Backup Uganda

Annual Report
2022

Compiled by:

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Annual Report 2022

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 2023**
1.1.1: Conduct parents meetings on how to recognize learning difficulties & disabilities in learners and how to support their learning	0 parents meetings	<u>Indicator 1: % of parents and other community members identifying and communicating learning difficulties & disabilities in learners</u> Based on baseline (Q1) and end line (Q2) surveys with parents & community members at Gulu Main Market: Identification (baseline): 33% of parents and other community members Identification (end line): 89.5% of parents and other community members	- Partner primary schools have been hesitant to accept parents meetings, claim it is difficult to invite parents outside the usual meetings the school organizes. Possibility to join the school's parents meetings have not come to fruition this year.	- Consider replacing parents meetings with podcast distribution efforts. - New partner schools 2023: Agree from day 1 about approach to include parents.
1.1.2: Conduct community meetings on how to recognize learning difficulties & disabilities in learners and how to support their learning	0 community meetings	Communication (baseline): 7% of parents and other community members Communication (end line): 10.5% of parents and other community members In conclusion, we have seen a striking increase in knowledge and understanding of learning difficulties & disabilities among the listeners, as well as in the identification of learning difficulties & disabilities in learners. Communication with	- No funding available yet. We have been collecting feedback through the IEC meetings and from local leaders about potential community meetings points to use for podcast distribution and have played the episodes at the Gulu Main Market.	- Continue to apply for funding towards community meetings. Plan community meetings with podcast distribution at community meeting points (e.g. trading centers or markets) for 2023.

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| 1.1.3: Conduct radio talk shows on how to recognize learning difficulties & disabilities in learners and how to support their learning | 25 radio talk shows (Radio Maria) | supporting institutions or services only increased slightly, offering room for improvement for Backup Uganda.

Indicator 2: % of parents and community members supporting learners' inclusive learning

Based on baseline (Q1) and end line (Q2) surveys with parents & community members at Gulu Main Market:

Support (baseline): 0% of parents and other community members
Support (end line): 78.9% of parents and other community members

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. | - Radio Maria is broadcast in Acoli sub region, Lango sub region, Eastern region, Western region, part of Kiryandongo, the DRC, and through an online live stream. Rough estimate of number of listeners is 7,000.
- Out of the 25 talk shows in 2023, 17 included a broadcast of a podcast episode (episode 1-17 in Acoli) and 8 took place live in the studio. The live talk shows covered the following topics:
> ODII blended training
> Experiences of teachers & head teachers with Backup's training and inclusive education (2x)
> Reopening of schools
> Inclusion Festival (3x)
> ADHD Awareness Month
- Occasionally, 1 or 2 | - Continue with bi-weekly radio talk shows on Radio Maria, alternate live shows and podcast episodes.
- Design impact assessment tool together with MEAL volunteer – work in progress. |

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			listeners called to ask a question during the talk show. Other listeners called to express their appreciation for the shows.	
1.1.4: Distribute Every Child Can Learn podcast episodes on learning difficulties & disabilities	Online: - 8 new English episodes (episode 11-18) - 7 new Acoli episodes (episode 11-17) Gulu Main Market: - 6 existing episodes (episode 1-6) Radio Maria: - 17 existing episodes (episode 1-17)		- Episode 19 has already been recorded and will be distributed at the start of 2023. - We have not shared the latest episodes with the partner schools and PTCs yet, this is a high priority activity for 2023. - Impact monitoring remains challenging for online & radio listeners. - We completed playing podcast episodes 1-6 in 3 main sections of Gulu Main Market and have played episode 1 in 3 remaining sections in December. - As mentioned, we have not yet started playing the episodes at other community meeting points near our	- Consider online survey for podcast listeners – design this together with MEAL volunteer. - Plan for & play episode 2-6 in remaining sections of Gulu Main Market. - Select 1-2 additional large markets in Gulu City for podcast playing. - Determine most suitable community meeting points for playing of podcast episodes on speaker in Q1 2023, engage authorities and hold baseline exercise. - Create 12 new episodes and share online & via distribution points.

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			partner schools.	Ensure all episodes to date are present at physical distribution points (e.g. radio stations, schools, video & music libraries).

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 2023**
Pre-service level				
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	2 workshops	*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* (Note: The Ministry of Education & Sports has not yet developed a roll-out plan for the National Learning Needs Identification Tool) Student teachers 1. Understanding To assess the student teachers' understanding of the training content, they completed post-workshop quizzes on the various topics they were trained on. The following numbers and percentages of student teachers passed the quizzes	- No tutors workshops have taken place at Christ the King PTC, as the tutors were not willing to participate without being paid for their attendance. - At Gulu Core PTC, we held workshops with 13 tutors on the following topics: > Dyslexia > Dyscalculia > AD(H)D > Autism > Behavioral difficulties	- Discuss and plan further training needs for tutors with Gulu Core PTC administration, based on new teacher training system. - Gulu Core PTC tutors: complete quizzes about AD(H)D, autism and behavioral difficulties. - Discuss future of partnership with Christ the King PTC administration.
1.2.2: Conduct workshops for	9 workshops		- The workshops at Gulu Core PTC covered	- Discuss and plan for future of partnership

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student teachers on identifying learners with learning difficulties & disabilities and offering individualized support		(score: above 60%): Christ the King PTC: Introduction to learning difficulties & disabilities: 26 out of 26 student teachers (100%) Progress tracking: 26 out of 26 student teachers (100%) ISP: 2 out of 4 student teachers (50%) (Note: Out of 26 student teachers, only 4 accepted to fill out the quiz, the remaining 22 claimed they had forgotten all the content. Therefore, one could also conclude that only 2 out of 26 student teachers (7.7%) passed the quiz.) Dyslexia: 20 out of 20 student teachers (100%) Dyscalculia: 16 out of 20 student teachers (80%) AD(H)D: 22 out of 23 student teachers (96%) Autism: 23 out of 24 student teachers (96%) Behavioral difficulties: 13 out of 19 student teachers (68%) => Average score: 86.3% Gulu Core PTC: AD(H)D: 8 out of 13 student teachers (61.5%) => Average score: 61.5% Based on the end line questionnaire completed by student teachers at Christ the King PTC, more than 60% of them now know all 12 special needs mentioned in the questionnaire, compared to only	the following topics: > AD(H)D > Autism - The workshops at Christ the King PTC covered the following topics: > Introduction to learning difficulties & disabilities > Progress tracking > Individualized Support Plans (ISPs) > Dyslexia > Dyscalculia > AD(H)D > Autism > Behavioral difficulties - At Gulu Core PTC, both workshops were repeated twice for the 2 classes of student teachers. - At Christ the King PTC, the final 5 topics were combined into 2 workshops. - Due to the school practice periods and examinations for student teachers, we	with both PTCs, in relation to changing teacher training system.

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		6 during the baseline survey. 2. Identification	were not given much time to hold workshops for them at both PTCs.	
1.2.3: Conduct lesson observations to follow up on student teachers' use of new knowledge and skills related to learning difficulties & disabilities	78 lesson observations	During the first lesson observations at the beginning of the school year, 81.8% of the student teachers from Christ the King PTC and Gulu Core PTC indicated that they were identifying learners with learning difficulties & disabilities. At that point, student teachers from Gulu Core PTC had already received some training in the previous year, while the student teachers from Christ the King PTC had not been trained by our team yet. On average, they had identified 2.6 learners in their classes so far and found that the most common learning difficulty was related to writing. At the end of the school year (and the end of the student teachers' teacher training), 95.8% was identifying learners with learning difficulties & disabilities, with an average of 1.9 learners per student teacher. We often see this average drop during the course of our training program, as participants learn that not all difficulties and disabilities they know, fall in the category of learning difficulties and learning disabilities. The most common difficulty identified was still related to writing. Compared to the beginning of the school year, the student teachers mentioned a wider range of difficulties and disabilities in the end line, with some using specific technical terms	All observations were done during the student teachers' first and final school practices at the following schools: - Gulu Prison Primary School - Kasubi Army Primary School - Laliya Primary School - St. Mauritz Primary School - Holy Rosary Primary School - Laroo P.7 Primary School - Gulu PTC Demonstration Primary School - St. Joseph's Primary School - Pece Pawel Primary School - Christ the King Demonstration Primary School - Gulu Town Primary School	- Depending on continuation of partnership with PTCs.

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		that none of them used initially. Other disabilities mentioned in the end line are disabilities, but not necessarily learning disabilities, like visual and hearing impairments.	- Mary Immaculate Primary School	
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	When comparing the identification strategies that the student teachers planned to use (baseline) and the strategies they actually used (end line), a first conclusion is that assessments were used much less often than planned, while asking verbal questions and interviews was done by many more student teachers than expected. Noticing specific characteristics and behaviors in learners and general observation happened approximately as expected. After their school practice, two student teachers also reported that obtaining information from the regular teachers was helpful, even though this was not a strategy planned by any student teacher in advance. Finally, strategies used to identify learners with specific difficulties (e.g. hearing, visual, attention span) were indeed used as planned.	- Lesson observations of tutors at Christ the King PTC have not taken place, as they are not willing to participate in our workshops. - At Gulu Core PTC, the lesson observations of tutors have not been taking place as no plan had been agreed on for this.	- Depending on continuation of partnership with PTCs.
1.2.5: Conduct evaluation sessions with student teachers, tutors and administrators to identify barriers to implementation and strategies to overcome these	2 evaluation sessions	3. Individualized management At the beginning of the school year, 25% of the student teachers observed by our team demonstrated 60% or more of specified inclusive teaching skills that lead to individualized management of learners with learning difficulties & disabilities. During the final lesson observations,	- 1 evaluation session took place with the student teachers at Christ the King PTC. We have not engaged the tutors and administrators in an evaluation session so far, as the tutors are not willing to participate in our workshops. - 1 evaluation session took place with the student teachers at Gulu	- Hold 1 evaluation session with tutors and administrators at Gulu Core PTC during Q1 2023.

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		this had increased to 29.2%, with another 29.2% showing between 50-60% of the skills. 16 of the 22 skills (72.7%) were demonstrated by a higher percentage of student teachers during their second school practice than during their first school practice.	Core PTC. We did not hold any evaluation sessions with the tutors at this PTC. We had planned to do this, but other conflicting activities were taking place at the PTC.	
1.2.6: Form an active Inclusive Education Committee (IEC) within each PTC	1 IEC	When comparing the support strategies that the student teachers planned to use (baseline) and the ones they actually used during their school practice (end line), it becomes clear that giving learners with learning difficulties & disabilities enough/extra time was indeed a key strategy used, just like the student teachers had anticipated. Twice the number of student teachers actually used motivation as a strategy, compared to the number of student teachers who expected to do this initially. Giving guidance and counseling was another strategy that the student teachers expected to use and actually put in practice, just like adjusting the sitting arrangement according to the learners' needs, giving clear instructions and engaging all learners in various activities. Strikingly, none of the student teachers expected to be using real objects in their teaching, but 3 student teachers ended up doing this during their school practice. Tutors We have not had the opportunity to collect much	- We joined 1 IEC meeting at Gulu Core PTC, with 4 out of 5 members present. - We have decided not to establish an IEC at Christ the King PTC, since the PTC will be phased out after this school year.	- Join 3 IEC meetings at Gulu Core PTC.

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		data on the progress of the tutors at both PTCs in 2022. The tutors of Christ the King PTC have not been willing to participate in our activities, as no payment was offered to them for this. The tutors at Gulu Core PTC completed a baseline questionnaire several years ago. After the final workshop with them, we have not yet had the opportunity to share the end line questionnaire with them. We have also not yet had the chance to observe their teaching, as this did not fit in their schedule. However, the tutors did complete several post-workshop quizzes to assess their understanding of the training content, with the following results (pass score: above 60%: Dyslexia: 5 out of 5 tutors (100%) Dyscalculia: 2 out of 5 tutors (40%) Although the number of tutors who completed the quizzes was small, this may indicate a need to offer additional training on dyscalculia.		
<u>In-service level (in-person & ODII)</u>				
1.2.7: Conduct workshops for teachers and administrators on	In-person: 11 workshops ODII: 5 workshops	*% 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*	<u>In-person:</u> - St. Joseph's P/S: workshops on dyslexia, dyscalculia, AD(H)D,	- Complete refresher workshop at St. Joseph's P/S. - Complete the ODII

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| identifying learners with learning difficulties & disabilities and offering individualized support | Start meetings: 3 | *difficulties & disabilities among learners*

(Note: The Ministry of Education & Sports has not yet developed a roll-out plan for the National Learning Needs Identification Tool)

In-service teachers – ODII

In quarter 3, we started our collaboration with 2 primary schools for the pilot of our ODII blended training package: Ajulu & Oguru Primary Schools.

1. Understanding

Teachers at both primary schools have started completing post-workshop quizzes, with the following results (pass = score above 60%):

Ajulu P/S:
Peer mentoring: 3 out of 7 teachers (42.9%)

Oguru P/S:
Introduction: 4 out of 10 teachers (40%)

2. Identification

During the first lesson observations at both schools, 100% of the teachers indicated that they were identifying learners with learning difficulties & disabilities. On average, they had identified 5 learners in their classes so far and found that the | autism, behavioral difficulties and peer mentoring.
- Mary Immaculate P/S: No workshops completed due to lack of mobilization of teachers by administrators, end of partnership.
- Christ the King Demonstration P/S: Workshops completed on dyslexia and dyscalculia. Disagreement with head teacher about implementation of program, end of partnership.
- Gulu Town P/S: Refresher workshop completed, including elements of peer mentoring.
- Highland P/S: Refresher workshop completed, including elements of peer mentoring.
- Gulu PTC | video sessions at both schools.
- Complete pending post-workshop quizzes at Ajulu P/S (introduction, progress tracking) and Oguru P/S (peer mentoring, progress tracking) and quizzes for next video sessions.
- Add 3 new partner schools in Gulu (ODII/in-person) and 2 new partner schools in Kitgum (ODII). |

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| | | most common learning difficulty was intellectual impairment. The identification strategies most commonly used by the teachers included observation, giving an interview, giving exercises in class, asking questions, holding discussions and doing mapping.

3. Individualized management

At the beginning of the school year, 0% of the teachers observed by our team demonstrated 60% or more of specified inclusive teaching skills that lead to individualized management of learners with learning difficulties & disabilities. 8 of the 23 inclusive teaching skills were used by more than 60% of the teachers observed. The support strategies most commonly used by the teachers included allocating learners an appropriate position in the classroom, offering guidance and counseling, giving remedial lessons or work and holding group discussions or work.

In-service teachers - in person

In 2022, we nearly completed our partnership with all primary schools we started collaborating with in 2020 and before. These included Gulu Town Primary School, Gulu Prison Primary School, Gulu PTC Demonstration Primary School, Highland Primary School, Kasubi Army Primary School and St. Joseph's Primary School. | Demonstration P/S: refresher workshop completed, including elements of peer mentoring and ISP.

ODII:
- Ajulu P/S: 1 start meeting with head teachers of ODII schools (together with Oguru P/S) & DEO, 1 start meeting with teachers and administrators, video workshops on introduction to learning difficulties & disabilities, peer mentoring and progress tracking.
- Oguru P/S: 1 start meeting with head teachers of ODII schools (together with Ajulu P/S) & DEO, 1 start meeting with teachers and administrators, video workshops on introduction to learning difficulties & disabilities | |

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			and peer mentoring.	
1.2.8: Conduct lesson observations to follow up on teachers' use of new knowledge and skills related to learning difficulties & disabilities	51 lesson observations	1. Understanding Teachers at St. Joseph's Primary School completed several post-workshop quizzes, with the following results (pass = score above 60%): Dyscalculia: 3 out of 6 teachers (50%) AD(H)D: 0 out of 3 teachers (0%) Autism: 3 out of 3 teachers (100%) Behavioral difficulties: The teachers refused to complete the quiz, saying they had forgotten the content of this workshop (the quiz was shared with them a couple months after the workshop). We suggest this equals a score of 0 out of 6 teachers (0%). Peer mentoring: 5 out of 8 teachers (62.5%) All other schools had already completed their workshops before 2022. 2. Identification During the lesson observations throughout the year, we found the following results per quarter:	- St. Joseph's P/S: Bi-weekly lesson observations during most of the year, although they were interrupted by a teachers strike and holidays. - Mary Immaculate P/S & Christ the King Demonstration P/S: Lesson observations cut short due to end of partnership. - Oguru P/S & Ajulu P/S: Apart from the baseline, no lesson observations were done, as we rely on peer mentoring. Gulu Town P/S, Gulu Prison P/S & Highland P/S: Final follow-up lesson observations completed.	- Hold follow-up lesson observations at St. Joseph's P/S in term 1. - Hold final follow-up lesson observations at Gulu PTC Demonstration P/S.
1.2.9: Conduct evaluation sessions with teachers and administrators to identify barriers	4 evaluation sessions	Q1: 67.9% of the teachers observed indicated that they were identifying learners with learning difficulties & disabilities. On average, they had identified 2.9 learners in their classes so far and found that the	- We held 2 evaluation sessions at St. Joseph's P/S and 1 at Mary Immaculate P/S & Christ the King Demonstration P/S	- Hold final evaluation session at St. Joseph's P/S in quarter 1 2023 (term 1).

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		most common learning difficulty was related to writing. Q2:	(before the partnership ended).	
1.2.10: Form an active Inclusive Education Committee (IEC) within each school	5 active IECs	100% of the teachers observed indicated that they were identifying learners with learning difficulties & disabilities. On average, they had identified 2.8 learners in their classes so far and found that the most common learning difficulties were related to writing, reading and AD(H)D. Q3: 100% of the teachers observed indicated that they were identifying learners with learning difficulties & disabilities. On average, they had identified 2.4 learners in their classes so far and found that the most common learning difficulties were related to reading and being a slow learner. Q4: 85.7% of the teachers observed indicated that they were identifying learners with learning difficulties & disabilities. On average, they had identified 2.3 learners in their classes so far and found that the most common learning difficulty was related to writing. In the end line questionnaire that the teachers of St. Joseph's Primary School completed, they stated that the identification strategies they most commonly used included talking to the parents,	- Active IECs have been established at St. Joseph's P/S, Gulu Town P/S, Highland P/S, Gulu Prison P/S and Gulu PTC Demonstration P/S. Each IEC has held 2 meetings so far. - The first IEC meetings at Ajulu P/S and Oguru P/S have not yet taken place due to challenges in scheduling, especially due to the earlier school closure in November.	- Hold third IEC meeting at St. Joseph's P/S. - Hold third IEC meeting at Gulu PTC Demonstration P/S, Gulu Prison P/S, Gulu Town P/S and Highland P/S. - Hold first IEC meeting at Ajulu P/S and Oguru P/S.

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		asking the learners questions, observing the learners and talking to them individually. The percentage of teachers identifying learners with learning difficulties & disabilities went down by about 15% at the end of the year, although only 1 teacher in quarter 4 was not doing identification – the small sample numbers distort this. The average number of learners identified with such conditions remained more or less stable, but dropped compared to quarter 1 – a common phenomenon when teachers learn more about how to distinguish learning difficulties & disabilities from other difficulties & disabilities. Difficulties with reading and writing remained the most common difficulties mentioned, which corresponds with international statistics. 3. Individualized management Q1: 17.9% of the teachers observed by our team demonstrated 60% or more of specified inclusive teaching skills that lead to individualized management of learners with learning difficulties & disabilities. 5 out of the 23 inclusive teaching skills were used by more than 60% of the teachers observed. The support strategies most commonly used by the teachers included helping with writing (e.g. by holding the learner's hand) and changing the learner's position in class.		

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Q2:
25% of the teachers observed by our team demonstrated 60% or more of specified inclusive teaching skills that lead to individualized management of learners with learning difficulties & disabilities. 11 out of the 23 inclusive teaching skills were used by more than 60% of the teachers observed. The support strategy most commonly used by the teachers included giving individual attention.

Q3:
0% of the teachers observed by our team demonstrated 60% or more of specified inclusive teaching skills that lead to individualized management of learners with learning difficulties & disabilities. 11 out of the 23 inclusive teaching skills were used by more than 60% of the teachers observed. The support strategies most commonly used by the teachers included changing the learner's position in class, putting charts on the wall and giving time to do exercises.

Q4:
14.3% of the teachers observed by our team demonstrated 60% or more of specified inclusive teaching skills that lead to individualized management of learners with learning difficulties & disabilities. 7 out of the 23 inclusive teaching skills were used by more than 60% of the teachers

observed. The support strategies most commonly used by the teachers included involving the learners to participate in activities and being close to them.

In the end line questionnaire that the teachers of St. Joseph's Primary School completed, they stated that the support strategies they most commonly used included giving learners more work, motivating them and changing their position in class. Compared to the baseline in 2020, the teachers are more focused on strategies that support individual children and their needs. After the teachers were trained by our team, they focused more on extra practice for learners with learning difficulties and disabilities and motivating them in their work, compared to a focus on guidance & counseling and giving extra time before we started the training program. At the end of 2022, the teachers also mentioned a much wider variety of strategies they used, compared to the start of 2020.

Overall, the number of inclusive teaching skills used by more than 60% of the teachers went down in quarter 4 compared to quarter 2 and 3. 12 of the 23 skills were used by more teachers in quarter 4 than in quarter 3, while 10 skills were used by fewer teachers in quarter 4 than in quarter 3 (1 remained stable). The number of teachers using specific skills tends to change, as not all

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		lessons call for the use of all skills. Based on the samples of teachers during each quarter, a slightly higher percentage of teachers was found to be teaching sufficiently inclusively in quarter 4 (14.3%) than in quarter 3 (0%). Compared to quarter 1 (17.9%) and 2 (25%), there has not been a significant, positive change in this. As all teachers observed in quarter 4 were from partner schools where our training program was completed before 2020, this might indicate that the training content is no longer being used so actively by the teachers trained. Although the support strategies mentioned by the teachers seemed to be a bit more generalized at the end of the year, all were tied to specific difficulties and focused on inclusion.		

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 2023
1.3.1: Conduct joint workshops on learning difficulties & disabilities with focal persons in the education and health local government departments and	0 workshops	*1. A functional pathway for referral of learners with learning difficulties & disabilities developed and adopted* *2. % of learners effectively referred through the referral process* *3. # and types of specialized services integrated at existing health facilities* *4. % of health facilities that have integrated services to learners with learning difficulties & disabilities* Note: Funding for this strategic objective is not	No funding available yet.	Continue sourcing for funding.

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health facilities		yet available.		
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 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 2023
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	8 workshops	*% 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* (Note: The Ministry of Education & Sports has not yet developed a roll-out plan for the National Learning Needs Identification Tool) Due to the lack of field visits, we have not been able to determine recent progress of most of the professionals trained towards effectively integrating and using our training modules for early identification and individualized management of learning difficulties & disabilities among learners. We did complete baseline surveys with the participants from Restore Leadership Academy, Finn Church Aid and Backup On Tour. The data from the baseline survey at Restore Leadership Academy has not yet been analyzed, as we are still waiting to complete the training with their remaining teachers and only have a small sample so far.	- Gulu University: We held 3 introductory workshops with a total of 346 education students. - Geneva Global: We held 3 workshops with 248 speed school facilitators – 108 followed an introductory workshop and 140 followed a workshop on dyslexia & dyscalculia. - Restore Leadership Academy: We held an introductory workshop with 39 teachers. A catch-up workshop for the remaining teachers out of their total of 120 has not yet been scheduled by the school. - Finn Church Aid: We held a virtual workshop that included the introduction to learning difficulties & disabilities,	- Continue inquiring from Restore Leadership Academy, Geneva Global and READ for Life whether they want to continue with workshops. - Hold 1 workshop with education students at Gulu University in October. - Continue planning for a training with AVSI Foundation in 2023. - Connect with at least 3 new potential partner organizations.

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		1. Identification Finn Church Aid: All participants (100%) indicated that they have been identifying children with learning difficulties and disabilities in their position. On average, they have identified 430 children, with the most common difficulties or disabilities being hearing, physical and visual impairments.	dyslexia & dyscalculia for 16 staff and teachers.	
1.4.2: Have field visits to observe partner organizations' use of new knowledge and skills in learning difficulties & disabilities	0 field visits	Backup On Tour: - Parents & professionals working with children: 86.4% have been identifying children with learning difficulties & disabilities in their roles. They have identified an average of 12 children, with the most common learning difficulties or disabilities being physical disability, hearing impairment and visual impairment. - HR professionals & team managers: 75% have been identifying persons with learning difficulties & disabilities in their roles. They have identified an average of 4.5 people, with the most common learning difficulties or disabilities being hearing impairment and physical impairment. 2. Individualized management When scoring their own work in relation to their own definition of inclusive education, the participants gave themselves an average of 6.2 out of 10.	- Although we have tried to reach out multiple times, we have not been able to schedule field visits (in form of lesson observations) with Geneva Global yet. - Field visits do not apply to the education students of Gulu University, although lesson observations during school practice could be considered. - Field visits to the teachers of Restore Leadership Academy can be scheduled after the remaining teachers have been trained. The same goes for the teachers and staff of AVSI Foundation and READ for Life.	- Start field visits to speed school facilitators in 1 district. - Plan field visits to teachers and staff in Palabek through AVSI Foundation. - Plan field visits to teachers of Restore Leadership Academy and staff of READ for Life. - Discuss option of lesson observations during school practice with Gulu University team.
1.4.3: Have evaluation meetings to	1 evaluation meeting		- We held 1 evaluation session with Geneva Global's 19 speed	- Consider starting with evaluation meetings with Geneva Global

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identify barriers to implementation and strategies to overcome these barriers		Backup On Tour: - Parents & professionals working with children: When scoring their own work in relation to their own definition of inclusive education, the participants gave themselves an average of 5.8 out of 10. - HR professionals & team managers: When scoring their own work in relation to their own definition of inclusive education, the participants gave themselves an average of 5.9 out of 10.	school supervisors & coordinators. - We held a brief survey among the Teach for Uganda fellows to determine need for further training and other forms of support, but did not receive any feedback on this.	facilitators in the new year instead of new training content. - Evaluation meetings with partners like AVSI Foundation, Restore Leadership Academy and Gulu University and READ for Life can be scheduled after multiple workshops have taken place.
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	6 workshops		- We held 2 half-day introductory workshops in Kampala for 29 professionals working with children, parents, HR professionals and team managers. - We held 4 half-day workshops on dyslexia & dyscalculia in Kampala and Gulu for 64 professionals working with children, parents, HR professionals and team managers. - Although we tried holding 2 catch-up sessions in Kampala and	- Hold an in-person session (introduction & dyslexia & dyscalculia) in Kampala on a Saturday for participants who have not been able to join on week days, fix registration form. - Plan new quarterly sessions for 2023.

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			1 online session in November, not enough participants signed up. We discovered later that there was a challenge with the registration form for the sessions in Kampala.	

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 2023**
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	1 mixed methods research project conclude	*# of position papers or policy briefs published that advocate for rights and needs of learners with learning disabilities* The first policy brief following the DRIVE research was shared with participants of the DRIVE Forum. Feedback towards improvement was shared by participants and was integrated by the DRIVE team.	- The analysis and interpretation of the data collected for the DRIVE (Disabled Refugee Students Included and Visible in Education) research was concluded. - The DRIVE Forum took place in July, where the results of the research project were shared with stakeholders (including respondents) and the first draft of the curriculum for Gulu University's bachelors program in inclusive education was discussed.	- Participate in the next curriculum development activities in relation to the bachelors program in inclusive education at Gulu University. - Await feedback on the VOICE proposal and the possibility of completing the prevalence research component. - Reconnect with USHG about more research opportunities to hold a prevalence study on learning disabilities among children in Northern Uganda.

			- We participated in a curriculum drafting workshop towards the first Bachelor of Inclusive Education at Gulu University. - A grant proposal was submitted to VOICE in collaboration with UCLF, ASA and Benjamin Spartos, for a project that includes a prevalence research component on children with disabilities experiencing mental health challenges. We have not received any feedback yet.	
2.1.2: Publish research findings in print and digital media	0 publications		- The DRIVE team submitted a manuscript to Children & Society, which was returned for correction. The team reviewed and resubmitted the manuscript, no feedback has been received yet.	- Await feedback on manuscript for Children & Society. - Inquire from DRIVE lead researchers if more articles are expected to be written and submitted for publication.

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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 2023**
2.2.1: Write joint papers and guidance notes based on desk research through Working Groups and Task Teams	1 joint papers/ guidance notes written (& 1 action plan completed)	*Number of declarations for action from the workshops that will result into policy change around learning disabilities and inclusive education* 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.	- A joint Memorandum was written together with several international NGOs, addressing the Education Policy Review Commission. This was followed by an issue paper to highlight key aspects of the Memorandum. The team has not yet integrated the Commission's feedback, as they are awaiting the next step taken by the UNNGOF (the team lead). - As co-lead of the Education in Emergencies Inclusive Education Task Team, Annemaaike contributed to drafting its Common Framework of Action. The CFA was completed based on feedback from the	- Integrate the feedback from the EPRC on the issue paper and resubmit. - Consider writing a guiding document on inclusive vs. special education with the EiE IE Task Team for the general public.

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			general EiE Sector Working Group and the related action plan was drafted.	
2.2.2: To hold dissemination workshops and presentations with stakeholders	3 dissemination workshops/ presentations		- Annemaaike presented the Common Framework of Action of the EiE IE Task Team to the general Education in Emergencies Sector Working Group. The presentation of the Common Framework of action and its action plan to the Special Needs & Inclusive Education Department of the Ministry of Education & Sports has not been scheduled yet, as the Department is insisting on the need for a data refund or in-person meeting at an external venue and partners do not have these resources available. - The joint CSO team presented the issue paper to the EPRC and	- Present the final Common Framework of Action and its action plan to the EiE Sector Working Group and to the Special Needs & Inclusive Education Department of the Ministry of Education & Sports.

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			received detailed feedback. - The Education in Emergencies Inclusive Education Task Team presented on the foundational principles of inclusive education during the National Inclusive Education Symposium in December.	
2.2.3: Share papers and guidance notes with wider, relevant public	1 paper/guidance note shared		- The Memorandum for the EPRC was not meant to be shared with the general public. - The initial issue paper for the EPRC was shared with all members of the INGO Country Directors Network and the Uganda National NGO Forum. The issue paper has not yet been reviewed based on the feedback of the Commission, and was therefore not yet been re-shared with all members of the INGO Country Directors	- The reviewed issue paper for the EPRC and other related documents will be shared with the INGO Country Directors Network and the Uganda National NGO Forum. - The Common Framework of Action and its action plan may be shared with the Special Needs Education Technical Working Group after the Department has approved it.

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			Network and the Uganda National NGO Forum. - The Common Framework of Action and its action plan are not meant to be shared with a wider public yet, as they first need to be approved by the Special Needs & Inclusive Education Department of the Ministry of Education & Sports.	

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 2023**
3.1.1: Hold quarterly fundraising meetings with fundraising teams of Advisory Board & Board of Directors	7 meetings	*1: % of fundraising strategy aligning with strategic plan* The current version of the fundraising strategy includes a roadmap that aligns 100% with the organization's strategic plan. *2: # of revised versions of fundraising strategy* The fundraising strategy will be revised for the first time in quarter 1 2023.	- 4 virtual fundraising meetings took place with members of the Board of Directors and the Gulu team. - 3 virtual fundraising meetings took place with members of the Advisory Board and the Gulu team.	- Hold quarterly fundraising meeting with members of the Board of Directors and Advisory Board.
3.1.2: To develop	1 fundraising strategy		- Together with the	- Continue updating and

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a fundraising strategy for 2022-2025		*3: % of fundraising strategy goals met* The action plan still needs the specific goals to be integrated, so that the achievement of these goals can be measured accurately.	Board of Directors and Advisory Board, we completed the fundraising strategy 2022- 2025. We wrote, updated and followed our action plan to implement the fundraising strategy, while keeping the Advisory Board members and members of the Board of Directors updated and using their feedback on steps taken.	following the action plan that connects to the fundraising strategy, together with the Board of Directors and Advisory Board. - Integrate fundraising strategy goals in action plan for quarterly review (i.e. fundraising tracker).
3.1.3: To hold annual review meetings of the fundraising strategy	0 meetings		The annual review meeting of the fundraising strategy is meant to take place in quarter 1 2023.	- Hold annual review meeting of the fundraising strategy in January 2023.

Strategic Objective 3.2: To build a consistent income that covers all operational costs				
Strategic Action	**Progress Output**	**Progress Outcome**	**Comments**	**Target 2023**
3.2.1: To identify and submit proposals for grant opportunities that allow for	7 proposals	*1: % of grants awarded that include operational costs* Frostig granted the funds towards recruiting a part time Finance Officer, including salary, workers compensation and Quickbooks fees, as well as a work permit extension. As this was the only grant	- We submitted a proposal to the April Fund that allowed a contribution towards project staff salaries. - We submitted	- Submit at least 12 proposals that allow for operational costs to be included.

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| operational costs to be included | | awarded to Backup Uganda in 2022, that covers 100% of all grants awarded.

2: % growth of (income from) individual donors

Quarter 1:
Recurring donors: 4
One-time donors: 0
Total: 4

Quarter 2:
Recurring donors: 4
One-time donors: 8
Total: 12

Quarter 3:
Recurring donors: 4
One-time donors: 16
Total: 20

Quarter 4:
Recurring donors: 4
One-time donors: 15
Total: 19

Total 2022:
Recurring donors: 4
One-time donors: 40
Total: 44

Total 2021: | proposals to Frostig for funding to recruit a part time Finance Officer, including salary, workers compensation and Quickbooks fees, as well as for a work permit extension.
- We submitted a proposal to VOICE for a project on mental health in children with disabilities, together with UCLF, ASA and Benjamin Spartos, which included 7% operational costs.
- We submitted a proposal to the Volant Trust to expand the ODII project, which included 20% administrative costs. - We submitted a proposal for the ESD Okayama Award to continue The Movement. It was permitted to use the funding related to the Award for operational | |

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		Recurring donors: 5 One-time donors: 31 Total: 36 % growth (compared to 2021): Recurring donors: -20% One-time donors: 29% Total: 22.2% *3: % growth of corporate entities contributing through CSR programs* 300% growth of corporate entities contributing through CSR programs. *4: Amount of funds raised towards operational costs* UGX 37,961,881 (including GlobalGiving donations (recurring & one-time donations unrelated to specific projects), MOYA, Inclusion Festival, transfers from Board of Directors, Frostig grants)	costs related to the project. - We submitted a proposal to Cisco for the expansion of the Every Child Can Learn podcast, which included 25% operational costs. - We submitted a proposal to the Coca Cola Foundation for the expansion of ODII, which included 15% operational costs. - Another proposal was submitted to Cafe Averechts, but this only covered project-related costs.	
3.2.2: To widen the individual donor base for crowdfunding	8 new individual donors		8 new individual one-time donors and 0 new recurring donors were registered via GlobalGiving.	- Register at least 12 new individual donors, including at least 4 recurring donors. - Consider specific activities to encourage becoming a recurring donor.
3.2.3: To connect with corporate entities that could contribute	3 corporate entities		- ICEA Lion, Ribbo Coffee and Bodalivery sponsored the Inclusion Festival in December.	- Hold reflection & planning meeting to sustain connection with corporate entities that

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through their CSR programs				sponsored the Inclusion Festival. - Connect with other corporate entities as potential participants in the Corporate Dinner in March 2023.

Strategic Objective 3.3: To attract multi-year funding from donors				
Strategic Action	**Progress Output**	**Progress Outcome**	**Comments**	**Target 2023**
3.3.1: To present papers on learning difficulties & disabilities in Uganda at events/conferences related to children & education	2 presentations	*1: % of donors that provide multi-year funding* Frostig provides multi-year funding towards the Frostig Traineeship Program and the Finance Officer. Since they currently are our only non-individual donor, that means 100% of these donors provide multi-year funding. *2: Amount of multi-year funding provided* Frostig currently provides UGX 15,600,000/= towards the Traineeship Program and UGX 11,200,000/= towards the Finance Officer, leading to a total of UGX 26,800,000/= per year. Since 2021, they have covered approximately UGX 9,500,000/= per year for the work permit extension of the country director, but this is decided on an annual basis.	- Backup Uganda supported the presentation of the results of the DRIVE research project on disability inclusion for refugee students in Uganda during the DRIVE Forum. - Backup Uganda presented about learning difficulties & disabilities and services to parents during a webinar hosted by ACCF in October. - Although not physically present due to the Symposium being postponed, Backup Uganda helped prepare	- Consider requesting for presentation slots during the monthly EiE Sector Working Group meetings and SN/IE Technical Working Group meetings. - Explore further opportunities for presentations during events that include potential donors (through Advisory Board & Board of Directors).

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			a joint presentation with the EiE Inclusive Education Task Team during the National Inclusive Education Symposium in Uganda in December.	
3.3.2 Cultivate relationships with potential donors and keep them informed on our work	1 potential donor		We had an email exchange with a friend of a supporter who is interested in organizing a fundraiser for Backup Uganda in quarter 1 2023.	- Organize a video call with organizer of fundraiser in quarter 1 2023. - Start the process of identifying (more) potential funders and building a long-term relationship with them. Request for support from the Advisory Board and Frostig with this.
3.3.3: Expand on existing relationships with donors that provide funding on an annual or project basis	1 existing relationship		- We have continued to strengthen our relationship with Frostig via bi-weekly calls and occasional communication via social media. Frostig's Executive Director has promised to reach out to the current funder for a video call.	- Hold video call with current Frostig funder. - Continue to strengthen our relationship with Frostig via bi-weekly calls and other communications.

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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 2023**
3.4.1: To identify & partner with NGOs whose vision and goals align with ours	6 partnerships	*1: % of project grants secured through partnerships with other organizations* 0% - we have not secured any project grants yet through a partnership. *2: Amount of project funding secured through partnerships with other organizations* UGX 0 - We have not secured any project grants yet through a partnership.	- We proposed a potential partnership with Humanity & Inclusion to revive a disability resource & assessment center in Gulu. No feedback has been received yet. - We have submitted a proposal to VOICE for a joint project with UCLF, ASA and Benjamin Spartos. No feedback has been received yet. - We have identified 2 partner organizations towards the CISCO proposal (Humanity & Inclusion and Sunbird AI). - We have identified ACCF and Light for the World as potential partners towards future funding opportunities, for example towards the disability resource & assessment center in	- Follow up on potential partnership with Humanity & Inclusion, ACCF and Light for the World towards disability resource & assessment center in Gulu. - Identify at least 8 new potential partner organizations.

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3.4.2: To be actively involved in regional, national and international NGO working groups	6 working groups		- We are 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. - While we were involved in the Gulu Education Working Group as well, it has not been active since quarter 2, due to a lack of leadership. The Gulu District Education Office has resumed its own quarterly coordination meetings.	- Continue contributing to all working groups mentioned. - Discuss continuation of the Gulu & Lira INGO Coordination Network with current members.
3.4.3: Identify & submit joint proposals for grant opportunities	2 proposals		- We submitted the VOICE proposal jointly with 3 partner organizations. - We submitted the CISCO proposal jointly with 3 partner	- Identify at least 4 new opportunities for joint proposals.

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			organizations.	

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 2023**
3.5.1: To build the capacity of the team in fundraising & proposal writing	1 team member	*1: % increase in funds raised through fundraising activities & grant proposals* Funds raised in quarter 1 2022 (excluding interest & transport refunds): UGX 6,148,555 Funds raised in quarter 2 2022: UGX 32,746,811 Funds raised in quarter 3 2022: UGX 29,715,813	- A resource on new ways of fundraising and an online opportunity were shared with our Fundraising & Communications Coordinator. He also attended a webinar on GlobalGiving's Little by Little campaign.	- Continue to identify online and other opportunities for capacity building in fundraising & proposal writing.
3.5.2: To recruit additional staff members at operations, program and project levels	2 additional staff members	Funds raised in quarter 4 2022: UGX 24,418,182 Total 2022: UGX 93,029,361 Total 2021: UGX 88,227,763 % increase (compared to 2021): 5.4% *2: % growth in staff at operations, program and project levels* 2021: 5 staff members 2022: 7 staff members % growth: 40%	- We successfully recruited a Finance Officer (Felix Okello) and were joined by a MEAL voluntary consultant (Brent Vaden).	- Recruitment of Frostig Traineeship Program cohort 4. - Plan for next staff member to be recruited in 2023. Priorities: Fulltime trainer and MEAL Lead.