficulties & disabilities in learners and how to support their learning</p>	<p>2 community meetings</p>	<p>rose from 44% to 90%. However, the identification of individuals with learning difficulties decreased from 71.4% to 55%, suggesting a need for reflection on what could have caused a decline to inform our approach in implementing such activities in future</p> <p><u>For God Village</u> We also conducted a baseline survey in our first community meeting with parents at For God village, Gulu City</p>	<p>- We held two meetings and shared information on learning difficulties and disabilities in general, and Dyslexia in particular. We also conducted a baseline survey with the parents who are part of the savings group in For God, Gulu City.</p>	<p>- To identify 1 community or group to create awareness about learning difficulties and disabilities in children.</p>
<p>1.1.3: Conduct radio talk shows on how to recognize learning difficulties & disabilities in learners and how to support their learning</p>	<p>18 radio talk shows (Radio Maria)</p>	<p>92.3% of the parents knew some learning difficulties and disabilities, and 53.9% had identified at least 1 person with learning difficulties and disabilities.</p> <p><i>Indicator 2: % of parents and community members supporting learners' inclusive learning</i></p> <p><u>Cereleno Market</u></p> <p>Based on baseline and endline surveys with parents and community members in quarter 2:</p>	<p>- We held 18 radio talk shows (10 live shows and 8 podcast playing moments) on Radio Maria in 2024. We played episodes 26, 28, 29 (part 1), 29 (part 2), 30, 31, 32, and 33.</p> <p>- 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.</p>	<p>- To have 24 radio talk shows on Radio Maria.</p>
<p>1.1.4: Distribute Every Child Can Learn podcast</p>	<p>5 new episodes shared online</p>	<p><u>Support (baseline):</u> 42.1% of parents directly supported learners' inclusive learning, and 26.3% of parents referred them to institutions (school or</p>	<p>- We produced 5 episodes: 29, 30, 31, 32, and 33 in both English</p>	<p>- To produce 12 episodes in both English and Acoli and</p>

<p>episodes on learning difficulties & disabilities</p>	<p>6 existing episodes shared at Cereleno Market (episodes 1-6)</p> <p>8 existing episodes shared via Radio Maria (see 1.1.3.)</p>	<p>hospital) for support. 31.6% of parents did nothing about it.</p> <p><u>Support (endline):</u> 78 % of parents directly supported learners’ inclusive learning, 11% advised other parents on how to handle them, and 11% referred them to institutions (school or hospital) for support.</p> <p>The results show a significant improvement in parental support for inclusive learning, rising from 42.1% to 78%. Additionally, 11% now advise other parents, while referrals to institutions decreased from 26.3% to 11%, and inaction dropped from 31.6% to 0%. This highlights increased proactive involvement and community support.</p> <p><u>For God Village</u> We also conducted a baseline survey in our first community meeting with parents at For God village, Gulu City.</p> <p><u>Support:</u> 38.5 % of parents directly supported learners’ inclusive learning, and 61.5% referred them to institutions (school or hospital) for support.</p>	<p>and Acoli, and shared them online and offline.</p> <p>- 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 Cereleno Market</p>	<p>share them online and offline.</p> <p>- To play and share the first six episodes at two selected markets in Gulu City.</p> <p>- 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.</p> <p>- To determine the most suitable community meeting points to share the first 6 episodes with community members. To inquire during the parents' meetings about how this could be done effectively.</p>
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		Note: <i>We did not conduct the endline survey at For God village with parents, as only 3 out of 6 meetings were held due to low parent attendance and other unavoidable circumstances that were beyond the organisation.</i>		
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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	<p><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></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>We conducted workshops and gave out quizzes at the end as homework, but they were not returned due to the unpredictable breaks and events at the Gulu Teachers Training Institute (GTTI) schedule. The transition of the current Principal's handover to the new one also affected our workshops with the student teachers.</p>	- 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 the national and institutional levels.	- Follow up on GTTI's Principal to plan if and how Backup can resume with the workshops.
1.2.2: Conduct workshops for student teachers on identifying learners with	4 workshops		- We had 4 workshops on Individualised support plan (ISP), Progress tracking, Dyscalculia, and	- Follow up on GTTI's Administrators and discuss the next steps about the partnership and workshops for the

<p>learning difficulties & disabilities and offering individualized support</p>			<p>Dyslexia with the student teachers at Gulu Teachers Training Institute (GTTI). However, due to the unpredictable Institute activities, we could not conduct the other three sessions (ADHD, Autism, and Behavioural difficulties) in 2024. - Quizzes were given to the student teachers for the sessions on ISP and Dyslexia, but due to the challenges of schedules at the Institute, we were not able to collect them from the students. Therefore, we could not assess and know their current knowledge about the sessions/learning difficulties and disabilities.</p>	<p>student teachers in the future.</p>
<p>1.2.3: Conduct lesson observations to follow up on student teachers'</p>	<p>0 lesson observations</p>		<p>- We did not observe the student teachers of Gulu Teachers Training Institute (GTTI) during their school practice, as</p>	<p>- Follow up on GTTI's administrators and discuss the possibilities of holding lesson</p>

use of new knowledge and skills related to learning difficulties & disabilities			we were notified by the administration.	observations in the future.
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		- We did not hold any lesson observations with any tutors in 2024, as we did not conduct any workshops with the tutors. Therefore, our team could not be scheduled to observe them while teaching.	- Follow up on GTTT's administrators and discuss the possibilities of holding lesson observations for tutors.
1.2.5: Conduct evaluation sessions with student teachers, tutors and administrators to identify barriers to implementation	1 evaluation session		- We only had one evaluation session with the student teachers, as we had held some workshops with them. However, we did not have any sessions with the tutors as no workshop was held with them in 2024.	- Follow up on GTTT's administrators and discuss the possibilities of holding workshops and evaluation sessions with the student teachers and tutors..

and strategies to overcome these				
1.2.6: Form an active Inclusive Education Committee (IEC) within each PTC	0 new IECs, 0 existing IECs		- We did not have an IEC meeting with the existing IEC at GTTI in 2024, as all the tutors who were part of the committee were transferred.	- Follow up on GTTI's administrators and discuss the formation of a new IEC.
<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	20 workshops: (6 in-person and 14 ODII)	<p><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></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><u>In-service teachers - ODII</u></p> <p>Understanding</p> <p>Teachers in our partner schools completed several post-workshop quizzes in 2024, with the following results (pass = score above 60%):</p> <p><u>Ajulu P/S:</u></p>	<p>- We held 20 workshops at our partner schools in 2024, with 6 in-person sessions at Wilul and Jesus Is The Truth Primary Schools and 14 ODII sessions at Oguru, Ajulu, St. Paul Lubanyi, and Makonge Primary Schools.</p> <p>- We had 2 start meetings with the new ODII schools in Kitgum district (Obem P/S and Dogdam P/S) in quarter 4. They will start workshops in quarter 1 2025.</p>	<p>- Hold 33 workshops at Kulukeno, Teladwong, Omel-boke, Dogdam, and Obem Primary Schools.</p> <p>- Hold 2 refresher workshops at Jesus Is The Truth(1) and Wilul (1)Primary Schools.</p>

<p>1.2.8: Conduct lesson observations to follow up on teachers' use of new knowledge and skills related to learning difficulties & disabilities</p>	<p>62 lesson observations</p>	<p>ADHD: 80% (out of 5 teachers) scored above a 60% mark</p> <p><u>Oguru P/S</u> ADHD: 0% (out of 2 teachers) scored above a 60% mark</p> <p><u>St.Paul Lubanyi P/S</u> -ISP: 60% (out of 10 teachers) scored above the 60% mark -Progress tracking: 50% (out of 8 teachers) scored above the 60% mark</p> <p>Identification and Individualised Management</p> <p>We conducted the endline survey with the teachers at Makonge P/S and St. Paul Lubanyi P/S in Q3 2024, and the following were observed in comparison to the baseline survey done in Q3 2023;</p> <p><u>St. Paul Lubanyi Primary School</u> <i>Knowledge of the common learning difficulties</i> - An increase from 4 to 8 out of the 12 common learning difficulties and disabilities mentioned were known by more than 50% of the teachers. - An increase in teachers' knowledge from 0% to 88.9% (ADHD), 77.8% (Autism), and 77.8% (Dyscalculia) by the end of the ODII workshops.</p>	<p>- We held 8 baseline lesson observations at Dogdam and Obem Primary Schools in Kitgum. - We held 30 endline lesson observations in St. Paul Lubanyi, Makonge, Wilul, and Jesus Is The Truth Primary Schools. - We held 24 follow-up lesson observations in the classrooms for the teachers we trained at Wilul and Jesus Is The Truth Primary Schools.</p>	<p><u>In person:</u> - To 162 conduct lesson observations at Kulukeno P/S, Omel-boke P/S, and Teladwong P/S.</p> <p><u>ODII:</u> - To 8 conduct lesson observations at Dogdam(4) and Obem (4) Primary Schools in Kitgum.</p>
<p>1.2.9: Conduct evaluation sessions with teachers and administrators to identify barriers to implementation and strategies to overcome these</p>	<p>9 evaluation sessions</p>	<p>We conducted the endline survey with the teachers at Makonge P/S and St. Paul Lubanyi P/S in Q3 2024, and the following were observed in comparison to the baseline survey done in Q3 2023;</p> <p><u>St. Paul Lubanyi Primary School</u> <i>Knowledge of the common learning difficulties</i> - An increase from 4 to 8 out of the 12 common learning difficulties and disabilities mentioned were known by more than 50% of the teachers. - An increase in teachers' knowledge from 0% to 88.9% (ADHD), 77.8% (Autism), and 77.8% (Dyscalculia) by the end of the ODII workshops.</p>	<p>- We held learning and evaluation sessions at Wilul (2), Jesus Is The Truth (2), St Paul Lubanyi (2), Makonge(1), Ajulu (1), and Oguru (1) Primary Schools.</p>	<p><u>In person:</u> - To hold 6 learning and evaluation sessions at Kulukeno P/S, Omel-boke P/S, and Teladwong P/S in 2025</p> <p><u>ODII:</u> - Hold 4 evaluation sessions at Dogdam P/S and Obem P/S in 2025 <i>(2 sessions at each school)</i></p>

<p>1.2.10: Form an active Inclusive Education Committee (IEC) within each school</p>	<p>6 active IECs</p>	<p><i>Identification and support management</i></p> <ul style="list-style-type: none"> - There was an increase from 0% to 100% of the teachers who had identified at least 7 children on average with learning difficulties and disabilities in their classroom. - An increase from 0% to 100% of teachers supporting children with learning difficulties and disabilities with different strategies, such as teaching or the use of practical learning skills, peer teaching, being patient, and appreciating them, and using remedial classes. <p><u>Makonge Primary School</u></p> <p><i>Knowledge of the common learning difficulties</i></p> <ul style="list-style-type: none"> - An increase from 2 to 8 out of the 12 common learning difficulties and disabilities mentioned were known by more than 50% of the teachers. - An increase in teachers' knowledge from 0% to 63.2% (ADHD) and 31.6% (anxiety & depressive disorders) by the end of the ODII workshops. <p><i>Identification and support management</i></p> <ul style="list-style-type: none"> - There was an increase from 10% to 100% of the teachers who had identified at least 2 children on average with learning difficulties and disabilities in their classroom. - An increase from 0% to 100% of teachers supporting children with learning difficulties and disabilities with different strategies. Some of the common strategies being used include: Providing a 	<ul style="list-style-type: none"> - We held 9 IEC meetings at Jesus Is The Truth P/S(1), Wilul P/S(1), Oguru P/S (3), Ajulu P/S (1), (1), Makonge P/S (1) and St. Paul Lubanyi P/S (1) - We had challenges in holding IEC meetings due to a lack of quorum for the committee members and a delay in watching the videos, especially for ODII schools, which had to be postponed. 	<ul style="list-style-type: none"> - Hold 6 IEC meetings at Kulukeno P/S, Omel-boke P/S and Teladwong P/S in 2025. - Hold 4 IEC meetings at Dogdam P/S, and Obem P/S) in 2025 in Kitgum district.
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		<p>variety of learning (visual) aids, giving extra time to read or complete assignments, remedials, and making learners sit in favourable positions.</p> <p><u>Ajulu P/S and Oguru P/S (Endline)</u> We conducted an endline survey with 17 teachers in Ajulu P/S (9) and Oguru P/S (8). We also made a comparison with the baseline survey that was conducted in Q3 2022.</p> <p><i>Knowledge of the common learning difficulties</i> On average, 70% of the teachers knew the most common learning difficulties and disabilities (ADHD, dyslexia, dyscalculia, and autism) in the endline survey. This showed an improvement from less than 50% of the teachers who knew them in the baseline survey.</p> <p><i>Identification and support management</i> 100% of the teachers were using different strategies to identify children with learning difficulties and disabilities at their school, and these were the 5 common strategies used. This showed improvement from 44.6% of teachers who were supporting learners in the baseline survey: Observation, assessment of performance, interviews (written and oral), giving tests, and information from the parents. These were similar to those indicated during the baseline survey.</p>		
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		<p>The number of learners identified by the teachers ranged from 0-15 in the endline survey, with 2 and 6 mentioned most frequently, and an average of 12.1 learners. This showed an increase from 9.8 learners in the baseline survey conducted at the beginning of the partnership. Visual impairment, hearing impairment, disruptive behaviour disorder, dyslexia, and dyscalculia were the five most identified among the learners.</p> <p>In the endline, it showed that 100% of the teachers in both schools were using different strategies to support children with learning difficulties and disabilities, which was an increase from 0% during the baseline for both schools. The most common strategies included: Grouping the learners, changing sitting positions, guidance and counseling, using various teaching methods, and referrals/connecting them to health centers.</p> <p><u>Lesson Observation (Endline)</u></p> <p>We conducted the endline lesson observations for 17 teachers in total (9 teachers at Ajulu P/S and 8 teachers at Oguru P/S). Only 41.2% offered individualized support to the children identified with learning difficulties and disabilities in their respective classrooms.</p> <p><u>Learners Feedback</u></p> <p>A total of 39 learners at Oguru (18) and Ajulu P/S (21) shared with us the following experiences:</p>		
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		<p><i>I feel I can approach my teachers for help when I find something difficult in class:</i></p> <table border="1"> <thead> <tr> <th></th> <th>Baseline %</th> <th>Endline%</th> </tr> </thead> <tbody> <tr> <td>Always</td> <td>31</td> <td>23</td> </tr> <tr> <td>Most of the times</td> <td>23</td> <td>28</td> </tr> <tr> <td>Sometimes</td> <td>41</td> <td>44</td> </tr> <tr> <td>Never</td> <td>5</td> <td>5</td> </tr> </tbody> </table> <p><i>I feel like my teachers understand what I need from them so that I can learn well:</i></p> <table border="1"> <thead> <tr> <th></th> <th>Baseline (%)</th> <th>Endline(%)</th> </tr> </thead> <tbody> <tr> <td>Always</td> <td>31</td> <td>28</td> </tr> <tr> <td>Most of the time</td> <td>41</td> <td>31</td> </tr> <tr> <td>Sometimes</td> <td>18</td> <td>36</td> </tr> <tr> <td>Never</td> <td>10</td> <td>5</td> </tr> </tbody> </table> <p><i>I feel like the way my teachers help me when I find something difficult is making me learn better:</i></p>		Baseline %	Endline%	Always	31	23	Most of the times	23	28	Sometimes	41	44	Never	5	5		Baseline (%)	Endline(%)	Always	31	28	Most of the time	41	31	Sometimes	18	36	Never	10	5		
	Baseline %	Endline%																																
Always	31	23																																
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Most of the time	41	31																																
Sometimes	18	36																																
Never	10	5																																

	Baseline (%)	Endline (%)
Always	56	38.5
Most of the time	23	38.5
Sometimes	18	23
Never	3	0

The feedback showed an improvement in how learners felt about approaching teachers, receiving support, and having their needs understood, which helped them learn better. This was reflected in responses like “most of the time” from 29%(baseline) to 32.5% (endline)and “sometimes.” from 25.7% to 34.3% However, there was a 9.5% decrease on average in the “always” category from 39.3% in baseline to 29.8% in the endline survey.

In Kitgum-ODII
We conducted the baseline survey with the teachers at Dogdam P/S and Obem P/S in Q4 2024, and the following was observed:

Dogdam Primary School:
Knowledge of the common learning difficulties:

		<p>We assessed 7 teachers using questionnaires to find out if they had ever heard about 12 common learning difficulties and disabilities.</p> <p>The following percentages of teachers had heard about them:</p> <ul style="list-style-type: none"> -Visual impairment (86%), Hearing impairment (71%), Physical impairment (71%), Communication disorders (43%), Cognitive impairment (43%), Disruptive behavior disorders (29%), Dyslexia (14%), Dyscalculia (14%), Anxiety & depressive disorders (14%), Motor and coordination disorders (14%) <p>From the findings, we learned that learning difficulties and disabilities such as dyscalculia, dyslexia, anxiety and depressive disorder, and motor & coordination disorders were known by very few teachers who completed the survey. Autism was not known by all the teachers who completed the questionnaire. Only three out of twelve of the common difficulties and disabilities mentioned were known by more than 50% of the teachers.</p> <p><i>Identification and support/ individualized management.</i></p> <p>The data for this section will be shared in the Q1 2025 report due to technical challenges in the data collection and analysis.</p> <p><u>Obem Primary School</u> <i>Knowledge of the common learning difficulties.</i></p>		
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		<p>We assessed 6 teachers using questionnaires to find out if they had ever heard about 12 common learning difficulties and disabilities through answering a questionnaire. The following percentages of teachers had heard about them: -Hearing impairment (67%), Physical impairment (50%), Visual impairment (50%), Disruptive behavior disorders (17%), Dyslexia (17%), Communication disorders (17%), Autism Spectrum disorders (17%), ADHD (0%), Dyscalculia (0%), Anxiety & depressive disorders (0%), Motor & coordination disorders(0%).</p> <p>From the findings, we learned that learning difficulties and disabilities such as dyslexia, communication disorder, Autism, and disruptive behavior disorder were known by very few teachers who completed the survey. ADHD, Dyscalculia, anxiety and depressive disorder, and motor & coordination disorders were not known by all the teachers who completed the questionnaire. Only three out of twelve of the common difficulties and disabilities mentioned were known by 50% or more of the teachers.</p> <p><i>Identification and support management.</i> The data for this section will be shared in the 1 2025 report due to technical challenges in the data collection and analysis.</p>		
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We also conducted a baseline for the 36 learners' feedback in Dogdam (D) and Obem (O) Primary Schools; Below is the average score.

I feel I can approach my teachers for help when I find something difficult in class:

	Dogdam P/S (%)	Obem P/S (%)	Average
Always	27.5	22	27.5
Most of the time	39	22	30.5
Sometimes	28	28	28
Never	0	28	14

I feel like my teachers understand what I need from them so that I can learn well:

	Dogdam P/S (%)	Obem P/S (%)	Average
Always	33	11	22
Most of the time	28	11	19.5
Sometimes	33	56	44.5

		<table border="1"> <tr> <td>Never</td> <td>6</td> <td>22</td> <td>14</td> </tr> </table> <p><i>I feel like the way my teachers help me when I find something difficult is making me learn better:</i></p> <table border="1"> <thead> <tr> <th></th> <th>Dogdam P/S (%)</th> <th>Obem P/S (%)</th> <th>Average</th> </tr> </thead> <tbody> <tr> <td>Always</td> <td>22</td> <td>56</td> <td>39</td> </tr> <tr> <td>Most of the time</td> <td>28</td> <td>33</td> <td>30.5</td> </tr> <tr> <td>Sometimes</td> <td>50</td> <td>6</td> <td>28</td> </tr> <tr> <td>Never</td> <td>0</td> <td>6</td> <td>3</td> </tr> </tbody> </table> <p><u>In-service teachers - in person</u></p> <p>Understanding Teachers in our partner schools completed several post-workshop quizzes in 2024, with the following results (pass = score above 60%):</p> <p><u>Paicho P/S (19 teachers)</u></p>	Never	6	22	14		Dogdam P/S (%)	Obem P/S (%)	Average	Always	22	56	39	Most of the time	28	33	30.5	Sometimes	50	6	28	Never	0	6	3		
Never	6	22	14																									
	Dogdam P/S (%)	Obem P/S (%)	Average																									
Always	22	56	39																									
Most of the time	28	33	30.5																									
Sometimes	50	6	28																									
Never	0	6	3																									

		<p><i>No quizzes were given since workshops did not happen following our termination of the partnership with the school administration.</i></p> <p><u>Wilul P/S (10 teachers)</u> ADHD: 60% (out of 5 teachers) Autism: 80% (out of 5 teachers) Behavioural behaviour: 100% (out of 4 teachers)</p> <p><u>JITT P/S (18 teachers)</u> ADHD: 100% (out of 5 teachers) Autism: 57% (out of 7 teachers) Behavioural behaviour: 71.4% (out of 7 teachers)</p> <p>Average score of the teachers in the partner schools (Wilul and Jesus Is The Truth P/S): ADHD (2 schools): 80% Autism (2 schools): 59.8% Behavioural behaviour (2 schools): 85.7%</p> <p>Identification We conducted an end line questionnaire and lesson observation with 12 teachers in Wilul P/S (6) and Jesus Is The Truth P/S (6). We also made a comparison with the baseline survey that was conducted in 2023.</p> <p><u>Wilul P/S:</u> Q3 (Endline)</p>		
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		<p>Identification: 67% (out of 6 teachers are sufficiently identifying learners with learning difficulties & disabilities. Baseline: 0% (out of 7 teachers)</p> <p>From the findings, there was an increase in the identification of learners with learning difficulties and disabilities by the teachers from 0% to 67% in comparison with the baseline and endline surveys.</p> <p><u>Jesus Is The Truth P/S:</u> Q3(Endline) Identification: 67% (out of 6 teachers) Baseline: 7.8% (out of 13 teachers)</p> <p>From the findings, there was an increase in the identification of learners with learning difficulties and disabilities by the teachers from 7.8% to 67% in comparison with the baseline and endline surveys.</p> <p>Individualized management We conducted an endline and lesson observation surveys with 12 teachers in Wilul P/S (6) and Jesus Is The Truth P/S (6). We also made a comparison with the baseline survey that was conducted in 2023.</p> <p><u>Wilul P/S:</u></p>		
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		<p>Q3 (endline) Support/individualized management: 33% (out of 6 teachers) are sufficiently offering individualized management to learners with learning difficulties & disabilities</p> <p>Baseline Support/individualized management: 20% (out of 5 teachers)</p> <p>From the findings, there was an increase in the support for learners with disabilities by the teachers from 20% to 33% in comparison with the baseline and endline surveys.</p> <p><u>Jesus Is The Truth P/S:</u></p> <p>Q3 (Endline) Support/individualized management: 33% of teachers (out of 6) are sufficiently identifying learners with learning difficulties & disabilities</p> <p>Baseline Support/individualized management: 29% (out of 7 teachers)</p> <p>From the findings, there was an increase in the support for learners with disabilities by the teachers from 29% to 33% in comparison with the baseline and endline surveys.</p>		
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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 2025
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> 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 2024.</p>	- No funding was available. We incorporated this aspect in our proposal via Omoana, which was submitted in mid 2024, waiting for the final decision in 2025.	- Continue sourcing for funding to conduct the workshops. - Wait for the final feedback about the proposal submitted via Omoana.
1.3.2: Conduct joint workshops on building, strengthening and sustaining an effective referral pathway for learners with learning difficulties & disabilities	0 workshops		- No funding was available. We incorporated this aspect in our proposal via Omoana, which was submitted in mid 2024, waiting for the final decision in 2025.	- Continue sourcing for funding to conduct the workshops. - Wait for the final feedback about the proposal submitted via Omoana.
1.3.3: Hold guidance visits to monitor and strengthen the implementation of	0 guidance visits		- No funding was available. We incorporated this aspect in our proposal via Omoana which was	- Continue sourcing for funding to conduct the workshops. - Wait for the final feedback about the

the referral pathway for learners with learning difficulties & disabilities			submitted in mid 2024, waiting for the final decision in 2025.	proposal submitted via Omoana.
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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 2025
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	2 workshops	<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 integrating and monitoring the use of our training modules for early identification and individualized management of learning difficulties & disabilities among learners.</p>	<p>We held 2 workshops with the following institutions:</p> <ul style="list-style-type: none"> - St. Monica Nursery and Primary School (a half-day workshop) covering an introduction to inclusion, learning difficulties & disabilities - A 2-day workshop with staff and partners of St. Moses CCC in Jinja, covering on dyslexia, dyscalculia, AD(H)D, autism and the national learning needs identification tool. 	<ul style="list-style-type: none"> - Connect with at least 12 new potential partner organizations. - Agree with St. Moses CCC about staff training. - St. Monica: To follow up with the head teacher in January on the dates for the workshop with the teachers. - FAWE: Follow up on MoU meeting one last time. - To follow up on Roots to Fruits on the progress of incorporating Backup workshops in their work plan for 2025

			<ul style="list-style-type: none"> - Pangea: Complete training exchange in January, have a chat with Diana about the online library. - Light for the World: Follow up on training exchange. - RACOBAAO: To follow up with Vincent on the feedback from the Board.
<p>1.4.2: Have field visits to observe partner organizations' use of new knowledge and skills in learning difficulties & disabilities</p>	<p>3 field visits</p>		<ul style="list-style-type: none"> - We had field visits to partner schools (Makonge P/S -2 and St.Paul Lubanyi P/S-1) of International Needs Uganda, to wrap up the endline survey. - Continue being open to all past, current and future partner organizations in case they want to start field visits. - Have 1 field visit to other weekly briefs in another division in Gulu City, organized by StrongMinds. Follow up with the senior management in Kampala to discuss progress so far. - Follow up on St. Moses CCC about any field visit in 2025.

<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>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). - 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 learning difficulties & disabilities</p>	<p>2 workshops</p>		<p>The 2 workshops held in 2024 included:</p> <ul style="list-style-type: none"> - 1 workshop on differentiation and practical learning activities for children with specific learning difficulties & disabilities took place in Gulu in Q2. - 1 workshop on inclusive workplaces for professionals with dyslexia, dyscalculia, and 	<ul style="list-style-type: none"> - Develop a workshop schedule for 2025. - Analyze the survey results and agree on a way forward.

			<p>AD(H)D took place in Gulu in Q3</p> <ul style="list-style-type: none"> - The 2 sessions in Kampala did not take place as planned, as only a few participants registered, despite the mobilisation. -The team held discussions to decide on the way forward for Backup On Tour and agreed to start with a survey among previous participants. The survey has been shared, results will be analyzed in January 2025. 	
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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 2025

<p>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</p>	<p>0 mixed methods research projects concluded</p>	<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 training sessions on inclusion for parents and practitioners in TVET. The grant was approved, but funding was unavailable due to budget cuts. There have been no further activities related to the bachelor's program in inclusive education, it is</p>	<p>- Participate in any next curriculum development activities in relation to the bachelor's program in inclusive education at Gulu University, based on the DRIVE research project. Facilitate and participate in further training upon request. Await any future decisions on the grant from the University of Nottingham.</p> <p>- Complete the signing of the MoU with NCDC.</p> <p>- Connect with NCDC, the University of Nottingham, and Gulu University when opportunities for joint research come up.</p> <p>- Follow up with USHG about their actions related to more research opportunities to hold a prevalence study on learning disabilities among children in Northern Uganda.</p>
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			<p>under review by the National Council for Higher Education.</p> <ul style="list-style-type: none"> - Annemaaïke had a conversation with Elizabeth Walton from the University of Nottingham about potential research opportunities. She drafted and shared the organization’s research agenda to guide further conversations and potential joint opportunities. She also reached out to Roda Madziva from the same university, but did not receive a response. - Backup Uganda and Gulu University through the Faculty of Education & Humanities signed an MoU in Q3, which includes the possibility of joint research. - We had a meeting with the USHG team about more research opportunities in Q4. 	<ul style="list-style-type: none"> - Explore research opportunities by sharing our research agenda and building relationships with more universities worldwide.
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			<p>Actions were meant to be taken by their team, but we have not heard back from them since.</p> <ul style="list-style-type: none"> - We shared our research agenda with NCDC and drafted an MoU to guide our collaboration, which is yet to be signed by their ED. 	
2.1.2: Publish research findings in print and digital media	0 publications		<ul style="list-style-type: none"> - We shared the Children & Society journal article (see progress outcome) via our website and social media. - Annemaaike forwarded opportunities for additional articles related to the DRIVE research, but was told the other authors did not have time to write any. 	<ul style="list-style-type: none"> - Continue sharing opportunities for additional articles related to the DRIVE research with the other authors.

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 2025

<p>2.2.1: Write joint papers and guidance notes based on desk research through Working Groups and Task Teams</p>	<p>2 joint papers/ guidance notes written</p>	<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: #3 on engaging parents and #4 on accessible schools – they can be accessed here.</p> <p>- The team that wrote the issue paper for the EPRC in 2022 has not received any further feedback from the EPRC.</p>	<p>- Write at least 4 new Inclusive Education Briefs.</p> <p>- Await further feedback from the EPRC and write additional documents upon request.</p>
<p>2.2.2: To hold dissemination workshops and presentations with stakeholders</p>	<p>1 dissemination workshop/ presentation</p>	<p>So far, in relation to the Inclusive Education Briefs, we have not asked 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>	<p>- Annemaaike presented Backup Uganda's MoU to the MoES SN/IE Department, integrated their feedback, and shared the revised MoU and supporting documents with the Department, which forwarded it to the office of the Permanent Secretary. Following the appointment of the new Permanent Secretary by</p>	<p>- Follow up on the progress of the MoU with the MoES and engage in the steps necessary.</p> <p>- Attempt to book a presentation slot about the IE Briefs in the monthly EiE SWG meetings, at least once per quarter.</p>

			<p>late September, we had to resubmit the updated MoU and letter. We followed up and were told that it had not yet been worked on, since the new Permanent Secretary was still settling in.</p> <ul style="list-style-type: none"> - Although we requested a slot in one of the monthly EiE SWG meetings to present the new Inclusive Education Briefs, this slot was not allocated to us. 	
2.2.3: Share papers and guidance notes with wider, relevant public	1 paper/guidance note shared		<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. - We shared the 3rd Inclusive Education Brief 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 4th and 5th Inclusive Education Briefs via our website and social media, followed by the 4 Briefs planned for the year.

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 2025
3.1.1: Hold quarterly fundraising meetings with fundraising teams of Advisory Board & Board of Directors	7 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 the fundraising strategy</i></p> <p>The revised version of the fundraising strategy was worked on by the internal fundraising team in Q2. The next formal review will take place in Q1 2025.</p> <p><i>3: % of fundraising strategy goals met</i></p> <p>Q1: 3 goals met (25%) Q2: 4 goals met (33%) Q3: 1 goal met (7.1%) Q4: 2 goals met (14.3%)</p>	<ul style="list-style-type: none"> - We held 2 fundraising meetings with members of the Board of Directors. - We held 0 fundraising meetings with members of the Advisory Board. - We held 5 fundraising meetings with the internal fundraising team. - We reached out to 5 people to gauge their interest in being a fundraising and advocacy ambassador. 3 people showed interest and asked to be followed up on. Annemaaike developed a flyer explaining the role of an advocacy and fundraising ambassador. It was shared with potential ambassadors for clarification. 	<ul style="list-style-type: none"> - Hold 1 joint fundraising meeting with members of the Board of Directors and Advisory Board per month. - Hold 1 fundraising meeting with the internal fundraising team per month. - Confirm willing fundraising and advocacy ambassadors and have regular meetings (frequency to be agreed upon).
3.1.2: To develop a fundraising	1 fundraising strategy		<ul style="list-style-type: none"> - The fundraising strategy was already 	<ul style="list-style-type: none"> - Continue using the fundraising tracker to be

<p>strategy for 2022-2025</p>			<p>developed in 2022, and it is to be reviewed annually.</p> <ul style="list-style-type: none"> - We completed the fundraising tracker template, including quarterly goals, and have started and continued using it. We added a row for transfers from the Board of Directors and reorganized the representation of the GlobalGiving donations. 	<p>able to track progress against quarterly goals.</p>
<p>3.1.3: To hold annual review meetings of the fundraising strategy</p>	<p>1 meeting</p>		<ul style="list-style-type: none"> - The annual review meeting of the fundraising strategy was held in March with 1 representative from the Board of Directors, 1 from the Advisory Board, and 2 from the internal fundraising team. - The feedback on the strategy and the fundraising tracker resulting from the 	<ul style="list-style-type: none"> - To implement the current reviewed fundraising strategy. - Hold annual review meeting with representatives from the Advisory Board and the Board of Directors in Quarter 1. - Integrate revisions in the fundraising strategy and start using them.



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			review has been integrated.	
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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 2025

<p>3.2.1: To identify and submit proposals for grant opportunities that allow for operational costs to be included</p>	<p>10 proposals submitted: - 9 sole proposals - 1 joint proposal</p>	<p><i>1: % of grants awarded that include operational costs</i></p> <p>No grant was awarded to Backup Uganda in 2024 that included operational costs.</p> <p><i>2: % growth of (income from) individual donors</i></p> <p>% growth (compared to 2023): Recurring (monthly) donors: 50% One-time donors: -27.6% Total: -18.2%</p> <p>Total 2023: Recurring donors: 4 One-time donors: 29 Total: 33</p> <p>Total 2024: Recurring donors: 6 One-time donors: 21 Total: 27</p> <p>Quarter 1 2024: Recurring donors: 5 One-time donors: 1 Total: 6</p> <p>Quarter 2 2024: Recurring donors: 6 One-time donors: 10 Total: 16</p>	<p>- We submitted sole proposals to the Julia Taft Fund, Targeting the Learning Crisis-APS USAID, MIT Solve, MIT Leap, Tony Robbins Foundation, DRK Foundation, FGC via Omoana, ESD Okayama Awards, and Internews. We were not selected by Targeting the Learning Crisis-APS USAID, MIT Solve, MIT Leap, Tony Robbins Foundation, DRK Foundation, ESD Okayama Awards, and Internews. We are still waiting for feedback on the other proposals.</p> <p>- We submitted a joint proposal with Sunbird AI to the Audacious Project, and we are still waiting for their feedback.</p> <p>- We had hoped to apply for the April Fund; however, in March, they</p>	<p>- Submit at least 12 proposals in 2025: 8 sole proposals and 4 joint proposals.</p>
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		<p>Quarter 3 2024: Recurring donors: 6 One-time donors: 1 Total: 7</p>	<p>posted on their website that they are no longer receiving applications.</p>	
<p>3.2.2: To widen the individual donor base for crowdfunding</p>	<p>1 new individual donor</p>	<p>Quarter 4 2024: Recurring donors: 6 One-time donors: 9 Total: 15</p> <p><i>3: % growth of corporate entities contributing through CSR programs</i></p> <p>2024: 2 entities contributed</p> <p>2023: 3 entities contributed</p> <p>Therefore, -33.3% growth of corporate entities contributing through CSR programs in 2024.</p> <p><i>4: Amount of funds raised towards operational costs</i></p> <p>Total: UGX 90,035,475</p> <p>GlobalGiving donations: UGX 16,435,075</p> <p>Backup On Tour: UGX 516,300</p>	<p>- 1 new individual donor was registered via GlobalGiving in 2024. We received several anonymous donations around Giving Tuesday and end-of-year campaigns - these could include new one-time donors.</p> <p>- Tickets for the fundraising BBQ and contributions to the BBQ auction were made by 15 individuals.</p> <p>- We completed the donor journey design and related documents. Check-ins on the implementation and progress of the donor journey took place at least once a month.</p>	<p>- Register at least 3 new individual donors and 1 recurring donor per quarter.</p> <p>- Regular check-ins every 1-2 weeks on implementation and progress of the donor journey.</p>

<p>3.2.3: To connect with corporate entities that could contribute through their CSR programs</p>	<p>2 corporate companies contributed</p> <p>2 non-profit entities contributed</p>	<p>Frostig transfers: UGX 39,545,000</p> <p>Board of Directors transfers: UGX 27,661,200</p> <p>MOYA: UGX 974,070</p> <p>Inclusion Festival: UGX 1,012,030</p> <p>Fundraising BBQ: UGX 1,758,000</p> <p>Consultancy services: UGX 2,133,800</p>	<ul style="list-style-type: none"> - Lexus Vintage Guesthouse, Children Care Uganda, and Lifelong Learning made financial contributions towards the Inclusion Festival that we held in March. - ICEA LION purchased tickets for the fundraising BBQ in May. - We approached other corporate and non-profit entities who have not made any contributions yet, including Nasho Computers, Eyeconic, Ontrack, Elephante Commons partners, FAWE Uganda, Children Care Uganda, AWYAD, FENU, SNE TWG, and Innovation Village. - We have been requested to provide flash drives with the Every Child Can Learn podcast episodes to 	<ul style="list-style-type: none"> - Follow up on Ontrack one more time on the printing of posters as their CSR contribution. - Upload music on the Backup Uganda flash drive with our Every Child Can Learn episodes and give it to Cynibel's management. Ann and Fred to discuss how to schedule appointments with the top management of Cynibel in Kampala. - Follow up on Children Care Uganda regarding the Inclusion Festival 2025. - To reach out and connect with other corporate entities for the Inclusion Festival monthly preparation meetings. - To reach out to at least 2 new potential corporate partners per quarter.
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			<p>Cynibel Supermarket and Larem Safaris in Gulu City, so that they can play them at their places of business. We provided Cynibel Supermarket with one, after which they recommended adding music for variety.</p> <ul style="list-style-type: none"> - The Rotaract Club of Gulu agreed to co-organize the 3rd edition of the Inclusion Festival. 	
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Strategic Objective 3.3: To attract multi-year funding from donors				
Strategic Action	Progress Output	Progress Outcome	Comments	Target 2025
3.3.1: To present papers on learning difficulties & disabilities in Uganda at events/conferences related to children & education	6 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>	<ul style="list-style-type: none"> - General introduction of Backup Uganda and session on AD(H)D during the Inclusive Education Conference with ISU and Kyaninga CDC in January. - Presentation about Backup Uganda's work 	<ul style="list-style-type: none"> - Organize more opportunities to present, e.g., a webinar or X space. Consider a regular interval. - Continue to explore further opportunities for presentations during events that include potential donors (through the Advisory

		<p>Frostig provided UGX 9,250,000 toward Annemaaike’s work permit renewal, UGX 18,650,000/= toward the Traineeship Program, and has contributed UGX 11,645,000/= toward the expenses of our choice, leading to a total of UGX 39,545,000/= this year.</p>	<p>and inclusive education during an #EduChat X space hosted by Benjamin Rukwengye</p> <ul style="list-style-type: none"> - We organized an X space about myths related to learning difficulties and disabilities. - We hosted a webinar on dyscalculia during the April Little by Little campaign. - We presented on learning difficulties and disabilities during an X space organized by Advisory Board member Scovia. - We held another X space in November on parenting a child with a learning difficulty/disability. 	<p>Board & Board of Directors).</p>
<p>3.3.2 Cultivate relationships with potential donors and keep them</p>	<p>1 potential donor</p>		<ul style="list-style-type: none"> - We held a successful meeting with Omoana, and we submitted a grant proposal for a 3-year project to FGC 	<ul style="list-style-type: none"> - Consider planning a meeting with an Omoana representative to explore further

<p>informed on our work</p>			<p>through them. We have kept in touch with them. We also attended the 4-day workshop for their partners in Uganda in July. Chloe made a site visit to the Backup Uganda office and interacted with the team.</p>	<p>funding options (needs a specific request). - Explore the establishment of giving circles in multiple countries. - 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>
<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>		<p>- We continued our bi-weekly calls with the Frostig team. The team kept us updated on the progress of securing funds through the sales of 'Inclusion is for Everyone' t-shirts at their institute. We interacted with their social media account by liking their posts and sharing them when they related to our work.</p>	<p>- To continue to strengthen our relationship with Frostig via bi-weekly calls and other communications. Consider dedicating more social media posts to our partnership and sharing a personalized thank you.</p>

Strategic Objective 3.4: To secure project grants through partnerships with other organizations				
Strategic Action	Progress Output	Progress Outcome	Comments	Target 2025
3.4.1: To identify & partner with NGOs whose vision and goals align with ours	1 new partnership (defined as an 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>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 brought in 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 2024: UGX 2,133,800 International Needs Uganda: UGX 7,130,000 in total -> In 2024: UGX 3,210,000</p>	<ul style="list-style-type: none"> - We signed the MoU with Gulu University. - We had training exchanges with Pangea staff, although we have not signed an MoU between the two organisations. - We continued the conversation with FAWE Uganda about a potential collaboration, but no MoU has been signed yet. - Kyaninga CDC: We followed up via email about the discussion for possible collaboration, and no feedback yet. - International Needs Uganda: we completed the pilot with the two partner schools, held multiple 	<ul style="list-style-type: none"> - Gulu University: Schedule meetings about the next steps in regard to collaboration areas as stipulated in the MoU. - Have an in-person meeting in Kampala with FAWE Uganda about our potential collaboration. - Follow the next NUDIPU training when scheduled. - Identify at least 2 new potential partner organizations per quarter (including Kyaninga CDC). - Liliane Fund: Reconnect when registration as a national NGO is completed. - International Needs Uganda: Follow up on

			<p>meetings about a new 3-year project, but no conclusion about Backup's role and a new MoU yet.</p> <ul style="list-style-type: none"> - St.Moses CCC: The Meeting took place in November. Further discussion about more training is yet to take place. - Liliane Fund: We had a meeting with the Education Advisor at Liliane Fund to discuss a potential partnership. This will likely be possible when Backup becomes a national NGO in 2025. 	<p>new project.</p> <ul style="list-style-type: none"> - St. Moses CCC: Follow up on next training. - Identify other potential partners for Lutino Weng. - StrongMinds: To follow up with top management on the discussion for areas for possible collaboration. - Pangea: Hold the next training exchange in January and discuss the online library further.
<p>3.4.2: To be actively involved in regional, national and international NGO working groups</p>	<p>4 working groups</p>		<ul style="list-style-type: none"> - We have been actively involved in the INGO Country Directors Network, the EiE Sector Working Group, the EiE Inclusive Education Task Team, and the SNE Technical Working Group. - We attended the majority of the monthly 	<ul style="list-style-type: none"> - Continue contributing to and (co-)leading the INGO Country Directors Network, the EiE Sector Working Group, the EiE Inclusive Education Task Team and the SN/IE Technical Working

			<p>EiE SWG meetings online and in person. - Under the EiE IE Task Team, we co-led the monthly meetings and developed Inclusive Education Briefs for 4th and 5th</p> <p>- Fred replaced Annemaaike as Vice-Chair of the INGO Country Directors Network following her taking up the new role as the Fundraising and Partnership Coordinator in January 2024.</p> <p>- SN/IE TWG: Continued contributing to and (co-)leading the EiE Sector Working Group, the EiE Inclusive Education Task Team and the SN/IE through the monthly meetings.</p>	<p>Group.</p>
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3.4.3: Identify & submit joint proposals for grant opportunities	3 proposals		- We submitted proposals to the Addax & Oryx Foundation with Gulu University, MIT Solve, and Audacious Project proposals with Sunbird AI, although we were not successful in all three.	- Identify at least 1 new opportunity for a joint proposal per quarter.
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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 2025
3.5.1: To build the capacity of the team in fundraising & proposal writing	8 team members	<p>1: % increase in funds raised through fundraising activities & grant proposals</p> <p>% increase (compared to 2023): -3.9%</p> <p>Total funds raised in 2023 (excluding interest and transport refunds): UGX 83,418,615</p> <p>Total funds raised in 2024 (excluding interest and transport refunds): UGX 80,161,881</p> <p>Fund raised in quarter 1 2024 (excluding interest and transport refunds): UGX 44,674,398</p> <p>Funds raised in quarter 2 2024 (excluding interest and transport refunds): UGX 7,083,928</p>	<p>- Our Fundraising and Partnership Coordinator completed a Philanthropy University course on grant writing.</p> <p>- All team members were engaged in the internal fundraising brainstorms for GlobalGiving Little by Little March, Giving Tuesday, fundraising BBQ, Inclusion Festival, and August fundraiser, with different tasks assigned.</p>	<p>- Continue to identify online and other opportunities for capacity building in fundraising & proposal writing. Share these with Board Members as well.</p> <p>- Continue engaging all team members in the internal brainstorming like BBQ, GlobalGiving Little by Little in March 2025 and Giving Tuesday</p>

<p>3.5.2: To recruit additional staff members at operations, program and project levels</p>	<p>0 additional staff</p>	<p>Funds raised in quarter 3 2024 (excluding interest and transport refunds): UGX 5,752,082</p> <p>Funds raised in quarter 4 2024 (excluding interest and transport refunds): UGX 22,651,473</p> <p><i>2: % growth in staff at operations, program, and project levels</i></p> <p>0% growth compared to 2023.</p>	<p>- 2 new volunteers joined our team, focusing on advocacy</p> <p>- We recruited 2 new Frostig Trainees in Q1. While they are new staff, we do not count them as additional, since the positions already existed.</p>	<p>- To recruit a Finance Officer either on a permanent or part-time basis once funds are available.</p> <p>-To recruit the two Frostig trainees for the 6th cohort in Q1 2025</p>
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