

Children's Community Library of the Whispers of Love Foundation

A concept



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in co-operation with
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with the participation of the community members of Namulanda

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1. Who are we?

ORGANISATION

The Children's Community Library (also CCL or library) was established by Esther Mukwana and Janet Namono, two Ugandan twin sisters and accountants from Namulanda (also founders). In 2020, they began operating the CCL in response to the needs of children in their region.

An estimated 56% of Ugandan children (see Unicef 2019: IV-VI) are affected by *multidimensional poverty*, lack adequate care and cannot afford to attend school. The CCL is designed to address this issue head-on, offering a unique approach to providing care and education for disadvantaged children. As the name of the Children's Community Library has become established in the neighbourhood, it is currently unchanged.

The CCL is operated by the local NGO, Whispers of Love Foundation, which was established by Esther Mukwana and Janet Namono. The CCL is legally constituted in accordance with the Ugandan Non-Governmental Organisations Act, 2016 and the NGO Regulations, 2017. The entire CCL team works on a voluntary basis, and the library offers free voluntary services to visitors.

VISION

The founders' vision is to create an empowering and supportive environment for disadvantaged children in Namulanda, enabling them to develop healthily and lead a self-determined life. The founders aim to inspire and strengthen the local community, providing children with the opportunity to fulfil their potential and become responsible, compassionate and independent.

MISSION

The founders are convinced that appropriate care and education can help disadvantaged children to overcome poverty. Therefore, CCL provides daily care, promotes formal education as well as personal hygiene for children in extreme need (such as extreme financial deprivation, homelessness, physical and psychological torture, hunger, disease, child labour, etc.). The CCL provides a unique platform for children to share ideas, knowledge and best practices to address the issues affecting them, regardless of their cultural or religious background or gender.

THE CORE VALUES

- a) Community: The founders believe that the people of Namulanda are aware of the issues affecting them and can, if appropriately informed and empowered, change their (social) environment. It is therefore essential that a diverse range of community members are involved in the activities of the CCL in order to support disadvantaged children.
- b) Teamwork: The founders view the entire team as a unified entity, with each member contributing to the overall functioning of the organisation. Each team member plays a unique role in the process and in achieving the goals set.
- c) Commitment to serve: The team should be committed to serving the community and contributing to efforts aimed at enhancing people's ability to improve their living conditions.

TEAM

The library team is mainly made up of local women. A number of foreign volunteers support the team locally or remotely. The entire team is committed to upholding the vision, mission and core values of the CCL.



Janet Namono (left)
Esther Mukwana (right)

Janet Namono and Esther Mukwana are both Managing Directors and Teachers. They hold Bachelor's degrees in Accounting.

Janet and Esther both work part-time as Accounting Consultants. They are fully committed to the CCL, devoting all their free time to its success. They are responsible for managing and networking the library, as well as organising daily lessons and other activities for the children.



Susan Kasula

Susan Kasula, Consultant in the areas of Finance & Education, holds a Bachelor's degree in psychology and mathematics and a Master's degree in Adult Education.

Susan Kasula, a long-time friend of the founders, lives and works as a freelance researcher in Kampala. She has assisted the CCL from the very beginning with regular financial support and advice, education and book supplies.



Betty Birabwa
"Mama Maria"

Betty Birabwa, also known as "Mama Maria", serves as a field coordinator and management assistant.

Mama Maria is a secondary school teacher and one of the library's closest neighbours. She oversees the day-to-day operations at the CCL, including teaching, cooking, and gardening. She also assesses the children's situation before they enrol at the CCL and assists the founders during home visits and interviews with applicant families or households.



Stella Nankinga
"Teacher Stella"

Stella Nankinga, also known as "Teacher Stella", is a pre-school teacher by profession. She volunteers at the library on Saturdays to supervise children during outdoor and indoor activities, such as dancing and singing.

Alice Nakayiza
"Mama Agi"



Alice Nakayiza, known as "Mama Agi", is a cook and teaching assistant. Mama Agi is the mother of a child who attends the library. She prepares breakfast and lunch for the children every day, ensures that hygiene rules are observed, and keeps the library clean.

Sarah Nankabirwa
"Jajja"



Sarah Nankabirwa, also known as "Jajja", is a cook and teaching assistant. Jajja is the grandmother of a child who attends the library. She prepares breakfast and lunch for the children every day, instructing them on hygiene rules and, together with Mama Agi, ensuring the facility is kept clean.

Miscellaneous Foreign volunteers

Foreign volunteers support the team on arrival, either locally via the online platform Workaway (see Workaway 2024: n.p.) or remotely, e.g. in fundraising or scientific collaboration.

A number of other community members, including parents, guardians, elders, teachers, community or religious leaders and local employers, are involved in the various activities of the CCL as required. Additionally, community members are kept informed of the organisation's goals and principles at regular meetings with the directors.

INFRASTRUCTURE

The entire infrastructure is leased by the founders. The facility comprises two classrooms, two green areas, and a kitchen with a food store. The classrooms are used for teaching and play, while the green areas provide space for outdoor play and eating. The kitchen and food store are equipped for the staff to prepare meals. There is also a residence and separate rooms for the founders and foreign volunteers. The entire compound is fenced in for the safety of the children. The CCL provides clean water, soap, sanitary facilities, books, toys, games and teaching materials. The environment is tranquil, and the library is situated at least 200 metres away from the main road, ensuring a clean and suitable environment for the children. The entire infrastructure is funded by donations, both from the team and external sources.



2. Our environment and community

ENVIRONMENT

The CCL is situated in the central region of Uganda, in the Wakiso district, Namulanda sub-county in the village of Bweya, in close proximity to Lake Victoria. Namulanda has a population of approximately 5,000 people. The villages of Namulanda are so close together that their boundaries are not visible. The area is rich in natural resources and provides a conducive environment for both living and learning. However, the lack of clean water due to inadequate sanitation infrastructure and pollution is a major challenge. The local shops, churches, medical centres, playgrounds and schools are situated along a main road with heavy traffic. Namulanda has ten public and private schools (pre-schools, primary schools, secondary schools and vocational schools) and no other libraries, such as that of the Whispers of Love Foundation.

COMMUNITY

It is a common occurrence for children in Namulanda to walk or play along the main road, where they are at risk of accidents, abduction or violence. Many children and their parents are unable to afford the costs associated with attending school, including the fees for books, uniforms and canteen meals, which are also incurred in public schools. A significant number of them cultivate their own crops and sell the surplus to generate income to support themselves. The majority of Namulanda residents speak Luganda, with only a few able to express themselves fluently in English, the second official language, due to lack of access to education.

The living conditions in Namulanda mirror the current challenges facing society and the education system throughout the country. For instance, only 20% of Ugandan children complete secondary school, which follows seven years of primary education. Furthermore, only 40% of children who have attended primary school can read and write (see UNDP 2023a: n. p.; UNDP 2023b: n. p.; UNICEF 2023a: n. p.; UNICEF 2023b: n. p.; UNICEF 2023c: n. p.; UNICEF 2019: 40-46).

The Namulanda community is overseen by local officials and authorities, including Chairperson 1 and 2 and the Village Defence. Additionally, the elders and other influential residents play a role in ensuring the safety and protection of everyone's property. The numerous Christian churches and religious institutions play a significant role in the lives of the residents. It is also an unwritten norm in the area that people should support each other. Children are educated by community members in terms of moral behaviour, including respect for elders, polite communication and responsibility for one's actions. However, a significant number of children do not have stable homes, live in extreme poverty and suffer from a lack of care and recognition as members of the community.

To improve the situation of disadvantaged children in the community, the CCL works directly with a number of key stakeholders, including:

- a) Local officials and authorities
- b) Elders (e.g. grandparents)
- c) The five local schools
- d) Religious leaders (e.g. catechists)
- e) Parents and carers

a) The local officials (Chairperson 1 and 2) and authorities (Village Defence) are committed to supporting the library to ensure the necessary security. They also act as ambassadors for the CCL within the community. Additionally, they represent a higher authority that can be approached in case of problems such as child abuse.

b) The elders occupy a special position in the community. They possess a deep understanding of the community's history and evolution. They are therefore able to make appropriate decisions regarding the suitability of any proposed course of action for the community. They are convinced of the usefulness and relevance of the CCL's activities. They support the CCL and act as intermediaries between the library and the wider community, particularly those facing disadvantage.

c) Local schools are enthusiastic about the CCL and appreciate the library's availability to their pupils on Saturdays. They encourage children to borrow books and recognise that the CCL offers homework help and a quiet place to catch up on lessons during the holiday period.

d) The religious leaders also provide assistance to the CCL. They share their expertise and insights on working with children from the local community with the CCL team. They also make announcements in the churches to encourage children to use the library.

e) Parents and carers of registered children also provide direct support to the library. From Monday to Thursday, two members of staff are on site to prepare breakfast and lunch for the children.

The founders of the CCL hold regular meetings with the aforementioned community members and children to discuss the children's progress and behaviour, as well as the global organisation of the CCL or special activities.

3. Our children (target group)

The library's primary target group are disadvantaged children aged 3 to 13 (pre-school and primary school age in Uganda) who live in the surrounding villages and cannot afford to attend school. The library now has 36 children attending daily. On Saturdays and, if planned, during the holidays, the CCL is also open to all children from Namulanda to read books, review lessons and play games together.

The children who attend the library are highly motivated to learn. They assist each other in their day-to-day activities and derive great enjoyment from the activities held at the CCL. The community has observed a positive impact on the children's cognitive and social development. However, the most important outcome is that the children themselves enjoy attending the CCL and often ask to stay longer. Below is a selection of the children's statements, collected by the founders in the winter of 2023/24.



Joel

"They love us very much and give us good things like cakes, sweets, lemonade, tea, pancakes and toys to play with. They let us play and they don't beat us. They give us food and books. They teach us very well."



Namubiru

"They let us come on Saturdays and have lots of different books. My favourite thing is singing and dancing."



Linda

"The library is very clean and they teach us to be clean too. I like it, it has so many toys and a swing."



Andrew

"I'm learning to count here and there are lots of books. There are also uniforms and food. I can learn and play here and I don't get punished. I also have company on the way home."

4. Our goals

The goals of the CCL are structured as *target goals* and *action goals*¹. The target goals set out the organisation's desired outcomes, while the action goals delineate the activities of the team that will lead to the fulfilment of the target goals. The target goals are also organised in a hierarchical structure, according to the organisation's core values, beliefs and resources (see Figure 1 below).

The founders and community members are convinced that disadvantaged children should first learn and play at their own pace, receive appropriate care from the community and feel safe and happy as a result. In such circumstances, they can appreciate the value of education and adopt a hygienic lifestyle, which will enable them to live independently and remain healthy. Furthermore, it can assist them in completing the recognised Ugandan schooling and in overcoming poverty.

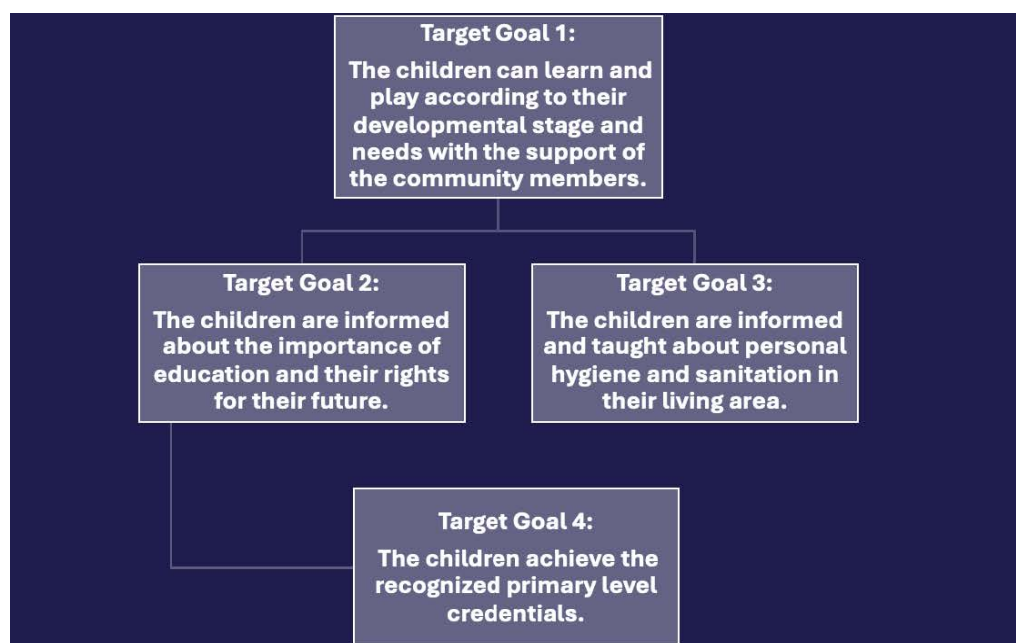


Figure 1: Hierarchy of target goals

The founders, adult members of the community and the children themselves collectively defined the corresponding action goals for all target goals (see Table 1 below).

¹The goals were developed in accordance with professional community-based social work methods (see von Spiegel 2009, 2018), based on scientific research and in collaboration with Master's students of social work at the University of Applied Sciences and Arts Northwestern Switzerland. Community members were involved in the concept development process, e.g. in defining the needs in the community and, based on these, the goals of the CCL.

Table 1 Target goals and action goals of the CCL

Target Goal 1	The children can learn and play according to their level of development and needs with the support of the community members.
Action goals	<p><i>In relation to the organisation and target group:</i> We enhance our pedagogical expertise and skills (e.g. by reading pedagogical literature and consulting with Susan Kasula on how to implement the content). We provide food and other basic necessities according to the children's needs and our capabilities. We offer extracurricular activities for the children (e.g. outdoor and indoor games, trips to the lake, cartoons). We have established a uniform policy for our organisation on the principles and conduct to be followed by our local and international volunteers.</p> <p><i>In relation to our environment and the community:</i> In line with our core values, we collaborate with our local community to create a welcoming environment for children. We foster positive relationships between children and community members, including teachers, parents, guardians, elders, religious leaders, and employers.</p>
Target Goal 2	The children are informed about the importance of education for their future and about their rights.
Action goals	<p><i>In relation to the organisation and target group:</i> We provide the children with information about the importance of education and how it can benefit them in their future, depending on their stage of development. We provide the children with information about their rights. We provide equal access to library services for boys and girls.</p> <p><i>In relation to our environment and the community:</i> We educate parents, guardians and older people on the importance of education. We educate the local community on the importance of equal opportunities for girls and boys in terms of education and care.</p>
Target Goal 3	The children are informed and instructed about personal hygiene and the sanitary facilities in their living area.
Action goals	<p><i>In relation to the organisation and target group:</i> We instruct and guide the children through matters of personal hygiene.</p> <p><i>In relation to our environment and the community:</i> We provide the children with information about the sanitary facilities in their living area and how they can use them.</p>
Target Goal 4	The children achieve the recognised primary school credentials.
Action goals	<p><i>In relation to the organisation and target group:</i> Our curriculum follows the official Ugandan curriculum for pre-school and primary school education, delivered in a home-schooling mode ².</p> <p><i>In relation to our environment and the community:</i> We collaborate with the local educational community on various initiatives, including exam registration and the sharing of educational materials.</p>

² The term "home-schooling" is used here to describe a non-traditional approach to education. While we are not officially recognised as a school, we are able to provide a quality education for children and facilitate their participation in official primary school examinations at the schools with which we partner.

5. Our working principles

The CCL provides care and educational activities for disadvantaged children, and implements certain principles and attitudes. These values are fundamental to the organisation and are essential for ensuring that children feel safe and can learn. The library's primary objective is to ensure the wellbeing of children as individuals. The success of the programme depends on the commitment of the community members and has the potential to influence the entire local society, as the children are its future.

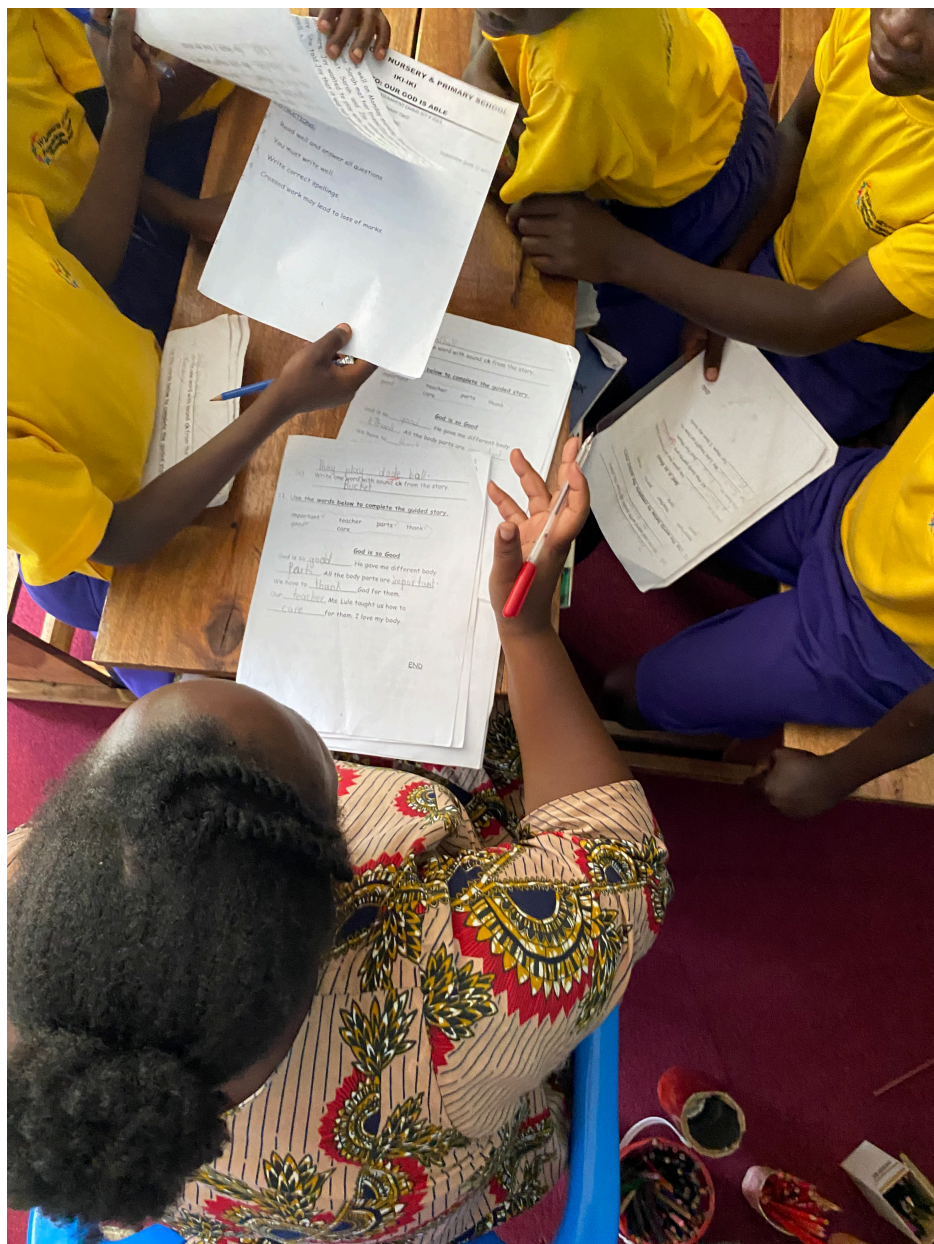


Table 2 *CCL Principles*

The beliefs, principles and attitudes of the staff of the Children's Community Library	
In relation to the organisation and target group	In relation to our environment and the community
<ul style="list-style-type: none"> ! Our activities are based on scientific evidence and are tailored to the needs of the children, the local context and the resources. This is achieved through reading the literature and working with researchers. ! We believe that education is a key factor in enabling children to overcome poverty. ! We are convinced that children can thrive and lead a self-determined life if they are aware of their rights. ! We believe that children should be taught to think critically. ! We prohibit the use of corporal punishment in any form. ! We recognise that every individual is a bio-psycho-social unit and that their bio-psycho-social needs must be respected. ! We teach according to the individual's level of knowledge and competence, rather than according to age. ! We utilise appropriate language and tools to communicate with children of different ages and cognitive abilities. ! We allow children to learn at their own pace, whatever their age, for as long as they require. ! We encourage children to ask critical questions. ! We show appreciation, acceptance and emotional warmth towards the children and staff. ! We encourage learning through play and facilitate this learning environment. ! We recognise the value of cultural diversity and are respectful of other customs and traditions, provided they do not compromise the wellbeing of the children. ! Our aim is to ensure the children's health and wellbeing. ! We are aware of the potential risks associated with poor hygiene practices. ! We set a positive example for the children by modelling appropriate behaviour and conduct. 	<ul style="list-style-type: none"> ! We firmly believe that children are an invaluable part of our community. ! We believe that the entire community has a responsibility to educate children. ! We maintain transparent communication with the community at large. ! We are a cooperative organisation. ! Our programme is designed to complement the existing educational infrastructure. The programme offers disadvantaged children the opportunity to engage with education, while on Saturdays, it gives school children a chance to practise the skills they have learned at school. ! We respect the diverse opinions of our stakeholders and view criticism as a constructive input that we can accept or reject with appropriate arguments. ! We see conflict as an opportunity for constructive dialogue and resolution through peaceful, respectful discussion and mediation. ! We tailor our services to meet the needs of our community members, with the wellbeing of the children as our top priority. ! We are committed to safeguarding children in our community who are at risk of harm, and we take immediate action when we become aware of such cases.

6. How do we work?

In terms of catering to the individual needs of visitors and utilising its own resources, the CCL provides a daily hot meal and snacks, oversees basic healthcare, including transporting sick children to a medical centre (sometimes also providing clothing), and offers basic education in English and mathematics (cf. www.wlfu.info 2024: n.p.). The school education provided by the CCL is limited to the Ugandan pre-school and primary school levels in accordance with the Ugandan Education (Pre-Primary, Primary and Post-Primary) Act, 2008. The standard age range for pre-school is 3 to 5 years, while primary school is typically for children aged 6 to 12 years (cf. UNICEF 2023a: n.p.). This aligns with the current age range of the CCL's direct target group.

The children at CCL are currently categorised into four different groups. The groups are not strictly divided by age, as the children's needs and their level of education (as in Uganda as a whole) do not generally depend on age, but primarily on socio-economic status and the associated lack of or interrupted access to education and care (see also UNICEF 2019: 40-43). In order to create an identity for CCL children in the community and thus support their safety in public spaces, the library also provides its own uniforms.

All CCL employees are expected to adhere to the library's working principles and attitudes. Furthermore, the aforementioned infrastructure is continuously improved and maintained with the assistance of community members.

7. Evaluation

It is crucial for the Whispers of Love Foundation to be aware of the effectiveness of its services. This is a prerequisite for identifying the most effective methods to achieve the organisation's objectives (see Baumgartner 2013: 71; Uebelhart/Zängl 2013c: 265). One way of doing this is through evaluation, which enables a systematic review of service goals and regular service optimisation.

Ongoing documentation and annual surveys of children and adult community members are planned to measure the key objectives of the CCL services (see target goals above: 1, 4).

The Whispers of Love Foundation is responsible for the implementation of the CCL services and their evaluation. Support (e.g. in the development of the controlling documentation or the formulation of the survey questionnaire) or external evaluations can also be commissioned.

8. Our offer

Please refer to Table 3 below for the weekly schedule of the CCL, which reflects the programme described. Please be aware that changes may be necessary due to the evolving needs of the children and the volunteer team.

Table 3 *CCL Weekly schedule*

Time/ Partici- pants	Monday	Tuesday	Wednes- day	Thurs- day	Friday	Saturday	Sun- day
08:00, All	News, Singing, Dancing	News, Singing, Dancing	News, Singing, Dancing	News, Singing, Dancing	Home visits	Special programme (open to all children from the community): 08:00 AM - 01:00 AM Outdoor and indoor games, tutoring, read- ing, etc.	closed
08:30 Groups	English lessons	English lessons	English lessons	English lessons			
10:00 - 11:30, All	Tea & Snack	Tea & Snack	Tea & Snack	Tea & Snack			
11:30 - 01:00 Groups	Maths lessons	Maths lessons	Maths lessons	Maths lessons			
13:00 - 15:00, All	Lunch	Lunch	Lunch	Lunch			
15:00, All	Farewell	Farewell	Farewell	Farewell			

9. Our vision for the future

The CCL has enjoyed the support of members of the community and external parties for over three years, during which time its activities have grown. The number of children participating has grown from three in 2020 to 36 today. However, due to a lack of resources (e.g. space, materials or staff), new applications cannot be accepted.

In light of the findings of a scientific study conducted by Master's students of Social Work at the University of Applied Sciences and Arts Northwestern Switzerland (HSA FHNW), the founders are developing a strategy to ensure the long-term sustainability of the CCL's services.

The programme's management, control and evaluation will be enhanced, and cooperation with other experienced NGOs will be established. Furthermore, the founders intend to develop a social business plan to identify strategies for differentiating the CCL's material resources and improving the organisation's financial situation. At the same time, the Whispers of Love Foundation is seeking to raise funds for the purchase of suitable land and the construction of environmentally sustainable infrastructure for the CCL. The founders are seeking to expand the facility to provide more space for the children and to construct a garden or farm to cultivate their own food and sell the surplus.

In due course, the founders aspire to achieve recognition as a school, recruit suitably qualified staff and thereby offer services that are sustainable in many ways. These include high-quality care and education for the children, the education of responsible, self-determined community members and the creation of new jobs, and an ecologically sustainable infrastructure for the natural environment of Namulanda.

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