



INZU MASAABA UNITED KINGDOM ASSOCIATION IMUKA



Bamasaaba United Library Books IMUKA Project Dossier



Project Brief

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PROJECT BRIEF

1. Purpose of Bamasaaba United Library Books Project [BULB]

The purpose of this Bamasaaba United Library Books Project [BULB] document is to outline the mission and vision to improve education in Masaaba region in Uganda, and define the scope and the programme delivery strategy. This manuscript serves the function of outlining the project rational and a succinct overview of the context within which BULB project is being undertaken.

2. Project Definition

BULB project Objectives

- Put books in the children's hands and learning at the heart of the children for a better future.
- Inspire and promote a lifelong love of reading in children.
- Get children reading and learning from books carefully chosen to get children reading for literacy and pleasure.
- Give rural communities children the chance to holistic success by providing educational resources.
- Support establish libraries to promote a reading culture for improved educational outcomes.
- Support learning English as a strand right from Primary 1 in accord with the Uganda National Curriculum Development Thematic Syllabus.
- Raise awareness and inspire interest among Bamasaaba in the UK and global stakeholders elsewhere to contribute resources and services that will expedite the provision of library facilities in needy schools in Masaaba region.
- Improve literacy and propel the standard of performance, abate school dropout and leverage holistic opportunities for a better tomorrow for underprivileged children.
- Make a positive difference in the life of vulnerable children otherwise destined to potential poor leaning outcomes.

Summary of intended activity

BULB project is an education improvement initiative in Masaaba region Uganda that focuses on boasting basic literacy skills for primary aged children in rural underserved schools.

We are persuaded by personal stories, exposure, privilege and experiences, that children need a sound solid foundation in literacy and numeracy as a springboard in improving a child's education standard, with a ripple effect of improvements in other facets in life. We're aware that education equates to unlimited opportunities.

Our priority focus is literacy enhancement, because without ability to read, numeracy tasks or any other subject subjects cannot be learnt.

3. Background

Information about Project Founding organisation

INZU MASAABA UNITED KINGDOM (IMUKA) is a philanthropic organization located at 71-75 Shelton Street, Covent Garden, London, WC2H 9JQ, United Kingdom. It was founded in Sept 2013 and incorporated under United Kingdom Companies Act 2006, as a private company limited by guarantee, registered in England and Wales by Companies House on 30th January 2014. Company No. 08869454.

IMUKA Association Purposes

One of the primary goals of the Diaspora Bamasaaba community in the United Kingdom is to support rural communities in Uganda, living on the fringes of society with minimum opportunities, limited basic necessities for livelihood and services for sustenance, by identifying, engaging and empathically intervening to improve basic conditions of everyday life, and trigger prospects for a better tomorrow.

IMUKA proactively acknowledges the existence of diverse needs in our communities, which necessitates a multipronged approach that responds with tools for change, in a systematic and strategic methodology, targeting multiple needs. The aim is to equip and empower people living in or at the risk of poverty, hunger disease and scarcity of basic life requirements, with capabilities to ultimately help themselves.

IMUKA is committed to pursuing holistic improvement in the welfare through targeting root causes of factors holding back grass root communities, such as literacy. We perceive building robust rural communities through advancement of knowledge and skills that open up chances for a means to sustainable socio-economic development, to combat poverty and challenges which are imposing negative impact as every ones humanitarian obligation.

IMUKA as a community with roots in Masaabaland in Eastern Uganda is well positioned for empathic responsiveness, cognizant of the social-cultural context within which specific anomalies in this community are embedded.

We are committed to networking and collaborative relationships with stakeholders, bilateral and multilateral organizations of advantage, ardent on alliances, value of diversity, experience and resources.

We shall exploit our multi-professional group's direct and transferable multi capabilities and willingness will enable us map a pathway out of poverty and its impact in necessary areas for our rural communities.

Overview of BULB Project Context

Uganda Population and Housing Census 2014 indicated that children below 18 years constituted 55%, which means Uganda has a largely young population, with 0-14 years making up 47.9% and 5 – 9 years 16.0%.

As in other developing countries, the quality of education and capacity to support learning in Uganda is variable, influenced by the location on the rural-urban continuum, differences between sub-regions and the have and have-nots.

There is however varying data on literacy levels in Uganda. According to the Ministry of Education & Sports [MoES] sector annual performance report for the financial year 2015/2016, produced by Education Planning and Policy Analysis Department, National Literacy rate at P6 is 51.9% Numeracy rate at P6 is 52.6%.

The National Population and Housing Census (NPHC) 2014, indicates a literacy rate to be 72.2% of the population aged 10 years and above.

World Bank 2014 National Education Profile indicates that 52% of youth in Uganda have attained at most incomplete primary education, meaning that in total 57% of 15-24 year olds have not completed primary education which is a far cry from the UN Sustainable Development Goals (SDGs) 4, the 'Education 2030' agenda aimed at ensuring inclusive and equitable quality education and promoting life-long learning opportunities for all.

Uganda too affirmed commitment to the renewed holistic education programme, "leaving no-one behind" at the World Education Forum, "Incheon Declaration May, 2015".

Uganda recognises that education is a right. Enshrined in its Constitution, article 30 and 34 is a provision making education a human right and basic education an entitlement for all children. As such, it introduced a Universal Primary Education (UPE) policy in 1997 which increased enrolments in primary schools. By provision of free basic education, it meant that government undertook responsibility for formal first seven years of education. Most children consequently enrolled in the public government financed schools, affordable for the majority of the population. However although UPE tuition fee is available for free, the parents continue to provide scholastic materials, uniforms, school lunch, exam fees and other costs. In 2007, Universal Secondary Education (USE) too was introduced.

Nonetheless according to NPHC 2014, 1 in every 10 children of primary school going age had never been to school and 22% of secondary school aged 13-18 had already left school.

The United Nations Children's Fund (UNICEF 2015) – Uganda- Country Programme Action Plan 2016-2020 identified that Uganda has reached 96% enrolment rate at P1 yet primary completion in 2014 was 69% for girls and 71% boys.

Uganda has the 2nd highest primary school dropouts in the world. These children are likely to be most disadvantaged, hard to reach and along with the never registered for school, they linger invisible on the education radar, so do the causes for dropout.

A UNESCO 2014 report revealed that in East Africa, Uganda has the lowest primary survival rate, this being the number of children starting school together in primary 1, progressing through the cycle with their peers and remaining together at the time of finishing primary 7. The primary survival rate for Uganda is 33%, Tanzania 78%, Rwanda 81% and Kenya 84%.

Although Uganda enrolment is impressively high, the Uganda Child Poverty report (2014) indicates that there are major regional and district level differences in both enrolment and completion rates. For example in Amudat district only 6.2% of children complete the primary education, while in central Uganda the completion rate is close to 100%.

However UNESCO 2015 points out that in Uganda, the rate is not calculated from the entire theoretical entrant population using the cohort analysis, but from the P7 entrants. The survival rate based on a cohort analysis gives a much clearer picture of the situation. UNESCO 2015 established that actually the survival rate at P7 based on a cohort analysis is only 32.3% boys and 31.9% girls.

Why BULB Project chose to focus on basic literacy for primary school aged children

The increase in enrolment has not yet been matched with appropriate increase in funding especially for instructional materials, infrastructure and inspection, despite the increase in capitation grant for UPE during FY 2015/16. The bulk of the education funding cake is eaten up by staff salaries, leaving little else for books etc.

With UPE, government committed to provide instructional materials with the aim of ensuring quality and equity through improved access and usage of scholastic materials, as one of the strategies to promote basic education. These instructional materials in primary schools include, core text books, teacher guides, pupils' basic reference books, supplementary reading books and learning aids, such as wall charts.

Government has however acknowledged that a number of challenges exist including, low retention and completion rates, lack of due consideration to reading and writing. As a result, some intervention measures undertaken by the Ministry to ensure quality education include prescribing timetables to address reading and writing and use of local languages as a medium of instruction from P1-P3 to instil interest and improved reading. "There have been enormous teething setbacks but ultimately a decade whole generation of children have reportedly lost out on education" UNESCO 2015.

Masaaba region District Education Officers spoken to re-echo themes identified ten years ago including that implementing the thematic policy constraints stretched across the issue of orthography not fully developed, limited finances to develop teaching materials in the local languages, the attitude of the people who felt that their children ought to be taught in English rather than in the local language, and the problem of teachers who are teaching in places other than where their mother tongue is spoken.

BULB would like to support the principal that children stand to gain from the development of such a bilingual policy by focusing on learning in the local language alongside reading in English aware that for rural Masaaba region to compete favourably with urban and private schools in the education arena, literacy in English is imperative.

Why a books library is a key intervention in addressing literacy

UNESCO (2003) recognised intrinsic opposition to instruction in the mother tongue, however if parents recognise that sufficient bilingual reading books and visual aid was provided right from early years, rather than at transition to primary 4, they will not fear that their children are missing out, on what the children of the "haves" get in school.

In rural schools, English in P1-P3 period takes 30 minutes of 5 periods in a week. This equates to 2.5 hours of English per week, compared to 35 hrs of learning in English for private and urban schools. Further still the rural children do not have access to school or public libraries, nor can they afford to buy reading material.

It has been noted that teachers do most of the talking with the children remaining passive participants or adhering to traditional teaching techniques such as chorus teaching, repetition and memorization.

Current reading assessment data consistently identifies a reading crisis in Uganda. Recent National Assessment of Progress in Education (NAPE 2014) data shows that only 38.3% reach proficiency in

English literacy in P6. This means that up to 61.7% of P6 learners are not proficient in reading in English at the national set level.

An Early Grade Reading Assessment [EGRA] undertaken in 2010 found that 51% of P2 learners in the central region, while 88% of learners in the North and Eastern region could not read a single word in English or a local language.

School Health and Reading Program EGRA undertaken in 2013 and 2014 also showed that local language oral reading fluency in Uganda, similar to other assessments of reading was very low.

The report by USAID/ Uganda EGRA May 2015 revealed that an average of only 29% of P1 learners in orientation to print assessment, knew where to begin to read. If those who did not point to where they should begin to read from (upper left corner of the paragraph) and which direction they would then read (left to right) had their fingers directed to the upper left corner of the paragraph and they were asked where they would read next, only 8% of learners knew which direction to read.

Context of literacy for early primary school as the target group for phase 1 of BULB

Since the introduction of formal education in 1889 in Uganda, linguistic diversity has posed a challenge in regard to the medium of instruction in schools. When Uganda was a British colony, administration considered English the ideal medium of instruction as it was easier to recruit native speakers of English into skilled work force.

In later years, attempts to reverse this trend of providing academic education purely in English met with resistance from many Ugandan people for whom going to school meant learning English and academic superiority through a white man's language as a pathway to a white collar job. Primary school children were punished for speaking a local language on the school grounds even at play and break time in an effort to enhance ability to speak and read English well for success.

Ministry of Education in Uganda defines literacy as, "the ability to read with understanding and to write a simple sentence meaningfully in any language". This followed a study by the Uganda National Examination board [UNEB, 1999] which suggested poor performance in the national examination at the end of the primary cycle, was attributed to poor comprehension skills in English, a situation blamed on not using the mother tongue for initial literacy development.

Hence the Lower Primary Thematic Curriculum for P1-P3 classes, so called Thematic Curriculum because it's content is arranged around themes familiar to the learners, recommended medium of instruction in the local Language for the learners whose first language is not English. English is however taught as a strand right from Primary One. For learners whose first language is not English, it means English is the medium of instruction from P4-P7. Learners in rural settings are encouraged to use English from P4, however in urban settings where there's no common local language, English is used as the medium of instruction right from P1. Indeed unlike in rural areas, urban based children predominantly attend nursery and they start reading in English from 3-years of age.

Conversely within the context of Uganda's multilingual milieu with 65 ethnic groups and 43 individual living languages listed in the Ethnologue of world languages 2016, implementation of the education policy of teaching the local languages continues to present a pedagogical challenge, while the privileged position of the English language remains apparent. It's no surprise it has been said that no thematic policy maker has ever enrolled their own children in schools following the thematic

curriculum. Even primary school teachers who teach in schools following the Thematic Curriculum take their children to boarding private schools so they can start reading in English early.

Implementation problems for the Thematic curriculum include some parents refusing to have their children learn in a local language, a policy presumed to be imposed for political correctness rather than socio-linguistic considerations. Parents want their children to master the official language in which they will be examined at primary leaving and of wider Global communication, which in the Ugandan context is English, for the children to succeed in the education process, and break out of poverty. Meanwhile it's the rural child who has been caught up in the predicament of these debates.

Wolf (2006) identified that implementation of language in education policies in post-colonial Africa often meets with negative attitudes by stakeholders, who question the feasibility of multilingualism in education and in particular, the value of the indigenous African languages for quality education. Uwezo (2016), Uganda 6th Learning Assessment Report of research [funded by William and Flora Hewlett Foundation and AJWS] involved 3,347 Uganda local schools where majority of the children in the community enrolled, found that only 30% of pupils' in rural schools in P3-P7 pupils could read an English story and do division of P2 level work.

Not surprisingly however, 60% of urban areas pupils could read and understand an English story of P2 level work. Literacy and numeracy competencies were consistently better for urban pupils. However just 25% of the households live in urban areas.

Absence of textbooks was identified as a major challenge in rural schools in the study. The percentage of P2 classrooms with no text books or just one copy for the teacher in local languages was 49.9%, Mathematics 31.8% and English 23.5%.

Outcomes of reading and numeracy at lower primary and basic competence of children at primary-3 (end of lower primary) indicated that learning outcomes are low and a significant proportion of children in primary 3 cannot read a single word or correctly identify numbers. It was only by Primary 5 that about half could read and understand a short Primary 2 level story in English.

This however is when they should be reading more academic content in science, social studies and focussing on the fundamental principles of the structure, syntax and grammatical rules of English, learning relevant material for primary leaving examinations in P7.

The general implication is that rural children are developing basic literacy skills late with diminished benefits that many children can gain from other aspects of the primary curriculum. As learning is the barometer of success in education, this failure to access and complete a basic cycle of quality inclusive of primary education seriously limits future opportunities for these children. Basic competence in several studies was found clearly inequitably distributed across geographic areas, socio-economic strata and types of schools.

Investigation indicates that so far reading achievement in local languages has a generally bimodal distribution, with some areas mastering the skill relatively early and a significant number not mastering it at all. About half of the children were only able to achieve competence in a local language at P2 level by the time they reach P6.

Why BULB is targeting literacy in Masaaba Sub-region

Masaaba sub-region at the inception of BULB is composed of 5 districts. The language spoken is Lumasaaba, which is one of the thematic curriculum nominated languages. Lumasaaba is a language in a complex linguistic milieu within the context of a multi dialects actuality.

North, central and south Masaaba region have considerable variations in the same yet significantly diverse language. For example in areas where foreign languages are used as medium of communication in the region, Lumasaaba has been infiltrated by the foreign language e.g. Luganda around Mbale or Kiswahili in Bukusu areas. Many words have evolved or been adopted. For example:

Language/dialect	Word –Maize	Language/dialect	Word- Maize
Kiswahili	Mahindi	Luganda	kasoli
South Masaaba	Mayindi	North Masaaba	kasooli,

Our team's needs analysis and consultations with stakeholders established that the region's phonology, linguistics systematic organization and grammatical partitions are greatly varied. The impact of these dialectal variations on reading and writing a non-homogenous complex Lumasaaba is well-known. A single word can have up to six different names in Lumasaaba as in the examples in the table below:

Lumasaaba dialects	Beans	Maize	Yellow Bananas	Posho [stiff mash from ground maize]
South Lumasaaba	nabutama	nabukubo	kamwamwa	liposo; pando; busuma
South-Lumasaaba infiltrated by Kiswahili	kamarakwe	mayindi	mundizi	Busuma; buwunga; liposo
Central Lumasaaba	kamakanda	nasimya	kamarofu	busima
North Lumasaaba	wanyambi	kasoli	matofu	bando
North-Lumasaaba infiltrated by Luganda	binjanjalo kamaganda	kasoli	gameevu	buwunga

The traditional and developmental linguistic context of Lumasaaba means that each dialect has multifaceted intonation, tonality and tonicity systems essential in identifying words and interpreting grammar, composition and language rules procedures.

This means teaching in Lumasaaba as a medium of communication is indeed culturally valuable but analytical study of oral narrative to reflect various features of Lumasaaba speech and enable combining variables that exploit the diversity for effective linguistic functions is crucial. It was identified at the commencement of the thematic curriculum that Lumasaaba did not have sufficiently developed written literacy for instruction.

Although the thematic curriculum was subsequently rolled out in the region, these pertinent linguistic disparities nonetheless remain as valid obstacles to expediting reading materials or children mastering reading in Lumasaaba at P3 sufficiently to translate these skills at transition in year 4, when they start learning in English.

Amidst the controversies, Masaaba region continues to lag behind in literacy and lead league tables in school dropouts among the 111 districts and one city (the capital city of Kampala) as shown below:

District	Net Intake Rate	Rank	Completion rate	Rank	Performance Index	Rank	Average rank	Overall rank
Mbale	58.9%	71	69.5%	29	48.4%	66	55.3	56
Bududa	65.2%	56	35.1%	100	39.5%	104	86.7	106
Bulambuli	64.1%	62	53.9%	64	32.4%	110	78.7	93
Manafwa	89.4%	20	48.0%	81	42.5%	97	66.0	74
Sironko	83.7%	31	67.9%	33	37.8%	106	56.7	58
Compare key indicators of Masaaba region districts with the 1 st overall district shown below								
Mitooma	120.3%	3	110.4%	2	65.3%	10	5.0	1

4. Universal Primary Education challenges in Masaaba Sub-region

BULB is concerned that UPE has not enhanced opportunities of children in Masaaba Region

One of the reasons identified is the absence of equitable investment in mainstream public schools. Quality private education for the 'haves' shows high standards of literacy among the privileged few, while poor public schools education for the 'have-nots', continue to leave poor, marginalized vulnerable and at risk children behind.

Lack of pre-primary education in rural communities, acute lack of reading and scholastic materials including delayed entry as school may be too far for younger children to walk to, and repeating classes has been highlighted as leading to delayed progression in primary schools as findings indicate that more than half of P6 pupils had repeated a grade at least once.

Schools have been found to greatly over-use repetition as a response to low achievement, this showed that older children tend to be demoralised, embarrassed and perform less well than the average, and were most vulnerable to dropping out of school. It is not uncommon to find a child of 15 years old in primary 4, due to repeating which leads to giving up education.

The Manafwa district education officer (a district with a population of just 369,100) reported that the dropout rate in primary schools was 45% over a 4 year period totalling 1,618 pupils, which constituted of especially girls dropping out before PLE and another 8,047 who failed PLE, many of would be married off as under-age girls, he said.

Why is primary school performance in Masaaba region so poor?

Many possible influences on learning outcomes have been cited, but the overriding contributory factors are the lack of learning materials, poverty and deprived rural community facilities. These different aspects including the child's home environment are interrelated and if the school cannot provide the reading materials, the children have to go without them as they cannot afford buying them privately.

Parents' knowledge and income in most cases impact the child's levels of literacy and numeracy and correlate with each other and with learning outcomes. English reading competence and numeracy have been seen to be affected by the socio-economic status, of household, as children in homes with access to mass media, internet, telephones and spare reading books have greater exposure to written and spoken material and circumstances where numerical skills are needed.

Table below shows Eastern region overall is falling far below the standard

	English reading competence % of P3-7 pupils by subregion	Numeracy % of P3-7 pupils by sub-region	Pupil-classroom ratio (average)
KAMPALA	67.0%	63.3%	67.8
EASTERN	25.9%	44.0%	103.9

Uwezo (2016), Are Our Children Learning? Uwezo Uganda 6th Learning Assessment Report. Kampala: Twaweza East Africa

Such data has raised a question about the viability of the curriculum policy in place since 2009. If the policy is to be equitable, the disadvantaged regions need special measures and practical support, including making resources available in these schools, and remedial interventions for the most hard to reach children.

One prominent reason why Universal Primary Education (UPE) and the thematic curriculum in rural schools have not propelled literacy has been cited as absence of equitable investment in the mainstream education system. Analysis of Literacy based on the National Assessment of Progress in Education (2012), showed vast differences between well performing and poorly performing districts with competencies at P3 literacy varying between 12.3% and 92.5% and at P6 between 9.8% and 72.2%.

The Education Standards Agency involved in the educational criteria at various levels in Uganda pointed out that there was a need for training teachers in the teaching of mother tongues but noted also that the resources to facilitate the teaching of the mother tongue are not available especially books. USAID /Uganda School Health and Reading Program 2015 assessment revealed that Local language reading fluency was low across languages, and the difference between P1 and P3 was minimal. P1 learners could not read any words across 4 languages assessed, while P3 learners could read less than 1 word on average per minute. Based on global benchmarks, these scores are awfully low, as a lower expectation for an international benchmark for P1 is 20 words per minute irrespective of language.

Overcrowded classrooms as some classes in this region have over 100 children per class to a single poorly trained, unmotivated or supported teacher, with insufficient teaching-learning materials, means chances to complete a basic primary education cycle are seriously limited in these rural areas. The substantial primary education, drop out and non-completion rates experienced by many children leaving school without acquiring basic literacy, numeracy and life skills, means a non-beneficial brief schooling and limited learning outcomes and employment opportunities.

Patterns show a large percentage of dropouts starting from primary 1 especially the overage learners and repeaters, often rising from P5 onwards as primary completion approaches as clearly children who have only had English officially as the medium of communication from P4 find it impossible to understand science, maths and social studies at the same level with the urban setting counterpart who had access to English books to read for much longer.

At the release of the primary -7 national exams results in February 2013, it was reported that over one million pupils which is about 71% who enrolled in Primary one under the Universal Primary Education (UPE) in 2006, were no longer in school. This highlights the complex, multiple challenges facing the primary school children that principally revolve around lack of adequate provisions of scholastic including reading materials to support, inspire and enable motivation to learn.

Teachers' competencies in some rural schools were alarmingly low, with only 19% of the teachers having the minimum acceptable knowledge based on year four English and Mathematic tests. This revealed that children end up not being suitably supported in addition to dearth resources but instead end up being punished for failing.

A UNICEF 2015, National study on child protection, safety and security for children in Uganda primary schools revealed that many teachers resort to violence and beating as a means of teaching correction when children failed reading or numeracy assessments. 77% of pupils in primary schools had experienced abuse, 67% of these being perpetrated by male teachers. Abuse constituted of intimidation, sexual abuse and harassment of under performers, which forced these children to run away from school.

Although corporal punishment was banned by the Ministry of Education in 1997, over 74% of children surveyed reported being canned by an adult in school. Underlying is the deeply entrenched social norms within these communities and institutions that customarily support corporal punishment as a teaching correction measure.

5. IMUKA's BULB intended Intervention in literacy in Masaaba Sub-region

IMUKA has broad goals of improving education, performance and opportunities in Masaaba region, through collaborating and engaging with different education institutions and partners. Emphasis is on improved learning outcomes through innovative approaches addressing various strands of factors that are precipitating, perpetuating and propagating low literacy, poverty, disease and the ecosystem in Masaaba region and Uganda.

We recognise that when a child drops out of school, they are most likely to end up in early marriage, exposed to poor health, life of poverty, unsafe farming of already degraded land causing more harm to the environment, low productivity and more poverty.

Community participation in education is highlighted in the Uganda Education Act and UPE policy guidelines that stipulate the roles and responsibilities of all stakeholders in Education, including community partnerships as a key to enhancing standards.

As community activists, IMUKA has embarked on a mission to pioneer putting together IMUKA association members' contributions in money, time and various expertise, seeking for donors and channelling these resources to improve literacy in Masaaba region.

Capacity will be developed through providing a platform to share ideas, knowledge, tools and connections to enable working more effectively over a sustained period to improve overall education outcomes. This is a means to a short term objective of reducing school-dropout and long term goal of improving opportunities, livelihood and wellbeing of the individual and wider community.

The intermediary is that even when the children do not follow the academic ladder, they will be an inspired reading community remaining in school long enough to grow and branch to vocational training, but also globally engaged by being able to read.

What IMUKA has done so far?

IMUKA has conducted a needs assessment by travelling to the various districts in Masaaba region to consult and engage with stakeholders in the region including district education officers, district inspectors of schools, community, cultural leaders and Ministry of Education officials.

IMUKA members have established a BULB project with the main objective of reaching the most rural and needy primary school to “Put a book in each child’s hand”. We have so far collected £1220.05 from Bamasaaba Diaspora in the United Kingdom donations towards the BULB project.

IMUKA is committed to a dynamic holistic approach involving collaborating with local and international stakeholders, in an ambitious agenda of change in the rural literacy landscape. BULB activities have extended to identifying and are engaging with other organisations with similar philanthropic passion to support undeveloped communities’ literacy including Tools with a Mission [TWAM] and Book Aid as International sources of scholastic resources in nurturing this noble cause.

BULB project Phase 1

Deliverables and Desired Outcomes

IMUKA BULB_Phase-1 raised £1220.05 which will be used to develop, publish and distribute reading books to one school each in each of the 5 districts in Masaaba region in a pilot scheme of actions aimed to improve literacy. The selection of the schools for the pilot project was conducted transparently and fairly based upon criteria agreed upon by IMUKA Association.

Constituting the BULB Project Board involved identifying some IMUKA representatives and from relevant stakeholder groups, ensuring that each of the 5-Masaaba region districts is represented.

Consultation with the Uganda National Curriculum Development Centre, [NCDC] established that the Lower Primary Curriculum is structured around twelve themes that are familiar to the learners, making the reading relevant. Our approach is to ensure that the learning support provided is within the National Curriculum endorsement. We are committed on complimenting what is already established in terms of relevance for each class.

Carefully categorised series will be designed to introduce children to key early reading skills, encourage a love of books, inspire aspirations for further improvement and will utilising the analogue of the Oxford reading tree. The aim is to enable children’s early success in reading by closely matching the story-books with what is familiar in their world.

The structure will have clear objectives and expected outcomes for each level as shown below.

Age	Reading level _ Target	Structure
5 – 6	Book aimed for children just starting to read. Aim is to help children get used to reading from left to right and matching spoken words to pictures	No more than 10 pages with 2-3 words phrases on a page and the alphabet page. There will be 2 books in this category
6 – 7	For children who have gained a little more confidence and know some words by sight for example reading the word girl without a picture of a girl.	Consist of 15 pages with 1-2 sentences per page relying on illustrations to help the reading. There will be 2 books in this category

7 – 8	Children are beginning to read longer sentence structured into short paragraph stories.	Consisting of 20 pages 3-6 sentences per page. There will be 2 books in this category
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English according to the NCDC must be taught as a strand right from Primary One. Therefore while the class teacher will teach phonics, the children will have an opportunity to an IMUKA BULB reading book to enjoy, enabling children to become independent readers as soon as possible. This is crucial to immerse children in a second language sufficiently to stimulate and promote dual language communication, and in doing so enrich and expand their academic, cultural and social worlds.

IMUKA has used the theory of change as a tool to articulate and test the causal links between objectives and outcomes and for thinking through the steps from the current situation to the goal. The provision of books in three levels of robustness to support reading, understanding and spelling English for 5-9 year olds essentially primary 1 – primary 3, initially for phase 1 will be broadened so as to achieve continuity, sustainability and impact. This is because IMUKA is a community set to encourage every child to meet their potential by inspiring and development of interest in learning and exploiting relevant talents.

The best child at reading in each project class will be recognised as will be determined by the IMUKA Executive Management Committee.

We want to move children from being beaten for failing to read, to being rewarded for reading well, as positive reinforcement has more lasting academic results.

Masaaba region has in excess of 600 government aided schools and IMUKA will work strategically and systematically prioritising underserved, underperforming and underachieving rural schools.

The reading books will belong to the school to be shared as a learning to read resource, with the system determined jointly between BULB and the participating school.

Schools selected for Phase 1 of the Project

Bamasaaba Library Project will initially focus on the selected primary schools in each district as follows:

District	Name of Nominator	Selected School
Bududa	Mr Michael Materesi	Bumwalye Primary School
Bulambuli	Ms Rosette Keronega	Bulaago Primary School
Manafwa	Mr Fabel Kanyanya	Shikhuyu Primary School
Mbale	Ms Christine Kakai	Nabumali Day Primary School
Sironko	Mr Patrick Wamono Mafabi	Patto Primary School

Criteria used for selecting schools for phase 1:

To maximize resources and effectively assess outcomes from BULB project, the schools will be selected using the following criteria:

- Must be a government or government aided primary school.
- Be a primary school as defined by Uganda Education Act 2008
- Must be in compliance with the NCDC educational program
- Must be a Uganda Examination Board [UNEB] primary school center.
- Be willing to comply with Uganda Education Act 2008 Part 3 stipulation stakeholder involvement.
- Substantively poor performing in terms of literacy level, pass rates at primary leaving exams.
- Able to provide a secure suitable space for storage of reading IMUKA BULB books.

Stakeholder's involvement

Uganda Legal Information Institute Act 13 [2008] that covers Primary education stipulates the role and responsibilities of stakeholders in promoting partnership with the various institutions in supporting education.

IMUKA BULB is seeking to do exactly this and recognizes the massive task ahead. Education and learning is a long term investment impacted upon by multiple factors.

However there is need to engage the beneficiaries and various local stakeholders in Uganda and internationally, including individuals from various statutory organisations that may not be directly at parity with outlined plans.

IMUKA recognises the potential challenge of involving different groups of beneficiaries, some with markedly different literacy levels, but will always seek and endeavour to involve and partner with all relevant stakeholders.

Sufficient resources to support in-depth involvement with the issues being addressed, sensitization so that the rural illiterate or semi-literate parents understand the necessities of the children's need for time to read, based on information that parents withdraw children for learning to engage in work, labour and tasks such as tending crops and animals, looking after younger siblings, will require to be dynamic addressed on ongoing basis.

Resources:

Members from the UK Bamasaaba Community (IMUKA) have managed to raise £1220.05 to pilot BULB_Phase 1. It is essential and crucial that progressively these children are supported to get better at the reading they have commenced upon in lower primary.

The highest rate of school dropout has been identified as during mid-primary. It is therefore critical that learning in this most at risk stage is suitably supported, so should the end of primary which is the make or break for primary leaving milestone.

Putting such support from various sources in place is the task BULB project will require support from statutory and informal sectors, so as to be undertaken satisfactorily.

Attrition and movement from one school to another will mean losing some children who are participants in IMUKA_BULB which may skew the evaluative framework.

The schools may have variable levels of ability, capacity and competence to cascade the mission, vision and passion of “Literacy for all through a book in every child’s hand”, that IMUKA conveys, given the complexity of embedding a new idea.

Teacher’s soft skills to instil motivation in children to read rather than punish them for not getting it right will be essential in some schools. This cultural shift may be beyond the scope of IMUKA_BULB project, but advocacy for more stringent policies will be part of the stakeholders’ networking. The student teacher ratio may impact on capacity to provide vital guidance and individualised support.

Institutional patronage from education authorities in nurturing of the libraries venture may be disparate across districts which are decentralised and autonomous. BULB may be faced with mapping the literacy improvement interventions against the education development plan of each district councils’ standing committees’ stipulations for education. This being the government administrative structures responsible for all educational services in the district, as part of a comprehensive and integrated development plan of the district will require synchrony with the BULB goals.

IMUKA recognises that it will be crucial to collaborate with the local governments in charge for education planning and management, school inspections, teacher management and classroom construction. As mandated by the Local Governments Act of 1997.

Monitoring and Evaluation

IMUKA will devise tools for tracking progress that can be and used by schools participating in the project. Simple monitoring will ensure that data assembling tools e.g. logbooks understood by those without expertise in monitoring are used and rating scales adapted for the context b standardising terms for data collection to achieve consistency of results.

IMUKA BULB PROJECT P1- P3 literacy Books outline mapped against NCDC Model

Level One	Level two	Level 3
<ul style="list-style-type: none"> • Recognizing words • Reading words • Copying the words • Drawing a picture from a word • Identifying and matching words with pictures • Writing letters of the alphabet 	<ul style="list-style-type: none"> • Reading words and phrases • Naming objects • Associating words to actions • Completing words • Completing few word sentences • Writing letters of the alphabet 	<ul style="list-style-type: none"> • Reading words and phrases and story • Writing words • Writing patterns • Writing sentences • Copying a story • Completing a story

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