



# OB'S AND OG'S GIVING BACK: ALUMNI NETWORKS IN UGANDA



INHIVE IN PARTNERSHIP WITH PEDN AND OPPORTUNITY INTERNATIONAL

## OVERVIEW

MAY 2020

In 2018 inHive started its partnership with the leading Ugandan youth-focused non-profit organisation, the **Private Education Development Network (PEDN)**, to introduce new ways of thinking about engaging former learners in **92 primary and secondary schools**.

Our project was funded through **Opportunity International's grant within the UKAID Girls' Education Challenge (GEC-T)** and enabled PEDN and inHive to train teachers on how to set up sustainable and engaged alumni networks at their schools.

Throughout the 2019 school year, former students, so called **Old Boys (OB's) and Old Girls (OG's)** have been helping improve the life outcomes for more than 22,000 girls and boys who receive their education in our partner schools, located in 18 districts such as Kampala, Jinja and Wakiso.

The schools serve girls and boys from **under-resourced communities** and **poor households**, and together with other PEDN activities, such as income-generating skills training or child-safeguarding, OB's and OG's have been **improving the quality of the education that these young people receive**.



*PEDN team with teachers from various partner schools in Wakiso, May 2019*

Our project finished in **February 2020** and based on **surveys** with teachers from 82 of our partner schools, **in-person interviews** and **group discussions** with all key stakeholders, not least alumni committee members, the current students and school management, we present here some of the impact of our work.

"I am proud of my school and they [current learners] can also feel proud. They may think they are the only ones who have go through the school, but once they see me coming back, they also feel that the school is productive." *Lawrence, Alumnus, Wakiso*

## QUICK FACTS

Our schools provide education for more than 12,300 girls and 9,860 boys

85% of the schools have developed a formal way to engage with their former students

83% have an alumni database with their records

80% believe having former students' support is extremely important

93% of alumni committees feel either very or extremely confident about developing alumni networks

70% have contacted at least 15 alumni

With Support from



# THE IMPACT

**Without an outside intervention, showing the school leaders the benefits of engaging alumni, they remain an untapped resource.** This was the case also with our pilot schools: **41% of the schools said they started to think about alumni only after the PEDN project started.**

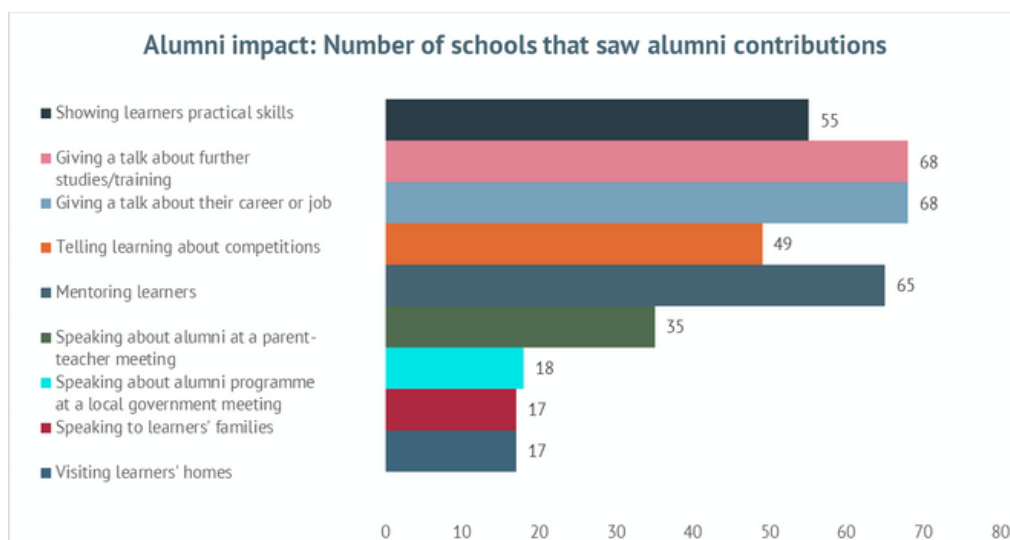
Within our project, **inHive trained the PEDN team in building alumni networks.** PEDN then worked with teachers at participating schools to set up alumni **committees.**

These committees consist of various stakeholder groups such as **teachers, parents, representatives of the local community, alumni and students.**

During the school year the alumni committees brought OB's and OG's into their former schools to **help address challenges** that the schools and their learners face, such as **absenteeism**, especially where many young people and their families do not see the value of education for their future and do not have money to spend on **fees.**



*Alumni and a community member teaching sewing skills to students at one of the PEDN partner schools, July 2019*



In addition to **guidance, motivation and inspiration for the future generations**, alumni contributed to their former schools by:



- **Promoting and advertising the schools in the community** and thus increasing student numbers. This is **especially important for private schools** that compete for students and receive income from their fees, as small as these may be.



- **Teaching vocational and other practical skills**, such as soap making, tailoring, and sanitary pad making, which helps the schools with raising additional money and the students to be better prepared for world of work after they graduate.



- Providing their **time, effort and money to do repairs, constructions or other projects** on school grounds to improve the facilities. They also **donate** equipment and other necessities, making the schooling experience more enjoyable and the learning environment more conducive.