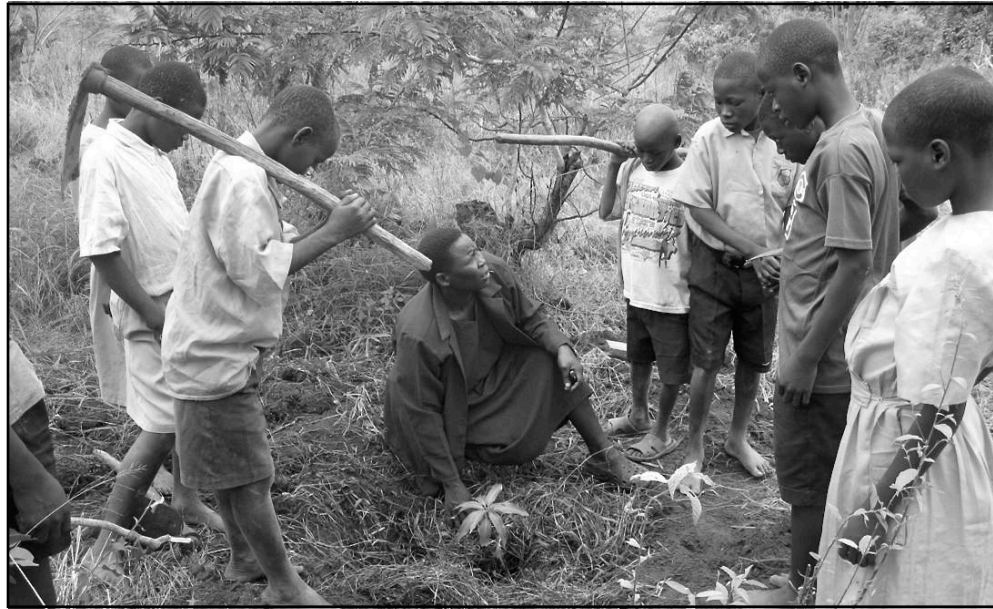


Unmentionable Smells

Somehow, smelly unpleasant things should just take care of themselves without outside intervention. We couldn't agree with you more! However, in the case of the Kukanga school, the situation is urgent. Latrines for both girls and boys are full. These need to be closed down and new ones built.



What we take for granted every day in our schools, a basic toilet, is not a reality for students at Kukanga. After the school's mango and solar cell phone charging businesses are dependably generating cash, the school WILL be able to budget and manage funds for this sort of need. But in the meantime, the students of Kukanga School urgently need new latrines. Please help us fund new latrines so kids can continue to go to school.



The Pride of 168 Mango Trees

Kukanga School planted 168 mango trees this June 2011. Hussein, *One School Program Manager*, trained the teachers how to care for the trees. Each tree was assigned to a student to water and care for it. The students love their trees so much. Each student has named their tree and is keeping a tree journal to document its care and development. So far, only one tree has flowered. The student who cares for that tree was heartbroken when he was told by the teacher to remove the flower (which would permit the tree to put more energy into its roots). Of course, this student wanted HIS tree to produce fruit first! After much coaxing and tears, the teacher had to pluck the flower after school hours in order to soften the blow to the child.

Jane Kibuuka, Kukanga head teacher, arranged a meeting with the school neighbors to give each family a mango tree and to request them to keep their livestock (cows, goats, pigs etc.) tied up. The neighbors made a rule amongst themselves that the owner of any animal harming the school garden and tree nursery would be responsible for reimbursing the school for the replacement costs. So far, not a single tree has been grazed and every single one of them is growing and prospering. The school plans to fence the trees soon for further protection from grazing animals.

In 2 ½ years, the trees will fruit. Each tree could potentially produce over 100 mangos/year. Each mango can be sold for about 20 cents. A harvest of 16,800 mangos will potentially generate over \$3,300 a year. These funds can be used to pay the security guard, cook, bursar, replenish supplies in the girl's sanitary kit, maintain the water system and new classrooms, purchase educational and sport supplies, host events, and provide bonuses to teachers. The mango project will permit the Kukanga School to eventually become financially self-sufficient - no longer dependent on funds from outside sources but standing strong and resilient on its own!



Hussein Tadesse, *One School* Program Manager is dedicated to non-violent communication



In Sept. 2010, Hussein traveled for the first time outside of his native Uganda to attend a ten day workshop in the U.S. on non-violent communication. He never misses an opportunity now to use his newly-found communication skills at work and with his family at home. Hussein told us recently, "non-violent communication is more than just speaking nicely, it's about creating social change. This has helped me so much in my life- the way I listen, the way I receive challenges... otherwise, I would be so stressed". Recently, Hussein successfully arbitrated a dispute on the street between an Indian and African man, in which the Indian called the African a "monkey". Both men sent Hussein emails after the altercation thanking him for his assistance.

Hussein has been accepted now to a program to become a certified non-violent communication trainer. If he achieves the certification, he will become the first native African non-violent communication trainer. This will allow him to be even more effective in his efforts to bring peaceful communication, compassion and understanding to his native land. To support Hussein's certification goal, make a donation at <http://tinyurl.com/45xwuwv>.

What most non-profits working in developing countries don't want you to know:

Recently, *One School at a Time* received an email from Oloo Primary School, Uganda requesting our help:

"As most of you could be aware of the effects of the twenty years armed rebellion in northern Uganda, Oloo primary school has suffered big damages during the war. In 2004, the LRA made it their rebel base where they trained all the children they abducted from eastern Uganda. In doing so, they demolished walls of existing classrooms to give them vision towards the coming enemy. When we returned, Save the Children in Uganda built for us 8 semi permanent classrooms and 10 stances of pit latrines. The pit latrines have early this year collapsed before they were used up. The classrooms are now over-crowded with 150-200 pupils/classroom (the standard ration is 45-55 pupils/classroom)".

We see this situation repeat time and time again. Well-intentioned donor arrives, donor installs school infrastructure (classrooms, water, latrine), donor leaves. A few years go by and the infrastructure is poorly maintained, defunct, or no longer used as previously intended. The school is back to where they started, requesting a new donor.



Unfinished
Building (left)

Overcrowded
Classrooms
(right)



One School at a Time is dedicated to breaking this hopeless cycle. We partner with one community-based school at a time, and we focus on the quality of our outcomes, not on the quantity of schools we reach. **We focus on the whole school:** governance, security, strategic long term planning, financial management, community and parent involvement, teacher development and sustainable infrastructure development. We avoid the often-ineffective pitfall of focusing most or all resources on capital improvements (building schools), and instead we instigate a holistic approach to each project.

One School at a Time follows guiding principles to ensure that each Ugandan school project is poised for enduring, sustainable success. We seek to ensure that we have the best foundation, people, and support available to aid each school partner. To read more about these principles, go to <http://tinyurl.com/3g3jde3>.

Well-meaning friends here in the United States frequently ask us questions about how we work in Uganda.

Why don't you dig wells at the schools? Well, we don't dig wells at the schools because a well will require an electric pump to bring the water up to the surface. What is wrong with that? Plenty. None of our schools have electricity so the pump will require a generator. Both the pump and generator eventually will break- who knows how to fix them and are replacement parts locally available and affordable? Another problem is it costs money to buy fuel for the generator and cash is something these schools don't have. So far, we have **never** seen a Ugandan school with an operational well and pump. For example, take Kidron Orphanage. Bay, one of *One School's* founders, made a visit there last year. The orphanage owner showed her his well and his broken generator and the orphaned girls who were back to hauling water from the local bore hole. The system had only lasted about 6 months before breaking. So what does *One School* do different? We install roof-top rain collection systems at schools. Water is pumped manually from a cistern by the students using a treadle pump, manufactured in Uganda by Ugandans. The treadle pump that was installed at our 2nd partner school is still going strong after 3 1/2 years of continuous usage. 7th grade students have been trained to make any necessary repairs- it's that easy. So far, only one simple repair has been needed- the replacement of a rubber O ring which cost about \$1.00. Recently, Ugandan government officials made a special trip to see one of our water systems in action- word has spread how easy, durable and efficient these systems are.

We hear the kids are hungry- why don't you just pay for the students to eat school lunch? If *One School* pays for these ongoing expenses, the school will never solve their own problems because we are solving them for them. Besides, *One School* will never be able to pay these costs in perpetuity- eventually we would stop paying and the school would be back to where it started. Instead, we provide the catalyst for the school to come up with a sustainable solution. If students are hungry, how can the school provide them with food? At the Kukanga School, *One School* funded the purchase of additional farm tools. Now there are enough farm tools for every student in a class to work and each day, a class takes turn working. Kukanga expects to be able to feed all students lunch by 2012.

Why don't you send our discarded books to Ugandan schools? Because in Uganda, people do not read for pleasure. There is no such thing there as a reading culture. If you send a crate of assorted American books, we can assure you no-one will read them. And if a student did happen to open one of these books, would it be culturally relevant? What does it mean to a Ugandan child coming from a household earning less than \$1 a day to read a book let's say about Robert E. Lee and the Civil War? In our many visits to Ugandan schools, we have seen in dusty school storage closets many well-meaning but inappropriate donations - one time, we even saw a donated copy of the Dallas phone book! What **would** be helpful to a Ugandan school would be the donation of 30-45 copies of the same Ugandan text-book, chosen by the Ugandan teacher to ensure that it is developmentally appropriate and culturally relevant.



Manual Treadle Pump

Gregory Dunn, a junior at Palo Alto High School, teaches debate at Kukanga

Recent Ugandan visitors to Kukanga School were surprised to overhear girls in the classroom debating forcefully on a topic. Typically, Ugandan girls are shy and soft-spoken. But these girls were confident! Why the difference? Well, the girls had just spent a month studying debate with 17 year old Gregory Dunn, an American volunteer for *One School*.



"My trip was not only a way to do real education, but also be a part of a change that I believe will be what history will remember about my lifetime. Catalyzing the "rise of the rest" may be a melodramatic way to characterize my trip, but I certainly got the feeling that what I was doing was emblematic of a new era of African development. I definitely saw improvement in my students, and know I had a positive impact," says Gregory.

"Nobody in America seems to care as much about learning as a Ugandan student".

To read more of Gregory's blog go to <http://tinyurl.com/3baa3rn>



How to Help



By donating to One School, you are doing so much more than helping a poor Uganda school. You are bettering the life of every child that attends, and their families and community. We bring hope and improvement, and a little support goes a long way.

Helping schools succeed in Uganda is not about dumping resources on perceived problems and moving on, it's about building strong partnerships with local communities to harness the remarkable intelligence, vision and commitment that they share for education. Join with us in this beautiful work! Go to 1schoolatatime.org and click on: How to Help or make a donation using the enclosed envelope.

95% of your tax-deductible donation goes directly to help targeted impoverished Ugandan schools. We pride ourselves in keeping overhead low-- all North American staff are volunteers. Contact us by e-mail at Bay@1schoolatatime.org.

CHECK OUT OUR FACEBOOK PAGE AND JOIN US AS A "FRIEND"



One School at a Time
P.O. Box 342
Eldorado Springs, CO 80025