

## **Initial Report GG 1415765.**

### **Books For Schools. Kasese District, western Uganda.**

#### Introduction.

The Books For Schools Project had its genesis in 2013 when Education Uganda funded two schools with books to establish pilot libraries. One of the schools had been an initial pilot school for the Slates Programme, now in its 7<sup>th</sup> year. Teachers in some 500 primary schools have now been given basic training in this work. Ongoing evaluation of this work by Winchester University categorically shows that the work with children using individual slates has significantly affected academic achievement. (Research papers on web-site [www.educationuganda.org](http://www.educationuganda.org)). The initial pilot school, now with books and library, has been the first primary school in the District to reach the top group of schools in Uganda. The headteacher puts this success to good use of slates and children using books. Rotary International has now come to build upon and develop this work with the award of a Global Grant. This is truly International, encompassing donations from Rotary Clubs in Winchester UK, Kasese(Uganda), Jersey(Channel Islands), Le Havre(France), Oberhausen(Germany), Central Calcutta(India), District Designated Funds 9211 and 1110 and the matching Rotary International World Fund. This has enabled the purchase of books and the infrastructure for establishing libraries in 20 more schools. It also enabled a Rotary led professional Vocational Training Team to spend up to six weeks in Kasese working with these schools together with their partners, Kasese Rotary Club and the charity Education Uganda. This report and its attachments aims to reflect the successful work of the VTT.

#### Basic Project Data.

The 20 schools were divided into Phase 1 (6 schools) and Phase 2 (14 schools). These were supported by and were able to learn from the two pilot schools. Each school will receive at least 600 books published in Uganda and linked to their curriculum.

Phase 1 comprised 2 urban, 2 rural and 2 rural/mountain primary schools. This encompassed 5363 children in schools averaging 894 pupils in size.(largest 1174 to smallest 667pupils)

Phase 2 comprised 3 urban, 10 rural and 1 rural/mountain primary schools. This encompassed 8747 children in schools averaging 624 pupils in size.(largest 928 to smallest 250).

Total children 14,110.

Three one day training conferences were organised and led by the VTT with support from local Rotarians and the Ugandan Education Uganda team.(These two groups now form the Review Team). The schools fitted into four geographical cluster groups aimed at greater mutual local support. School visits were generally of half day lengths (2-3hrs),with distant mountain schools for longer. The pilot and Phase 1 schools received two visits by the VTT and Phase 2 schools one visit each. All Phase 1 schools received their books in the week following initial training. Two Phase 2 schools were deemed ready for their books following the VTT visit. Eight schools in Phase 2 require at least one more visit from the Review Team before a decision is made on when they should receive their books. Four schools require considerable work to be undertaken before they can be considered for books. Eight schools show useful strengths and 4 will be suitable venues for future training. A start was made on identifying teachers as potential future trainers.

### Realisation of Grant Aims for Schools.

1. With the guidance of the VTT, all schools have begun producing School Action Plans (SAPs) for the development of libraries,(physical aspects, furniture, stock take) use and care of books, loan procedures, developing a culture of reading, collecting data on book/library use. These include, Activity, Objective, Actions and Success Criteria, and are time marked. To be monitored over time by the Review Team and progress recorded.
2. All schools have established a Library Management Committee(LMC) who have met and been trained by the VTT. Librarian and other key staff have had initial training and now are beginning to cascade to other teachers and children. VTT met with each LMC to agree terms of reference and timetable of meetings and minutes. VTT encouraged schools to involve children in the LMC in the context of rights and responsibilities, some already have. Systems are being established to monitor borrowing and recording which may be used to check children's patterns of usage and help target individual groups of readers.
3. All schools have established clear rules, including replacements of books if lost or damaged.
4. Schools were encouraged to have high expectations and to publicise the project and sponsors. As each school receives its books, they are presented with a decal to display prominently which states "This is a Slates, Books and Library School. Sponsored by International Rotary, Education Uganda and the Davy Foundation." Kasese Rotary Club is ensuring that all books have been stamped "presented by Kasese Rotary Club."
5. Schools have been instructed to collect data on books and library use regularly and send to the BFS Management Committee at least termly.

### Realisation of Grant Aims for Kasese Rotary Club.

1. Books were chosen(after consultation with schools), procured appropriately, collected, catalogued, stamped, and distributed to Phase 1 schools. Owing to rising inflation, it has been decided to order the remaining books as early as possible and hold in store until individual schools are ready to receive them.
2. Rotarians assisted in the identification of schools for the Project ensuring that there was a fair distribution across the District.
3. Key Rotarians were involved in the delivery of books to schools and in participating in the three training days.
4. Rotarians have accompanied the VTT on visits to schools as part of the team, and together with local co-ordinators of Education Uganda, will form the on-going Review Team.
5. Kasese Rotary Club are managing the funding, keeping appropriate accounts and paying suppliers with great care and sound probity.
6. Kasese Rotary have made every effort to publicise the Project locally. They have had a significant input on Messiah Radio and have had articles in local newspapers. They have kept both the District and Municipal Councils fully informed and involved in the process. The Mayor of Kasese, who is a Rotarian has been directly involved with the team, and has presented books to schools.

#### Realisation of the use of Performance Indicators.

1. Schools have been instructed to keep records of children and adults using books and there will be an in-out signing book per class for this purpose. This can be used to check numbers.
2. The schools and the Review Team have been given a library Review Form which they can use to evaluate, the work of the LMC, Library Action Plans, physical aspects, furniture, book stock levelling of books and borrowing levels.
3. Each school is being issued with a termly BFS Review sheet to be completed and sent to the BFS Management Committee. This covers all relevant information required for data analysis. In the absence of a formal reading test (not yet delivered by the Local Education Officer), schools have been requested to use the criteria for levelling books as a means of assessing children's reading ability. (levelling paper attached)
4. School have been asked to continue to complete the annual form from Education Uganda which requests figures on testing at mid primary P4 and at Primary Leavers Exam(PLE) P7. This data so far have proved to be invaluable, and should give an indication of BFS impact.

#### Realisation of the work of the VTT from the aims set in the Grant.

1. The first six schools (Phase 1) have been trained and have had up to two extended visits. Each has received their books and libraries are being developed, some extremely well, others needing more time and resources.
2. Phase 2 schools have had their training sessions (brought forward whilst the VTT were in Kasese.) All are producing Action Plans for developments and are preparing their libraries. Two are ready to receive their books, eight are nearly ready, but require at least one more visit from the Review Team before they are ready. Four more require considerable work before they are ready and need the support of the Review Team.
3. Key teachers in each school have been trained by the VTT in basic literacy and reading skills, including group reading, relating to the books. They have also introduced the system of "levelling books" according to degrees of difficulty. The school's job is to cascade their knowledge to other staff.(Developing reading paper and levelling paper attached.)
4. Library Management Committees have been established and had a development meeting with the VTT. They will help develop their libraries to establish good quality in the use, care, and maintenance of books and in sustainability.
5. All schools have appointed a librarian, and in many cases assistants, including pupils.
6. Basic training programmes have been established for librarians and teachers, to be supported by Education Uganda staff.
7. Able staff have been identified in most schools and some will, in time, be used as teacher trainers, possibly working within the cluster of schools.
8. Library Review forms have been instigated for internal and external evaluation. As yet, the Divisional Education Office has not produced a formal reading test. It has again been requested.

9. Positive links have been made with the new Principal at Bwera Teachers College to discuss potential diploma courses for librarians. There are two BFS schools who can build close links with the College, and that was mutually agreed and seen working.
10. The community extension of school libraries is at an early stage of development and cannot move forward until libraries are secure in their foundation and working practices. Once children begin to take reading books home with them, then it is likely that interest and adult literacy will grow. This is an area to watch and develop over the next two years.
11. The VTT has made significant progress in a short time, building firm foundations upon which teachers and schools may build. There have been some very positive developments and some schools who have already established exciting models. They are leaving a well trained Review Team (Education Uganda & Kasese Rotary Members) who will continue the work. Some members of the VTT will be going out to Kasese with Education Uganda in October 2014 and February 2015.

Attachments with this initial report.

1. Recommendations for the BFS Management Committee (20/3/14)
2. Developing Readers paper. (March 14)
3. Levelling Books for Reading.(March 14)
4. Organisation of books in the library.(March 14)