



StømmeFoundation



# Annual Report 2020



FIGHTING POVERTY

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# ACRONYMS

<b>CMSG</b>	Community Managed Saving Groups
<b>CV</b>	Commercial Village
<b>CAFs</b>	Community-led Accountability Forums
<b>ECCD</b>	Early Childhood Care and Development
<b>ECCE</b>	Early Childhood Care and Education
<b>FaaB</b>	Farming as a Business
<b>IEC</b>	Information Education and Communication
<b>KAPDA</b>	Karamoja Peace and Development Agency
<b>MoGEI</b>	Ministry of General, Education and Instruction
<b>RICE-WN</b>	Rural Initiative for Community Empowerment West Nile
<b>SF</b>	Stromme Foundation
<b>SFEA</b>	Stromme Foundation East Africa
<b>SOPs</b>	Standard Operating Procedures
<b>TVET</b>	Technical and Vocation Skills Training
<b>ToT</b>	Trainer of Trainers
<b>TST</b>	TVET Support Team



**Patrick Wajero Oloo**

Regional Director

## Message from the regional director

The year 2020 has been a challenging one on many levels, marked by the Covid-19 pandemic, diversely impacting people's livelihoods and children's learning.

After the first cases of Covid-19 were confirmed in the East African Region in March 2020, governments promptly adopted strong containment and mitigation measures to prevent an outbreak and ensure their health systems would not be overwhelmed. Such measures including movement restrictions, border closures as well as the closure of schools, markets, and businesses, initially proved effective in reducing local transmission, causing the spread of the virus to start slightly later than in the rest of the world. Movement restrictions, while necessary from a health perspective, had a different effect when viewed through a development lens of vulnerable communities SF serves.

Over 20,000 learners in ECCE and lower primary supported by SF in the East African region are still locked out of school. The reopening date for pre-school learners in Uganda and South Sudan remained uncertain the "new normal" situation mapping conducted by Stromme Foundation (SF) revealed 28% of learners did not return to school even when the rest of the upper classes were reopened.

The reopening date for pre-school learners in Uganda and South Sudan remained uncertain the “new normal” situation mapping conducted by Stromme Foundation (SF) revealed 28% of learners did not return to school even when the rest of the upper classes were reopened.

Despite the challenge, we continued to keep close collaboration with our partners and beneficiaries and continued to operate our programs applying new strategies mostly virtually. We supported our implementing partners to construct and renovate school classrooms. In doing so, we aimed at creating additional learning space in anticipation of re-opening of schools and observance of the Ministry of Health and WHO Standard Operating Procedures (SOPs) in a school environment.

SF also complimented government efforts to ensure that learning of children at home continues. We provided solar radios to over 5,000 children in Luuka district and Palorinya refugee camp in West Nile region of Uganda and Kuron in South Sudan. In the bid to grow our identity and visibility for our work around

the globe and serve the vulnerable poor well, SF redesigned a new logo and visual elements which are gradually being rolled out.

We appreciate our partners, donors, governments, and friends of SF who have supported and celebrated together with us upon this milestone and other registered achievements despite the COVID-19 challenge. SF continues to devote all its efforts to the works of fighting poverty among vulnerable communities.

From our old logo



We now identify ourselves as



## Who we are?

Strømme Foundation is a rights-based development NGO that works towards a vision of a world free from poverty. Our most important interventions in the fight against poverty are education, economic inclusion / job creation and a strong civil society.



### Vision

A world free from poverty



### Mission

To eradicate poverty

## Our values



### Dignity

We believe in the inherent, inalienable rights of every person. To SF, this is the most important human right from which all other fundamental human rights are derived.



### Justice

We have a drive to fulfil not only legal, but also social rights of communities and individuals, in creating a more just distribution of society's resources and power.



### Solidarity

We empathically identify ourselves with the plight of marginalized and discriminated groups.

## **Rights-based approach**

Strømme Foundation employs a Rights-based approach in programming to ensure meaningful and systematic inclusion and empowerment of the most vulnerable. It takes the side of people who suffer injustice by acknowledging their equal worth and dignity.

We recognize the poor not as beneficiaries, but as active rights holders and establishes corresponding duties for duty bearers against whom the claims can be held. One of the ways in which we do this is by identifying and utilizing the potential and strengths of the community.

## **Local partnership model**

All implementation of our programmes is done through local partner organisations, ensuring a cost effective, culturally sensitive, and contextually appropriate approach to development. Local ownership is key to ensuring lasting, sustainable development. Strømme Foundation does not implement directly in the field. Rather, the implementation of our programmes is carried out by local NGO partners. We believe this model contributes to cost effectiveness, cultural sensitivity and to a development approach adapted to the context.

Our implementing partners are selected through a thorough due diligence process with clear selection criteria. Individual capacity building plans are made for the follow up of these partners.

## 2020 At a Glance – Visual Data



### SOUTH SUDAN

	No of Centers	No. of Primary Direct Beneficiaries	No. of Secondary Direct Beneficiaries	No. of Primary Direct Beneficiaries under 18
ECCE	3	134 145	39 35	134 145
Primary Schools	3	432 373	6 12	432 373
Bonga	0	0 0	0 0	0 0
Bonga Forums	121	1332 1132	5 16	34 13
Community Savings Groups	-	62 39	1 3	15 8
Vocational Training	3	134 145	134 145	134 145



### UGANDA

	No of Centers	No. of Primary Direct Beneficiaries	No. of Secondary Direct Beneficiaries	No. of Primary Direct Beneficiaries under 18
ECCE	26	1456 1290	16 3	1456 1290
Primary Schools	27	3933 4662	102 194	3933 4662
Bonga	39	891 267	172 156	640 180
Bonga Forums	18	556 53	18 0	- -
Community Savings Groups	470	9773 4460	16 44	508 197
Vocational Training	-	239 153	12 30	17 8



**TANZANIA**

	No of Centers	No. of Primary Direct Beneficiaries	No. of Secondary Direct Beneficiaries	No. of Primary Direct Beneficiaries under 18
ECCE	11	1091 1073	4 96	1091 1073
Primary Schools	12	3648 4110	54 86	3648 4110
Bonga	26	450 240	289 108	185 121
Bonga Forums	8	375 41	- -	- -
Community Savings Groups	248	4515 950	27 24	114 17
Vocational Training	-	150 115	10 20	0 0



**KENYA**

	No of Centers	No. of Primary Direct Beneficiaries	No. of Secondary Direct Beneficiaries	No. of Primary Direct Beneficiaries under 18
ECCE	19	947 952	38 17	942 952
Primary Schools	19	1291 1477	50 53	1291 1477
Bonga	6	149 0	36 13	48 0
Bonga Forums	3	78 12	- -	- -
Community Savings Groups	95	62 39	1 3	15 8

**Summary**

	No of Centers	Total outreach / Direct	Secondary Outreach	Under 18	Total outreach (primary + secondary)
ECCE	3628	3460	97	151	3623
Primary Schools	9304	10622	212	345	9304
Bonga	1647	565	1061	340	910
Bonga Forums	1009	106	18	0	0
Community Savings Groups	17481	6565	55	84	713
Vocational Training	451	307	23	53	32



# 04

## PROGRAMATIC STRATEGY & ADAPTATION TO COVID-19 PANDEMIC

# Programmatic Strategy & Adaptation to Covid-19 Pandemic

## Civil Society Organisation (CSO) empowerment: Empowering individuals and communities to claim their rights.

To increase Rights-holders participation in community and public arena, SFEA established and implemented a community-led Accountability Forums (CAFs) model. In 2020, 10 CAFs established by partners resulted in increased civil society participation and accountability in local governance processes. The Community Accountability Forums played a watch dog role over local government's projects and governance as well as projects implemented by other stake holders. For example, CAFs in Tanzania engaged local governments and influenced the provision of state land to organized 2naweza (TVET) groups for commercial agriculture. On a broad perspective, CAFs have improved information sharing and inclusion of all community members in making vital decisions on issues that affect them. CAFs have led to increased responsiveness of duty bearers and improved quality of life for citizens.

Besides, SF also strengthened community mechanisms like school management committees, Bonga and 2naweza (TVET) support committees, and CMSG executives to hold duty bearers accountable in their respective communities. Over 60 community mechanisms (Uganda 29, Tanzania 25, and South Sudan 18) registered successes in advocacy initiatives geared towards demand for human rights. Citizen voice and action dialogues were conducted in different communities on various issues for ex

The forums increased citizens' awareness on their rights and improved accountability of public resources which ensured continuity of development programs after SF and partners' exit. This has triggered constant requests from the local leaders for more trainings at village level. Waiswa a participant in one of the training workshops stated, "I used to think that only the boy children are educated up to university level but after this workshop, I will educate my daughters too".



### Adjustment to the pandemic

SF authorized the implementing partners to utilize 5% of their annual budgets to implement COVID-19 response activities in their respective program areas. Partners joined the government efforts in awareness creation on the spread and prevention of the COVID-19 virus and mitigation effects of pandemic like domestic violence, and provision of food, masks, and handwashing facilities. Partners used their robust community mechanisms like school management committees, Bonga Support Teams and CMSG executives to reach out to the communities. This strengthened linkages with the local governments and some partners were included on the district covid -19 task forces to support the distribution of sanitary items to the vulnerable households.

The COVID-19 prevention information was integrated in all project activities and participants were mobilized in shifts of small groups to ensure social distancing and other preventive measures. Partners developed and disseminated IEC materials such as posters, pamphlets, banners, and stickers, to educate communities on how the virus spreads, signs, and symptoms, how it can be prevented, and how to support those that may be infected. This improved people's knowledge on COVID-19 prevention and mitigation of its effects among communities.

“

I used to think that only the boy children are educated up to university level but after this workshop, I will educate my daughters too”.

## Inclusive Quality Education

COVID-19 greatly affected the education program as schools and other institutions of learning were closed to prevent the spread of COVID-19 virus. Save for Tanzania where schools were fully reopened in July 2020, in rest of the region, schools were opened to only candidate classes to complete studies for their respective levels of education. Pre-school and lower primary remained closed till end of year. Before closure of schools, SF had reached 21,459 learners (10,977 Male, 10,482 female) with various interventions aimed at improving their learning outcomes.

In Tanzania, there was remarkable improvement in learning outcomes with 72% (71% male, 72% female) of the children in standard 3 having grade II reading and numeracy skills. SFEA utilised the lockdown situation to provide soft skills trainings to 134 teachers and caregivers, constructed 20 classrooms, 52 toilet stances, and renovated 23 classrooms.

# 21,459

Before closure of schools, SF had reached 21,459 learners



**10,977**

Male



**10,482**

Female

### Adjustment to the pandemic

The government provided handouts to learners for self-study and introduced radio and TV learning. However, the study materials were insufficient and learning channels like radio and TVs remained a privilege of the affluent ones leaving out most of the learners in hard-to-reach areas.

SF adapted digital based learning approaches in Uganda and South Sudan to promote early grade literacy as per the national guidelines. Recorded lessons were delivered through solar radios for ECCE and lower primary levels. A total of 175 solar radios were procured to benefit 5,262 children (including 156 children with disabilities) in Kuron, South Sudan, refugee settlements in the west Nile region of Uganda, and Busoga sub-region in Eastern Uganda, working with HTPV, Global Aim, and AEE, respectively. Program participants listened in to radio broadcasts that included structured lessons and short messages. Interactive radio instructions were also delivered in 13 ECCE Centers and 11 primary schools. This was to ensure that even the most vulnerable households that cannot afford radios have access to learning – leaving no child behind. SF also supported completion of infrastructures in supported ECCE Centers and schools as planned.

## Bonga

BONGA is a Swahili word that is loosely translated as “let’s talk” in English. Bonga is a one year/twelve-month empowering programme designed to build confidence among illiterate and semi-illiterate adolescent girls and boys to develop their analytical capacity through participatory learning and action.

After the course, the Bonga girls and boys graduate and are given start-up kits to establish themselves in business and trade. Some common trades the Bonga girls learn include tailoring, hairdressing, motorcycle repair, piggery, weaving, knitting, electrical installation, welding and metal fabrication, masonry, carpentry, and baking.

Despite the challenges presented by COVID-19 pandemic, SF managed to complete training for all the Bonga centres per the 2020 workplan despite the interruption caused by the lockdown. 2,063 adolescents (1,498 girls, 565 boys) were reached out to through 72 bonga centres in 2020.



### Adjustment to the pandemic

Restrictions on movement and gathering did not leave 2naweza (Technical Vocational Education and Training-TVET) and Bonga programs the same as the learning centres were temporarily closed. SF allowed partners to use part of their respective budgets to procure facemasks and handwashing facilities for participants when the public gathering restrictions were lifted. As an adaptive measure to ensure continued learning, 2naweza and Bonga learning sessions were organized in shifts of 10 participants to address issues of social distancing. Hand washing facilities were installed at the training centres to promote the practice of hand washing among the beneficiaries as a preventive measure to contain the spread of COVID-19 at training centers. However, the handwashing also promoted life skills on personal hygiene.

During the lockdown, Bonga graduates engaged in various income generating activities. For example, the Bonga girls in Luuka and Kaabong districts of Busoga and Karamoja sub-regions of Uganda respectively were engaged in soap making. This provided an alternative income source during the lockdown but also helped households to access cheap soap especially for the much-needed hand washing – a standard operating procedure for prevention of COVID-19.



## Teacher training

SF continued to support teacher training in South Sudan amidst the COVID-19 challenge. Under the Pre-Service Teacher Training program, Maper NTTI graduated 79 (74 Male, 5 Female) teachers. The closure of schools created ample time for in-service teachers to train longer. In Tolit CEC, 71 (51 Male, 20 Female) teachers completed Stage Two training within two months (from October 25 to December 10, 2020) awaiting opening of schools re-opening to complete school practice.

Under the Pre-Service Teacher Training program, Maper NTTI graduated **79 (74 Male, 5 Female) teachers**. The closure of schools created ample time for in-service teachers to train longer.

In Tolit CEC, **71 (51 Male, 20 Female) teachers** completed Stage Two training within two months

### Adjustment to the pandemic

Implementation of the lockdown restrictions led to the closure of Teacher Training Institutions. This prompted the authorities to adjust the teacher training academic calendar for candidate classes from February - December 2020 to October 2020 – March 2021. The revised calendar was again disrupted when South Sudan authorities imposed another lock down on education institutions in February 2021. This affected the teacher training institutions further especially those with higher numbers of trainees like Maper NTTI which could hardly maintain SOPs.

However, NTTIs with fewer trainee numbers and could easily observe the SOPs like Rombur followed the revised calendar and their trainees completed on March 19th, 2021. The first-year students under pre-service program were affected the most due to failure to finish their year one syllabus. They only completed first term of 2020. However, tutors for both Pre-and In-service put together handouts that were given to their respective student trainees for self-study to ensure continuous learning. This aimed at reducing on the lecture time once the institutes reopen.

## Economic Inclusion

The CMSG program enabled members to maintain a steady economic progress and build resilience against poverty amidst the COVID-19 challenges.

Despite the COVID-19 disruption in 2020, 839 groups were formed reaching out to 22,162 (Male 6,542, Female 15,620) members. Members were able to mobilise savings to a tune of USD 445,055 and started 5409 businesses. The CMSG program enabled members to maintain a steady economic progress and build resilience against poverty amidst the COVID-19 challenges. The Poverty probability index (PPI) average score improved from 45% to an average of 52% by the end of 2020. There was reported improvement in household food security situation from 26% to 46% for Uganda, 38% to 44% for Tanzania, and 9% to 16% for South Sudan. As everyone was required to stay at home, the lockdown increased access to family labour for food production which improved the household food security.

Families diversified their agricultural production which boosted food security and provided a safety net and income source to acquire assets. Though some households had sold off their assets to withstand the shock created by the lock down that saw most businesses close, these were replaced with gains from the CMSG program.

Although the planned percentages were not achieved, some percentages of CMSG members (28% out of 55% planned for Uganda, 22% out of 45% planned for Tanzania, and 9% out of 50% planned for South Sudan) were able to start new businesses or expand the existing ones to offer services and employment opportunities to the respective communities.



Improvement in household food security.



Improvement in household food security.



Improvement in household food security.

## Adjustment to the pandemic

As a result of imposing restrictions on public gathering and movement, community mobilisation activities for CMSG formation came to halt. The program fell-short of meeting the programmatic targets on groups by 44% thus affecting the outreach targets. Limitations on public gatherings restricted members' meetings thus affecting savings, loan recovery, and group cohesion. The lockdown restrictions led to closure of businesses especially open markets and non-food markets - slowing down economic activities that resulted into loss of jobs and reduction of household incomes. This ultimately affected people's livelihoods and hampered their steady economic progress and recovery.

SF targeted to reach out to 37,625 beneficiaries but only 23,017 (61%), were eventually achieved. The less achievement was due to the COVID-19 pandemic challenges presented when the governments-imposed restrictions on large gatherings and movements.

During the strict restrictions, the partners devised small group meetings until the restrictions were relaxed which helped to achieve the 61%.

The CMSG ideal methodology requires that during savings, all the group members convene and witness the opening of the cashbox in person before saving continue. But this was not possible with the COVID-19 restrictions as groups in South Sudan, Uganda, and Kenya continued with savings in shifts. Although this contradicted a bit with our CMSG methodology, in the context of COVID-19 pandemic, it worked well with no complaints of fund mismanagement from the groups registered. In some cases, members adapted the use of mobile banking to make savings and loan repayments.



## 2NAWEZA (TVET)

SF's Technical and Vocational Education Training (TVET) Programme also known as 2NAWEZA (we can) imparts in youths (20 – 30 years) employable skills for self-reliance. The programme aims to create sustainable learning opportunities that nurture youth empowerment and socio-economic inclusion.

Out of the targeted 1,130 youth, at least 884 youth were reached with occupational and life skills training amidst the COVID-19 challenge. After acquiring the job skills, some of the youths (58% Uganda, 37% in Tanzania, and 26% in South Sudan) were able to access credit facilities from CMSGs and other financial institutions to start their own businesses – creating jobs for themselves and others. Youth were also introduced to green skills training in Horticulture, poultry, piggery, rabbit rearing, and making organic fertilizers and clean energy briquettes from household waste. This was intended to enhance the youth's income as they protect the environment.

### Adjustment to the pandemic

SF allowed partners to use part of their budgets to procure facemasks and handwashing facilities for beneficiaries to observe SOPs when the public gathering restrictions were lifted. Hand washing facilities were installed at the training centres to promote the practice of hand washing by the beneficiaries to eliminate the transmission of the coronavirus. As an adaptive measure to ensure continued learning, 2naweza and Bonga learning sessions were organized in shifts of 10 participants to address issues of social distancing and other SOPs.



After acquiring the job skills, some of the youths (58% Uganda, 37% in Tanzania, and 26% in South Sudan) were able to access credit facilities from CMSGs and other financial institutions to start their own businesses – creating jobs for themselves and others.

# 05

## INNOVATIONS

# Innovations

## CSO Empowerment

Our implementing partners in the region (SEMA, MPDI, and OCODE in Tanzania, and AEE and KAPDA in Uganda) established 10 community-led accountability forums (CAFs). The main objective of the CAFs is to ensure accountability as well as enabling the scale up of development programs after SF and partners exit. A significant result/ example was from Singida region in Tanzania, where there was increased community ownership, transparency and improved governance in the local governments and other stake holders' engagements.



## Inclusive Education

SF supported Rombur NTTI to open up a computer lab for the student teachers and the community around the institute. Computer training was conducted for Rombur NTTI tutors to enhance their handouts/ self-study notes. With SF 's support, a solar system was installed at the computer lab as a more cost effective and environmentally friendly source of energy than using a generator.



**1,000** Jobs

The "No-Waste" initiative aimed at skilling and creating 1,000 jobs for youth.



**30** Youths

The "No-Waste" reached out to 30 youth with training in making organic fertilizers and briquettes from household waste.



### Leveraging technology to increase access to learning.

SFEA distributed 169 solar radios to 24 primary schools and ECCE Centers in Eastern Uganda, West Nile refugee camps, and Kuron in South Sudan. The initial pilot aimed at targeting 5,262 children in the above respective areas. Program participants were able to listen in to radio broadcasts that included structured lessons and short messages, but also interactive radio instructions. The solar radios enabled children from poor families without access to electricity or own radios to continue with their studies during the lockdown. This option is flexible, mobile, relatively inexpensive and disseminates information to a large number of beneficiaries at the same time.

### Creating green jobs and sustaining livelihoods

To expand and grow TVET, an initiative to promote green skilling for job creation was established. The “No-Waste” initiative aimed at skilling and creating 1,000 jobs for youth. The pilot reached out to 30 youth with training in making organic fertilizers and briquettes from household waste. The initiative encourages organic farming practices by focusing on natural fertilizers while integrating climate change mitigation considerations. Below are some of the youths undergoing training in briquette making.

# 06

## LIVES IMPACTED IN 2020



### Soit's Story

## Lives Impacted In 2020

My dream is to build a bigger house with my husband and help my children get the best education until they finish school.

### Empowering women as change agents

"The forgotten village" is what Olesere was called. It was once a village that no one wanted to stay in, and most people would just go through it to reach their respective destinations. Now that has changed.

Olesere is characterized by strong winds, that carry dust that sweeps over widely scattered manyattas. The small market looks deserted with countable iron sheet structures and a few buildings for shops and accommodation. There is only one major school and clinic that provides education and health services. Clearly, no one wants to stay and do business in this village.

For the 37-year-old, Noombabali Soit, it is a totally different story as she has made a life in this village and has made it a land of possibilities for herself and family. As we arrived, she is with a friend who is eager to learn about the Solar systems that Soit sells as a solar agent. They quickly get into the shop so that Soit can show her friend how it works and accrued benefits. This is part of Soit's work as a solar agent under the social franchising program.

"The program is meant to complement the incomes of the ladies by selling the solar systems from bright, clean cookstoves and water filters as a way of encouraging the use of renewable energy."





This is part of Soit's work as a solar agent under the social franchising program.

When they are done with the training, we walk through the long grass with her friend to her house, which is only a kilometre from her home. She is received by two boys who quickly give us seats in the home.

With a wide smile from ear to ear with a gap that is easily noticed, she breaks the silence and states, "Besides owning a shop and being a solar agent, I am a proud married mother of 3 children of 20-year-old married girl, 15-year-old in class 8, and 12-year-old in class 5."

"I got married at 16 years of age" she stated as she looked down in sadness. "This was a decision made for me when I dropped out of school in grade 6." Back then, education was of no importance like today. "As a married woman, I was only confined to be a housewife and would start with getting up early to milk cows, prepare tea for the children then take livestock to graze." She stated with relief in her voice.

## Joining saving groups

"One day a group of people came to our village talking about savings groups and the opportunity to start and own a business." Soit stated. Although this would change the status quo for most of the ladies in Masai Mara based on traditions and cultures that keep women confined to housework, Soit could not let this amazing opportunity pass her by.

"I quickly talked to my husband, and he was supportive, so I signed up" she stated with excitement. Soit was among the first ladies that were trained under the Community Managed Saving Groups (CMSG) program. In the groups, she learnt about time management, how to save, start and manage a business besides other life skills in the program.

“

As a married woman, I was only confined to be a housewife and would start with getting up early to milk cows, prepare tea for the children then take livestock to graze.”

### More benefits from a changed life

“I bought a water tank for rain harvesting so I don't have to go long distances looking for water.” She stated with joy. The friend quickly interjects and states, “she is also chairlady for the Board of management for Olesere primary school, sits on the water committee project and apart of the savings groups program in Olesere village.” In the saving groups, through the life skills sessions women are taught on their rights and roles they can play in their respective communities.

This has empowered Soit to break the boundaries of women being confined to just housework and not being given a chance to serve their communities through leadership. She attributes her success to being a first learner and intelligent, gets involved easily and a people person that easily gains their trust.

My dream is to build a bigger house with my husband and help my children get the best education until they finish school.

Programs like community managed saving groups, have the power to change the narratives of communities and their people. It empowers them to break long rooted cultural boundaries and provides opportunities for women to realize their abilities and build their respective communities both socially and economically.



**Efulansi Mukyala Biwoye** – a teacher by profession, is going against all odds to assist vulnerable children continue with learning amidst COVID-19.

### About Efulansi

**E**fulansi is a teacher by training with a passion for teaching and grooming children. She got educated up to senior four, then moved to a teacher training college to study a course in primary teaching. When she moved to Namumere ECCE center, she later enrolled in ECCE training as a caregiver.

Efulansi Mukyala Biwoye – a teacher by profession, is going against all odds to assist vulnerable children continue with learning amidst COVID-19.

The story of Efulansi Mukyala Biwoye, a teacher at Namumere Early Childhood Care and Education (ECCE) center is one that stands out, full of passion and charisma. When COVID-19 broke out in the country, to curb the spread of the pandemic, the president gave a directive to close all the educational institutions and have learners go home to be with their families. To date schools are still closed, and it is not yet decided when they will be officially re-opened as authorities are still trying to figure out how learning can effectively continue in the “new normal”.

### Current situation

This situation has left teachers the most affected in the country as most of them have been left jobless to the extent of even abandoning their professions for other trades to continue earning a living. Although this state is so disturbing and overwhelming, this has not ruined Efulansi's passion to continue teaching amidst this tough season. Efulansi is a 43-year-old widow with six children (5 girls and 1 boy) and a grandmother of four. She comes from Nakisenyi village, Bulongo sub-county, Luuka north county in Luuka district.



Efulansi-welcoming-a-student "When something is your calling, you will do it even when not paid. I feel a great responsibility towards these children"

Luuka district -one of the most vulnerable in the country has been further pushed into adverse poverty by the COVID-19 pandemic as most of its residents have been hit hard, especially teachers who highly depended on teaching as their only livelihood.

### **Before COVID-19**

Efulansi's day would start at 3:00 am, prepares breakfast and the grandchildren for school, and leave by 7:30 pm for school. When she arrives at school, she would start her lessons with the learners with 30-minute breaks in between until they end their classes at noon. As the rest of the teachers, she would stay on to create local play materials to use on a daily for stimulating children's learning.

The president ordered the closure of all educational institutions in March 2020, since most schools defied the precautionary measures against the spread of COVID- 19. This changed the story for Efulansi and her

“

Seeing children at home doing nothing while parents were busy attending to daily responsibilities, made me question what creative way I could come up with to ensure they keep engaged and not lose out on what they had learned.”

colleagues as learners had only been at school for a few weeks and not all had cleared the school fees. This left Efulansi and her colleagues closing the school without paid salaries.



## A passionate teacher



**Efulansi interactive session with learners.**

"Little children need continuous brain-stimulating activities, to facilitate their brain development and have a good start in life."

Efulansi's passion to see learning continue amidst school closure, could not let her settle until she would do something about it.

"Seeing children at home doing nothing while parents were busy attending to daily responsibilities, made me question what creative way I could come up with to ensure they keep engaged and not lose out on what they had learned," Efulansi stated.

Little children need continuous brain-stimulating activities, to facilitate their brain development and have a good start in life.

Efulansi and her other colleagues decided to attain permission from local authorities to allow her to start and run three community centers which include: Efulansi zone, Katanga zone, Buzaya Zone, and Nakasenyi zone. They each manage two centers while observing the precautionary measures of COVID-19.

Efulansi's learners  
posing with their  
numbers



## Challenges amidst COVID- 19

"The increasing number of learners from other schools besides Namumere ECCE center who we cannot support due to COVID-19 strict government measures and limited spaces for learning, leave us with no choice but to turn some away." She sadly stated.

Efulansi and her colleagues offer free teaching services at the different centers which makes it very difficult to make a variety of learning materials like play materials due to lack of resources to purchase materials.

"The teacher is so good, and I love the way she teaches the children with love and a lot of patience. We are glad to have her teach our children" Babirye Mariam, a parent at the center

“

Efulansi is a 43-year-old widow with six children (5 girls and 1 boy) and a grandmother of four.

"Teacher Efulansi is very good, funny, and helps me understand in class and drums for us as we dance."  
- Loyce Nemuwaya



# 07

## OUR OPERATIONS

## Our Operations

COVID-19 pandemic led to imposition of restrictions on travels and public gatherings. However, SF devised cost-efficient means to deliver on its programs.

Funds were saved from conducting workshops and the organization invested in digital technology. As a result, workshops were conducted online and saved the organization a lot of overhead costs like travel and accommodation of staff. For example, SF conducted e-training for 134 ECCE caregivers and lower primary teachers (87 in Tanzania, 34 in Uganda, and 18 in South Sudan). The e-training was conducted by HakiElimu consultancy in Tanzania and Agha Khan Foundation in Uganda and South Sudan respectively. Four virtual Board mentorship and empowerment sessions on institutional development were held with 3 pilot partner boards for KAPDA, SEMA and WAV.

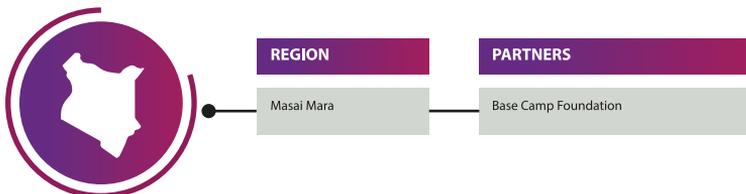
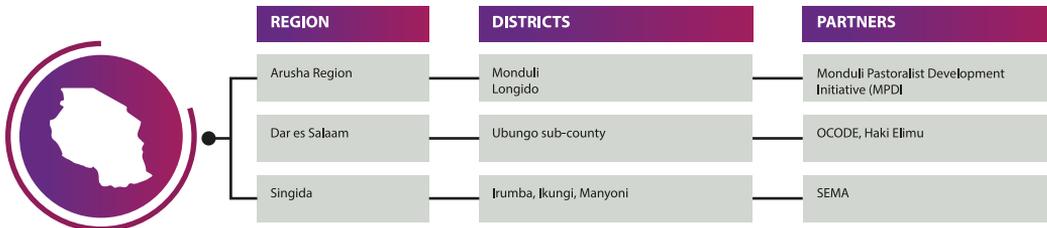
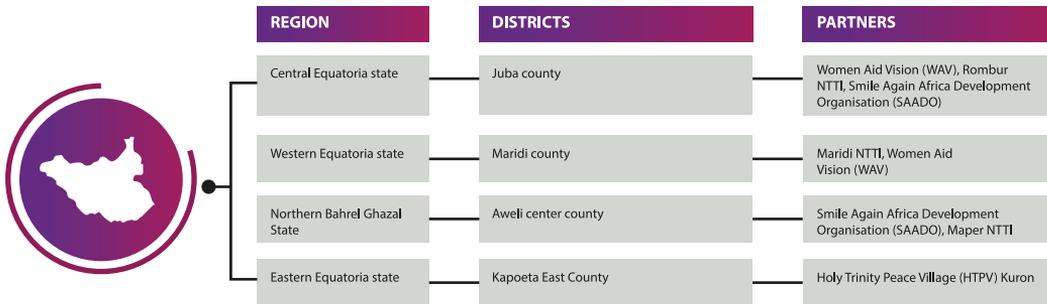
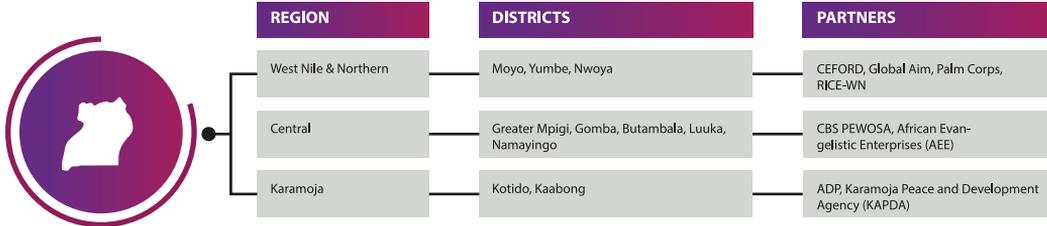
During the lockdown, SF came up with guidelines to ensure that it continues serving the poor to build their resilience and cushioning them from sinking deeper into vulnerability. SF organised online trainings for its staff, implementing partners and teachers from supported schools. The trainings included Early Childhood Care and Education (ECCE) caregivers and lower primary training in disability inclusion, SAVIX MIS, and life-skills for community-based facilitators.

With more projects on board, SFEA recruited more three implementing partners to its already existing partner base. These include Palm Corps, Rice WN and KAPDA.

SF conducted e-training for 134 ECCE caregivers and lower primary teachers (87 in Tanzania, 34 in Uganda, and 18 in South Sudan). The e-training was conducted by HakiElimu consultancy in Tanzania and Agha Khan Foundation in Uganda and South Sudan respectively.



## Our geographical locations and the partners we work with.

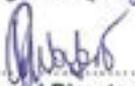


# Our Finances At Glance

## STROMME FOUNDATION ANNUAL FINANCIAL SUMMARY STATEMENT FOR THE YEAR ENDED 31 DECEMBER 2020

	Notes	2020 Ushs'000	2019 Ushs'000
<b>1 OPENING BALANCE</b>			
1.1 Bank balances		3,185,848	1,076,668
1.2 Cash in hand		789	509
1.3 Advances and prepayments		1,603,132	1,136,938
1.4 Creditors and accruals		(1,390,789)	(1,897,584)
<b>Total opening balance</b>		<b>3,398,960</b>	<b>316,531</b>
<b>2 INCOME</b>			
2.1 Grants from Stromme Foundation - Norway	3	10,992,695	16,127,496
2.2 Grants from Fredskorpset	3	(183,506)	137,935
2.3 Grants from Lakarmissionen	3	-	224,728
2.4 Grants from Eriks Foundation	3	365,234	374,031
2.5 Other Income	4	113,487	140,620
<b>Total Receipts</b>		<b>11,287,910</b>	<b>17,004,810</b>
<b>Total Fund (1+2)</b>		<b>14,686,870</b>	<b>17,321,341</b>
<b>3 EXPENDITURE</b>			
3.1 Project expenditure (Specification in note)	5	14,027,263	13,922,381
<b>4 CLOSING BALANCE</b>			
4.1 Bank balances	6	1,228,999	3,185,848
4.2 Cash in hand		314	789
4.3 Advances and prepayments	7	495,964	1,603,132
4.4 Creditors and accruals	8	(1,065,670)	(1,390,789)
<b>Total Closing Balance</b>		<b>659,607</b>	<b>3,398,960</b>
<b>Total Fund (3+4)</b>		<b>14,686,870</b>	<b>17,321,341</b>

The financial summary statement and related notes were approved by the Regional Office Management on 2nd March.....2021 and were signed on its behalf by:

  
.....  
Regional Director

## Our Supporters

The year 2020 being hit hard by the COVID-19 pandemic, stagnated most of the program targets that had been set out to be achieved. There was need to abruptly change the ways of working dictated by the prevailing SOPs like restrictions on social gatherings on which most of our programmes were structured.

It goes without saying that with all the above changes, our donors were flexible enough to allow SF to adjust workplans to the new ways of

working, innovate, and support communities in adhering to the SOPs.

Our supporters include Institutional donors, charitable organizations, private companies, and Gap schools from Norway.

Norwegian Agency for  
Development Cooperation



Norec – Norwegian Agency  
For Exchange Cooperation



Lakamissionen



Nordic Climate Facility



Eriks



Agder Energi



Skagerak Energi







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