



### School environment

- The construction of a kitchen (almost finished) with help from the government.
- Preparations for new toilets with the digging of a septic tank.
- The water pump with pipes and tap has been realized with the help of donations, the children now regularly receive water, the chefs no longer have to walk far to fetch water, the school garden can be watered, people from the community can tap water after school. A huge advance.
- The school garden in the making is ready to be used.
- Part of the fence has been realized and there are stones ready for the continuation. This is very important to realize all other things such as the raising of chickens, the school garden, etc.
- A lot is being stolen now. The water pump gear is taken home every day by the guard now. If the fence is there, it is no longer necessary. The construction of the fence is therefore a priority but we will not pay from donations.
- Blackboards are bare .... paint has been taken, parents are going to realize this.
- There is not enough room in a classroom now for a group.
- Cooking is done at school, the parents bring food again now that the harvest is good again. This is important because parents must remain responsible for their children when it comes to paying school fees, etc. The school accountant, who has been working there for 2 months now, keeps a neat record of food and school fees.
- Two toys are in very bad condition, this has to go.
- The road to the school is in very poor condition.



### **Team and education**

- The Mother Aïda school team is young and needs educational content training.
- The education is classroom, many repetitions, many passive teaching. The level of English is quite high.
- There is not enough school material, such as a library that is missing. The children do all have notebooks and pens.
- The director is now 7 years as schoolleader on this school and is a coaching school leader with ambitions. He would like further training for his team. He is very involved with the parents and the community.
- The team is nice to each other, a nice atmosphere.
- The other staff consists of 2 chefs, a security guard, and a handyman.



### **Pupils**

- There are 150 students this semester.
- The younger groups in particular are large.
- The superstructure is too small and they miss P7. This is therefore a reason for some parents not to have their children in school here.
- Important to realize this, there are relatively many girls in school. Positive!! A point of attention is to keep these girls in the upper school as well (no dropouts).
- The children are very nice to each other.
- The children are healthy, there is a lot of attention to hygiene, checking this every day. There is a lot of attention to the social circumstances and well-being of the families.



### **Parents**

- The parental involvement is very large with regular parent meetings.
- Parents consciously choose the Mother Aïda School for small-scale and good education. It is a private school and therefore a bit more expensive with the school fees. In times of low income, for example, that is sometimes a reason to move to a government school. Parents sometimes have to make choices about which children do or do not go to school because the school fees are high. The goat money box is very helpful in this.
- Parents receive information about hygiene, etc and women are encouraged in their independence. Families help each other in the community.

### **Contacts school and environment**

- The school is the heart of the community and there are contacts with social workers, church, government, inspectorate, region government, mayor, etc.

### **Plans for the school and goals for the coming years**

#### **School goals:**

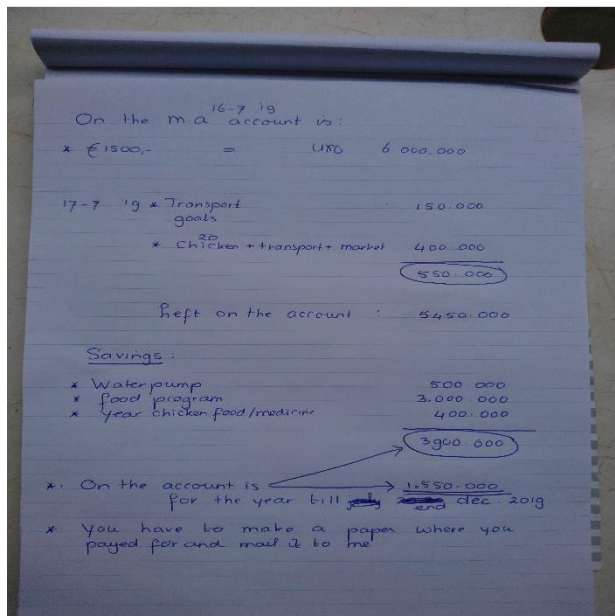
- Training for teachers
- Clean toilets
- Planting trees
- Improve premises
- School materials

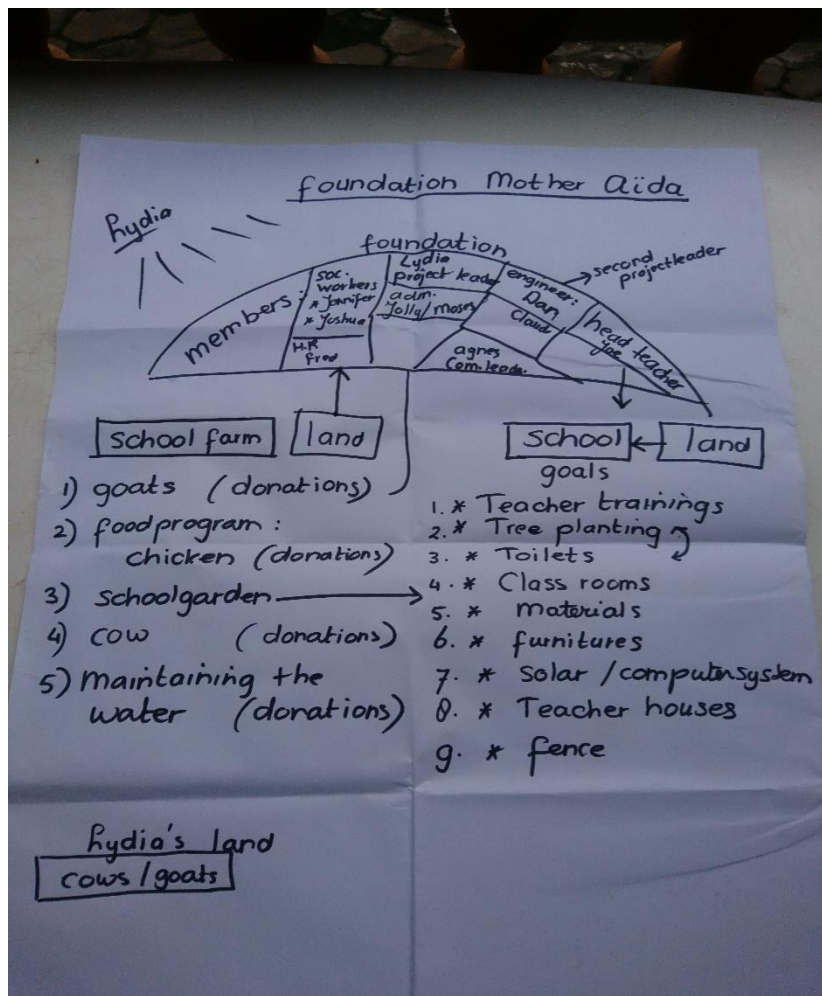


- Furniture
- Solar panel/computers
- Houses for teachers
- Fence for the school compound

### Appointments:

- Joe, the headmaster and Eveline, the accountant are going to take computer lessons at Lydia's home where two laptops and power are available. The goal is to teach Joe to work in Word and to compile the goat list on the computer. Eveline will also learn how to type to learn how to make administration lists on the computer.
- In the future, Lydia will also delegate computer tasks and only monitor and manage them.
- The country of the school is in the name of the foundation. The school garden is also in the name of the foundation.
- There is also private land of Lydia where the cows will be kept, this is not next to the school but further away. No cows may be kept at the school compound.





### Foundation:

- The Mother Aida foundation is the umbrella body, such as an umbrella that the school falls under. The board members are jointly responsible for the goals and must coordinate how things are going every two weeks. An annual report must be made for the government to be registered again each year. The board now has the first meeting.

The goals for the foundation for the coming years:

- Continuing to spend goats to new families (donations)
- Food program for the school (parents continue to give food and are responsible for this but we are going to invest in chickens, the first 20 chickens in 2019 (donations)
- Money is also put in the bank to be able to buy food in dry times when the parents cannot give food.
- At the end of 2019, 2 cows will be purchased and placed on Lydia's land. (donations)
- The school garden is realized as soon as the fence is ready. (2020)
- The water pump must continue to work continuously, for this money is put in the bank for unexpected things
- The donations from the Netherlands are therefore only used for goats, cows, chickens and food and water.

- The last donation from the Netherlands of € 1500 for the food program: water pump, food budget, chicken feed (savings) and goat transport for the upcoming placements and a part where they will make their own choices and justify to us.

Here are people from various disciplines on the board, they all have their share and responsibility.

The board members are:

- Lydia Amongi: Education Project Manager and Director Lira
- Dan Alot Okello: Replacement Project Manager, Engineer (not in the photo) Kampala
- Joshua Onya Okebe: Social worker (manager) and creator of the Serere statutes
- Jennifer Oleko: Social worker Lira
- Jolly Acen: Administration (not in the photo) Kampala
- Moses Benson Okwir (not on the photo) Business administration Lira
- Agnes Apio: Community Leader Kole
- Claude Ogwal: Engineer (son Lydia) (not in the photo) Dokolo
- Fred Opio: HR Manager Lira
- Joe Adjol: Headmaster Mother Aïda School Lira



**Appointments:**

- Every two weeks the board members have telephone contact about the state of affairs.
- Lydia makes a meeting schedule and arranges the contact.
- Joshua is responsible for the annual report.
- Lydia and Joshua are going to view a project in GULU on keeping cows.
- The water from the source must still be tested before the garden can be sprayed with it.
- Dutch donors can also request the annual report through the Ugandan government.
- The goat yield must be included in the annual report.





### **Crochet**

- The hook project with which the project started in 2016 has stopped. There were always problems with selling on the Dutch market. We continue to look for additional ways to earn extra income. We are going to investigate whether sewing school uniforms is a possibility. These women were the first to receive a goat and have now bred many goats and a nice money box for school fees. The big success story is the mother who already has 12 goats. A triplet and two twins. But there is also a woman who died her goat. After checking by the headmaster, she was once again on the list for a goat. She now has 3.

### **Interviews and home visits parents**

- We have made 6 home visits and went home to see how the family and the goats are doing.
- For many people, this was a great honor and we were welcomed everywhere with great hospitality. Elvis Levis, a local radio journalist, came with us to translate and later reported extensively on the radio.

- The interviews were filmed and a few interviews are posted on the website.



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### Summary of home visits and interviews

- Of the 200 placed goats, 10 died due to eg illness, eaten by eg the dog.
- The goats that died were all reported and checked by the headmaster. These mothers have received a new goat.
- Most goats are very healthy and have offspring, sometimes twins and even triplets every year. The goats are purchased at the local market and first inspected by the vet. Lydia has outsourced the procurement.
- The goats are the property of the mothers and cannot be claimed by fathers who want to sell the goat for other things. Because it is a project goat, people are extra careful with the goat. Women now own and this promotes emancipation.
- Selling goats in difficult times only happens when there are enough breeding goats. The males are the first to be sold. The school fees can now be paid more often. But it remains difficult for families with many children to let all children go to school. Some families have to choose which child can or cannot go to school. Sometimes the government school is chosen because it is cheaper. So many children still do not go to school. The goats help to get more children to go to school.
- There is still no woman who has exchanged the goats for a cow. They will do this, sometimes there is no place for a cow or they do not yet see this.
- The goats are brought in every night because they are afraid of theft. The region is not yet safe.
- Due to family circumstances, some families leave for a different place or region. Lots of migration. The goats come with us.
- Fathers can be even more involved in upbringing and education.



### **Goat project and donations**

- Between 2016 and July 2019 a goat was placed in 245 families. The families always choose per semester to enroll their child in a school. At the start of the semester, the student list is compiled and then it becomes clear what the new families are. They receive a goat to breed and thus save for school fees. The school year starts in February. There are three semesters February, March, April (1) June, July, August (2) and October, November, December (3) In April, May and June there is often food shortage after the dry season. Many families move. The composition of the students therefore continues to vary considerably. Goats are issued three times a year.
- The headmaster keeps excellent bookkeeping about the issue of the goats and checks if necessary the particularities. The government also wants this included in the annual report.
- A goat's bookkeeping is also kept in the Netherlands. Every goat has a unique number. The goats are now spread throughout the region and the mayor, education inspector and district chair indicate that this is an impulse for the region. A report is made of our home visits to families on the local radio and the journalist Elvis Levis calls on children to be educated.
- The contact with the local radio is important because the radio can reach many people. We will also try to strengthen this contact from the Netherlands by making contact with the city radio in Delft.
- The goat transfer remains an official event but is also a huge party to which many people are invited. It is also a time when people get inspiration from, for example, other women who form a role model. The entire community is involved. The role of the fathers can also be even stronger in the goat transfer.



### Church contact

- The Anglican Church is very important in the community. There is a huge involvement with families and it is an active municipality with many members. Women who are role models preach there every month. People are very open to new contacts and ask if we can make contact with De Hofkerk in Delft to enter into a relationship. We are going to investigate this.





### **Summary of the revenues from the project and other donations**

- The breeding of the goats is going very well, the ownership of the families is increasing.
- More children go to school because of the extra family income.
- The emancipation of women is enhanced by the possession of the goats.
- The goat project has a regional exemplary role
- The water pump ensures healthy drinking water, even in dry times. Saves a lot of money (water had to be introduced with a tank truck), energy ... the women do not have to walk far, and gives opportunities for the school garden, even in the dry season when there is little food.
- The foundation is now in operation and the responsibility is now wider and therefore less vulnerable.

### **Points of attention:**

- The role of the fathers in upbringing and education is still too small
- The urgency for following education can be even stronger.
- The content of education can be stronger.
- Many school trips, especially in times of drought. Government schools remain cheaper
- Many children in the families and too little income means that parents cannot sometimes let all children go to school.
- Exchanging 7 goats for a cow is not immediately the step the women take. They are very careful with the goats and sometimes they do not sell fast enough for school fees.
- Insecurity in the region requires women to monitor their goats well and lock them up at night. Lots of theft.
- Food scarcity and droughts remain a major problem.
- Little is saved for unexpected circumstances.
- Many things are being tackled at the same time that cannot yet be completed.

### **Future**

- From the Netherlands, we will continue to send donations for the continuation of the goat project and we will also continue to support the school's food program through chickens at the school and cows at the farmland so that the school is less dependent on parents' contributions during dry times.
- The spearhead of donations: water, food, goats, chickens, and cows.
- The school will focus on safety (the fence must first be built further), realize the chicken coop (the 20 chickens are now temporarily at Lydia's home), the cows will arrive at the farmland at the end of 2019.
- The school also focuses on hygiene (new toilets) and food and other goals.
- A big wish of the school management is to train the teachers so that the level of education is raised.

- We are going to investigate whether this is a possible next step for our visit in 2021. We also want to see from the Netherlands whether we can find a group of people who want to come with us and help us to broaden our contact from the Netherlands.



Lydia Amongi   Meta de Vries