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A Uganda Case Study: Using Non-Formal Education to Increase the Quality of Education

Maria E. McIntyre

Concordia University - Portland

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Running Head: A UGANDA CASE STUDY

A Uganda Case Study:
Using Non-Formal Education to Increase the Quality of Education

Maria E. McIntyre
Concordia University – Portland

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“Education is the most powerful weapon which you can use to change the world.”

Nelson Mandela

Abstract

Education is a universal right because it determines a person's future. Education is becoming more important as the youth population continues to increase exponentially in sub-Saharan Africa. Current research shows that the international community needs to focus on the education sector to improve development. One type of education proven to aid in low-resource countries is non-formal education because it is flexible enough to fit the needs of students in communities. Youth empowerment has become a popular method for non-formal education because of its ability to transform a community. Uganda is a developing country with one of the largest youth populations in the world and education is lagging to improve quality of life. The project in this study will discover if non-formal education can become a solution for increasing the quality of education at Musana Nursery and Primary School by having a flexible afterschool program curriculum catered to students' needs as they continue their education pathway.

Keywords: education, youth empowerment, non-formal education, Uganda

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List of Abbreviations

CRC	Convention on the Rights of the Child
CSE	Comprehensive Sexuality Education
EFA	Education for All
ESA	Eastern and Southern Africa
GDP	Gross Domestic Product
INGO	International Non-Governmental Organization
ISCED	International Standard Classification of Education
MAIDS	Master of Arts in International Development and Service
MCDO	Musana Community Development Organization
MDG	Millennium Development Goals
MoES	Ministry of Education and Sports
NGO	Non-Governmental Organization
NSGE	National Strategy for Girls' Education
PLE	Primary Leaving Examination
SDG	Sustainable Development Goals
UDX	Ugandan Shillings
UN	United Nations
UNAIDS	United Nations Program on HIV/AIDS
UNDP	United Nations Development Program
UNESCO	United Nations Educational, Scientific, and Cultural Organization
UNICEF	United Nations International Children's Emergency Fund
UPE	Universal Primary Education
WASH	Water and Sanitation for Health
WFP	World Food Program
WHO	World Health Organization

Introduction

Every child has a right to education, yet an estimated 61 million children were unable to attend primary school around the world in 2012 and approximately 69 million young adolescents were not attending school in 2014 (Save the Children, 2012; Yasunaga, 2014). Even though millions of children are enrolled in school, they are not learning the basic skills needed to create a sustainable livelihood due to limited access to education and the poor quality of education. Education is vitally important to international development because of the multitude of positive benefits it brings to not just children, but whole communities. Benefits of education include economic development, better governance, improved health and gender equality, and increased resilience (Save the Children, 2012; UNESCO, 2013b; Winthrop, & Matsui, 2013).

Since the 1989 Convention on the Rights of the Child, almost every state in the world has been committed to these rights that also include Universal (free of charge) Primary Education (UPE), so every person can receive the benefits of education. States have also abided to specific education targets set by the United Nations (UN). The UN created the Millennium Development Goals (MDGs) in 2000 that included a goal to achieve UPE by 2015 (Save the Children, 2012). Even though the MDGs encouraged states to provide primary school for all children, there were still children not enrolled in school and many did not complete primary school. Only 87 out of 100 children completed primary school in developing countries (UNESCO, 2013b).

The Education for All (EFA) goals were created to support the overarching goals of the UN, including the MDGs. They included focusing on early childhood education, access to free and quality education, equitable access to appropriate programs for learning needs, achieving 50 percent improvement in adult literacy, gender equality in

education, and improving quality education (Save the Children, 2012). However, EFA failed to provide learning outcome goal because many children were still illiterate after completing primary school. Following the post- 2015 agenda for education is ‘Equitable, Quality Education and Lifelong Learning for All’ as the overarching goal. The aim of EFA’s goal was to enable all societies to gain abilities needed to overcome any challenges that threaten political, economic, technological, healthcare, and environmental capacities (UNESCO, 2013b). With all these international goals for education, different types of education should be implemented to meet these goals.

More research has proven that school alone cannot provide quality education for every young person. Young people face different disadvantages such as poverty, geographical location, gender bias, physical or mental disability, and social discrimination. Formal education in developing countries excludes vulnerable young people and therefore, alternative learning pathways need to be implemented. Non-formal education is one alternative that allows for flexibility to adapt to learning needs and innovation for programming. This method of education caters to specific learning needs of young people in communities by creating projects to target those needs. Because of the growing need for alternative educational programs, non-formal education has become a focus for policies among the international community. It has proven to be effective for critical pedagogy and innovative methods to combine pillars of learning including ‘to know’ and ‘to do’ (Yasunaga, 2014). Based on this research, the question is whether or not non-formal education is a viable solution for increasing the quality of education at Musana.

There are diverse forms of non-formal education as seen by a number of typologies. Some examples of non-formal education include: remedial and supplemental education for those who lack formal education; vocational training and skills development; experimental and innovative education separate from government; and personal development created by cultural institutions. All of these types of non-formal education challenges traditional concepts of formal education (Yasunaga, 2014). Non-formal education can build skills among youth for employability, job experience with internships and apprenticeships, and create better access job market data and centers. By investing in quality education for young people, communities are achieving sustainable development. Poor educational opportunities contribute to long-term and intergenerational poverty and inequality as well as weaker resistance to life disruptions and social cohesion. Attention needs to be focused on young people to ensure an effective transition from school to careers. United Nation's Educational, Scientific, and Cultural Organization's (UNESCO) EFA Global Monitoring Report 2012 emphasized the importance of investing in alternative educational pathways for youth to build life skills (UNDP, 2014). Even though there is strong support for non-formal education, there are unique barriers to it.

There are challenges among non-formal education practices that include implementation, funding, quality, official recognition, and sustainability. Although, evidence shows that non-formal education programs reach high attendance rates, facilitate transition to formal education, prepare students for employment, improves gender equality, and decreases dropout rates. Barriers to non-formal education include financial instability, socio-cultural values, and teaching quality and motivation. However,

there are standards that can aid in effective implementation of non-formal educational programs which include the following: tailoring content to students' needs; combining theory with practice; using pedagogy best suited for students' learning patterns; using motivating pedagogy; monitoring and evaluating attendance and learning; using flexible schedules; using community facilities and facilitators; low cost for attendance; and involving governments, non-state actors and community members (Shanker, Marian, & Swimmer, 2015). Non-formal education can be accessible to youth anywhere, especially areas of conflict.

Youth have the potential to become positive agents of change during times of conflict and disaster in their communities. Save the Children addresses challenges facing the education sector in development by ensuring equal access and quality education. Extreme poverty, natural disasters, and armed conflicts affect many children living in developing countries. These marginalized children attempt to attend school, but often receive poor teaching with little to no learning materials. Education should be equipping young people with skills to become responsible citizens while being economically active (Save the Children, 2012). By providing early action to improve their education that affects future livelihoods, it builds their resiliency and strengthens social cohesion as well as conflict prevention. United Nations Development Program's (UNDP) strategy included making programming more agile, adaptive, innovative, and effective. An estimated 87 percent of youth in developing countries face challenges that involve limited access to resources, healthcare, education, training, and employment. Youth are a vulnerable population since they live with consistent barriers to education, healthcare, protection, economic opportunities, recreational activities, and support from family and

friends. Marginalized youth are more prone to participate in illicit sectors like organized crime and gang associations as well as being affected by poverty, hunger, discrimination, and violence. Because of this, there is a three-lens approach to working with youth and development which include working with youth as beneficiaries, engaging with youth as partners, and supporting youth as leaders (UNDP, 2014).

Save the Children's education strategies included focusing on youth skills and empowerment. Their strategic plan involved empowering vulnerable youth aged 12-24 in impoverished areas through education and vocational training to become responsible citizens. Millions of young people are illiterate because of inadequate education, which can increase their vulnerability to poverty and exploitation. Many are lacking basic education skills which include literacy, numeracy, and general life skills such as communication, critical thinking, and problem solving. These skills are necessary throughout a lifetime and improve life standards (Save the Children, 2012). A young person spoke at a United Nation's International Children's Emergency Fund (UNICEF) sponsored conference for education saying, "Young people want to see universal access to quality, relevant education that extends beyond primary schooling, and which integrates life skills, vocational training, and non-formal education" (UNICEF, 2013b). The needs and demands of young people are more demanding than the education and training available. Young people are disproportionately concentrated in developing countries and face disturbing unemployment rates (UNESCO, 2013b). Uganda is one such developing country where young people have limited access to quality education.

Uganda has a large youth population and an inadequate education system to accommodate the incoming workforce. Youth are going to school without gaining a

quality education and therefore facing high rates of unemployment. As of 2012, an estimated 8.4 million children were enrolled in primary schools, but many of them finished primary school without the ability to read and count numbers. Uganda is facing high unemployment rates and the rates will increase as youth continue to enter adulthood. This is important because Uganda will be facing a future of extreme poverty if the problem is not addressed now. Not only will this problem affect youth, but it will affect the country's economic status if employment is not increased and the education system does not improve for future generations. Uganda will continue to remain in a vicious cycle of poverty and low-income if education does not improve (Wane, & Martin, 2013).

In response, the government of Uganda has created a Vision 2040 blueprint which focuses on transforming its society through a variety of services including education. Uganda implemented Universal Primary Education (UPE) in order to meet international targets for education and succeeded in enrolling more children in school. However, the quality of education has been extremely low and teachers have been the lowest paid public service providers (Wane, & Martin, 2013). Only 3.2 percent of Uganda's Gross Domestic Product (GDP) was spent on education in 2009 and only 15 percent of total government expenditure was for education (UNICEF, 2014b). As for the workforce, less than 19 percent of teachers showed mastery of the curriculum they specialized in. Because of these facts, 27 percent of teachers do not show up in public schools on a daily basis and 30 percent do not teach the class. In rural areas, students receive about half the teaching time as their urban counterparts (Wane, & Martin, 2013). All of these contributing factors decrease the overall quality of education in Uganda.

In response to Uganda's unstable educational system, a non-formal educational curriculum for after school was created for this project that focuses on youth empowerment and increasing the quality of education. The goal of this curriculum is to ensure that the youth generation of Uganda will have access to learning more useful skills to increase their livelihood, as well as Uganda's economy. This curriculum was created for the Musana Nursery and Primary School of the Musana Community Development Organization (MCDO) located in Iganga, Uganda. An afterschool curriculum focused on creating youth leaders from Iganga will decrease the tension of an unknown future for Uganda and for a vulnerable population. This project aims to equip students with quality education by providing life skills.

In this project, non-formal education will be defined for clarity purposes. Non-formal education is defined by the International Standard Classification of Education (ISCED) as institutionalized, intentional, and planned by an education provider. Its purpose is to be an addition, alternative, or a complement to formal education for lifelong learning of individuals. It is provided to guarantee equal access for all people and caters to learning needs. It is typically provided in short courses, workshops, or seminars. This education can produce programs that contribute to literacy, life skills, work skills, and social development. Different terms are used to express non-formal education such as flexible learning, alternative learning, complementary learning, supplementary education, second chance education, and extracurricular activities (Yasunaga, 2014). In this project, non-formal education will be defined as an intentional program for a formal institution to be used as an alternative learning method that caters to students' needs and promotes youth development.

The afterschool program curriculum is expected to add to the resources and knowledge for teachers and students at Musana. It aims to improve students' grades as well as create more educational opportunities for students at Musana. Parts of the curriculum were chosen to encourage students to learn in a fun and active setting as to increase their desire to learn and continue education. The curriculum is geared towards creating young leaders who are the future of Uganda by teaching them a variety of quality leadership skills. If the curriculum is successful at Musana, then it could possibly be shared with other educational programs in Uganda or in a similar developing context. However, it will take time for the curriculum to produce outcomes as with any new curriculum.

Literature Review

Global Education Movements

Currently, the world has the largest youth population it has ever seen. Many developing countries around the globe have 60 percent or more of their population under the age of 18. However, the youth population face more challenges than opportunities. Challenges from dealing with climate change to high rates of unemployment to handling inequalities and exclusion (UNDP, 2014). Education is more important now than ever to create a sustainable future.

The Convention on the Rights of the Child (CRC) state explicitly state articles that explain what schools should be providing and teaching and what students should be learning (UNESCO, 2014a).

- (i) Article 24 (Health and health services) points to children's right good quality health care – the best health care possible – and to safe drinking water, nutritious food, a clean and safe environment, and information to help them stay healthy;
- (ii) Article 28 (Right to education) addresses the right of all children to a primary education, in schools that protect their dignity and which are orderly and well managed;
- (iii) Article 29 (Goals of education) asserts that children's education should develop each child's personality, talents and abilities to the fullest, while encouraging children to respect others' human rights and their own and other cultures (p. 17).

The UN promotes quality education through their policies as fundamental to improve sustainable development, economic opportunities, gender equality, and health outcomes (UNESCO, 2013a). The MDGs were set by the United Nations in September 2000. Out of eight goals, the second goal was to achieve universal primary education (United Nations General Assembly, 2015). The MDGs was focused overall on increasing access to education to improve enrollment rates.

Results were retrieved at the end of the timeline in 2015 and there were positive numbers. The evaluations from the MDGs showed that primary school net enrollment rate in low-income countries increased to 91 percent from 83 percent in 2000. Out-of-school children of primary school age dropped by half to 57 million worldwide. Literacy among youth aged 15 to 24 had increased to 91 percent globally, while gender parity also narrowed. Sub-Saharan Africa benefited the most in the education sector due to the MDGs' effort due to a significant increase in net enrollment rate by 20 percent (UN, 2015). Globally, out-of-school children of primary school age decreased by 43 million and literacy increased by 8 percent. For developing regions, primary school net enrollment increased by 8 percent and eliminated gender disparity in educational institutions (United Nations General Assembly, 2015).

Global policies have encouraged developing countries to initiate a variety of educational goals so that every child has equal opportunity for quality education. However, the global focus was aiming for primary and secondary school enrollment rates to increase partly due to the UN's MDGs. Even though enrollment rates have increased exponentially, other major issues in education still exist such as low school completion rates and the poor quality of education. Access to schools and enrollment rates were not

enough to ensure positive transformation in the education sector. The quality of education and attendance rates were the next step to transforming education in developing countries (UNESCO, 2013a). Since major issues continued and concerned global leaders, the UN initiated a new set of educational benchmarks through the Sustainable Development Goals (SDGs) (UNICEF, 2014a).

The SDG for education was to ‘ensure inclusive and quality education for all and promote lifelong learning’ and will continue as the 2030 Agenda (UNESCO, 2014b). There have been global trends in the education sector to aid in reaching the 2030 Agenda from transitioning from MDGs to SDGs and other initiatives. There were exponential expanses in formal education of all levels due to the significant growth of enrollment rates for many developing countries.

However, many goals were not achieved because of the persistent lack of quality of education and low completion rates. Only one-third of countries achieved goals set by Education for All (EFA) and about one-half of them reached universal primary enrollment (Uganda included). There was also a trend that curricula were not covering competencies aside of academia, including learning about careers and sustainable lifestyles, hence a growing recognition for the need of lifelong learning objectives in curricula. There has also been increasing pressures on financing education on a public level (UNESCO, 2015d).

The UN created EFA in 1999 as an initiative to support the education goals set in the MDGs and keeps adapting to achieve goals now set by the SDGs. The initiative set its own goals through focus areas to achieve and support the overarching MDGs and SDGs. Since the initiative's implementation, there have been significant improvements and recurring downfalls in education. Globally, child mortality rates have dropped nearly 50



Figure 2.1 International Education Goals (UNESCO, 2015b)

causes. Enrollment for pre-primary education has increased by two-thirds and reached 93 percent for primary school net enrollment. Even though enrollment rates have overall increased, reducing the number of out-of-school children has stalled (UNESCO, 2015b).

Along with the new SDGs, education leaders created additional policies. The UN implemented a new education initiative called Global Education First Initiative. This Initiative focuses on putting every child in school, improving the quality of education, and fostering global citizenship. It is an advocacy effort for education partners and governments to mobilize resources to reach the EFA goals (UNESCO, 2014b). World leaders in education, including leaders from Uganda, met in Incheon, South Korea in 2015 and created the Incheon Declaration, another initiative in support SDGs for education. The Incheon Declaration was a framework for action in support of EFA and the 2030 Agenda for education to move toward inclusive and equitable quality education and lifelong learning for all. This declaration encouraged the global education community to settle on a single renewed education goal in accordance with the overall SDGs.

The single goal was created based on lessons learned from the MDGs which determined the primary focus needed to be on giving every student an equal opportunity to quality education, especially those in marginalized or vulnerable situations. Leaders decided to achieve this goal by focusing on forming inclusive partnerships, improving education policies, ensuring quality education systems, mobilizing resources for financial educational needs, and lastly ensuring monitoring of all targets (UNESCO, 2015b). All of these initiative efforts were created to support universal goals and promote positive growth.

In order to offset negative trends, world leaders offered various recommendations to improve the education sector after the MDGs and EFA efforts to achieve the 2030 Agenda. The first recommendation was to improve the quality of education which requires education to be tailored to each country's needs. There needs to be more access to system performance so evaluators can suggest policy interventions as well as measuring learning outcomes and defining learning standards. Curricula should be relevant and constantly adapting to needs, such as including professional and vocational skills development for students. Teachers need to have access to more training and support to teach quality material. Technology was also recommended to empower students in a globalized world; however, access to technology remained an issue for many countries in sub-Saharan Africa. Promoting early childhood care and education was supported as a method to create a foundation for lifelong learning. Encouraging higher education was supported as a method of transforming society. Promoting youth and adult literacy was recommended as well in order to empower citizens for sustainable development (UNESCO, 2015d). Other recommendations included ensuring gender

equality, promoting education for peaceful societies and healthy lifestyles, including comprehensive sexuality education in schools, preventing gender-based violence in schools, ensuring inclusive education for disabled children, protecting schools from conflict and war, strengthening educational emergency responses, and evidence-based policy and practice (UNESCO, 2014c). Due to a long list of recommendations, there are data gaps that prevent goals from being met.

UNICEF has reported multiple gaps in research that should be addressed. There has been a major data gap to monitor the progress or lack of progress towards UPE as well as creating estimations for children out-of-school. There has been little coverage regarding statistics on non- formal educational programs (UNICEF, 2014b). However, finances were a possible reason for these gaps and goals not being met.

Global investment in education remains to be costly for many countries. According to UNESCO, there was and will be an annual financing gap between 2015 to 2030 of close to \$40 billion for reaching universal and quality education for nursery, primary, and secondary levels in developing countries of low and lower middle-income. This financial gap includes the annual total cost of education that was projected to increase more than triple as well as spending per primary student. Government spending would need to increase by 50 percent on education and donor aid would need to increase six times over for upkeep on educational reforms (UNESCO, 2015c).

Youth Development

Youth development is geared towards providing a positive growth opportunity for young people. Positive youth development tends to be an ongoing process where young people

have a safe space physically, emotionally, and mentally to grow. It endeavors to obtain basic needs, provide caring relationships, and build connections in communities. Youth development also strives to increase young people's academic, vocational, social, and personal skills. More importantly, positive youth development has been designed to focus on young people's strengths, not their faults (Quinn, 1999).

Youth populations go through tremendous developmental changes and these affect their different experiences as well as their interests and abilities. Out-of-school activities appeal to youth because of their creative teaching methods. Since many are voluntary, the onus has been on the programs to appeal to targeted youth. The demands for youth development and the desires of youth are always changing, so programs should be sensitive to their wants and needs if they are to remain attractive options for youth to participate. The youth population is expanding in the developing world and they are demanding more beneficial out-of-school programs that appeal to their developmental changes (Quinn, 1999). This represents both a challenge and an opportunity for organizations running youth programs.

Youth development programs are extremely broad across the board. There has been no universal definition of what entails a youth development program because of the diverse array of programming that is available such as out-of-school activities via various programming in public, private, or voluntary organizations. They have been structured differently as well, because some programs have a facility for youth to meet where others can meet in public spaces like schools or community centers. In general, however, youth development has come to be categorized as non-formal education and generally narrows

down to providing services that support normal socialization and positive development for young people (Quinn, 1999).

Youth development programs have been implemented in a variety of settings. There are national youth-serving organizations that are well known in the United States, including 4-H, Boy Scouts, Boys and Girls Clubs, and more. There are also public agencies that support youth development programs such as schools, public libraries, and recreational systems. Youth sports organizations have also been very popular, as well as private organizations like churches and museums. All of these organizations have developed similar pedagogies that involve hands-on education and cooperative learning strategies to promote positive development in any setting (Quinn, 1999).

There are problems with youth development programs across organizations, as with any educational setting. Studies have shown that participation in youth programs tend to decrease during the adolescent years due to programs not meeting the needs or interests of youth and/or having less choice about how to spend free time from external sources. Social status becomes relevant during this time in the adolescent's life and factors (such as income, gender, and race) may prevent them from participating youth programs. Access, including transportation, program location, and service fees, also becomes an important issue because young people gain more responsibilities in their lives outside of school (Quinn, 1999).

Originally, afterschool programs focused on improving social and economic development. Youth populations have impeded on positive development due to risky behaviors from sexual activity to dropping out of school. The results of risky behaviors were deemed to shorten education. Afterschool programs became a solution to engage

young people in healthy activities away from high-risk situations out of school.

Eventually, however, leaders in youth development realized that out-of-school programs should emphasize positive outcomes and the strengths of young people (Hollister, 2003).

Research from social researcher Jane Quinn (1999) dictates that young adolescents need a healthy transition into adulthood that can be provided through youth development programs. Young people need opportunities for physical activity in order to promote healthy development. They also need access to opportunities for achievements, self-definition and creative expression for growth, social interaction with peers and adults for socialization, structure and limitations for understanding rules, and meaningful participation in community. All of these opportunities have conceptualized what positive youth development should entail (Quinn, 1999).

Many young people have been outspoken about their educational needs. In a study by Quinn (1999), youth expressed their desire for constructive activities that would engage their bodies, hearts, and minds in out-of-school programs. They wanted to prepare for their futures whether it was designing career paths or learning how personal finance worked. Young people wanted out-of-school programs to offer them a safe place to grow, learn, and build relationships. They wanted to be involved in creating the programs, services, and opportunities being provided for them (Quinn, 1999). These are valid reasons that youth populations need to be given choice in educational programming.

There has been no “one size fits all” model for youth development. Models for how a youth development program should run has been loosely structured in a variety of organizations. The Brookings Institute has researched what features should be included when developing a structure for a youth development program. One feature was to

provide appropriate levels of structure and adult supervision to encourage physical and psychological safety. Other features were to provide supportive relationships with adults and peers to aid in socialization skills and growth. More features included providing opportunities for young people to develop a sense of belonging, experience mastery, and learn cognitive and non-cognitive skills for succeeding in and out of a school environment (Hollister, 2003). Researchers have decided that a structured model with outcomes is necessary for a successful youth development program.

As the needs of young people around the world change on a daily basis, so do the needs of youth development programs. Studies have been implemented to discover what the best practices have been for positive youth development programs. In a study focused on well-known youth organizations in the U.S., such as the Boys and Girls Clubs and YMCAs, youth development programs tended to focus on the key areas of community service, the arts, or athletics linked to academics. These programs were popular among young people because they were offered opportunities that involved rich learning experiences, active participation in problem solving and decision making, being treated as resources, and developed healthy relationships with adults and peers (Quinn, 1999). These have been the best practices from research to continue youth development programs in a changing, fast-paced world.

Due to the amount of challenges that the global youth population is currently facing, non-formal education creates opportunities to deal with those challenges. Leaders in the UNDP (2014) agree that non-formal education has the ability to create skills among youth for employability, internships and apprenticeships, and provide access to job markets. A program focused on youth development becomes positive by having set

outcomes. The Brookings Institute developed a consensus from asking youth development leaders on what outcomes constitute a positive youth development program. The outcomes include the program investing in building young people's compassion, character, confidence, and connection. These factors delve into promoting bonding and competence - social, emotional, cognitive, behavioral, and moral. They also foster resilience and identity among young people (Hollister, 2003). These outcomes were developed by researchers to be common goals for youth development programs.

Other research continued by Quinn (1999), even if smaller in scope, has also shown that funding has been an issue for youth development programs as well because people often view the programs as unnecessary. Unfortunately, even less research has been conducted on whether or not youth development programs prove to be effective for positive growth. Youth development programs often do not coordinate with similar programs which hinders their abilities and resources to reach more young people (Quinn, 1999). Research has been conducted to categorize similar problems across youth development programs, but more research is deemed necessary in the field.

Are youth development programs really worth it? Some studies indicate that organizations that include youth development tend to see improvement and positive growth in local communities. Statistics from these studies have proven that youth development programs help increase secondary school graduation rates along with higher education enrollment. Statistics also show that pregnancy rates decrease among young women and community involvement increases among young people (Quinn, 1999). Research has been increasing in the past few years about whether or not youth development programs are worth the investment and many research studies prove they

are worth the expenditure. Youth development has been a rapidly growing field since the 1990s and continues to be rapidly growing in the developing world (Quinn, 1999). In regions like sub-Saharan Africa, development leaders have believed that education leads young people to many social benefits and promotes positive development (Ekine, Samati, & Walker, 2013).

Education in Sub-Saharan Africa

Africa represents a rich field for case studies, because of the sheer number of youth and various youth programs that exists there. The youth population in African countries is increasing rapidly and therefore needs are increasing. At a recent youth conference in Tanzania, presented research stated that sub-Saharan Africa was the youngest region in the world because young people aged between 15 – 24 years accounted for about 20 percent of the region's population. Most African countries had young people constitute for more than 60 percent of their populations. The majority of the male youth population was found in urban settings and seen as a potential force for terrorism and social disruption. The majority of female youth in Africa were found in rural settings with few educational years and married young (The African Union, 2011). However, young people need guidance and opportunities presented to them, for instance through educational programs.

An estimation of 33 percent of the population in Eastern and Southern Africa was aged 10 to 24 years. That accounts for 158 million people and was expected to increase to

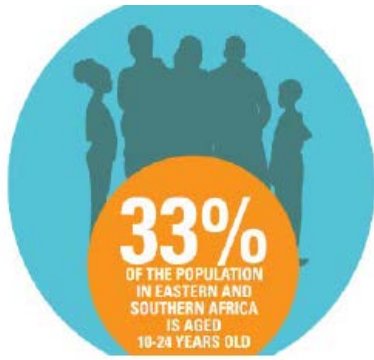


Figure 2.2 Youth Population (UNESCO, 2013a)

281 million by 2050. Experts were calling this population boom a youth bulge, which has significant implications for sectors ranging from education to economic development. This demographic will lead the region's development for the next few decades African leaders urged their young populations to be proactive and control their own futures (The African Union, 2011).

Many global policies as stated earlier have been created to decrease the number of barriers to education. UNICEF leaders have researched to determine what the current barriers have been for education. In sub-Saharan Africa where Uganda is located, the primary school net enrollment increased by 20 percent (United Nations Statistics Division, 2016). Due to enrollment increasing, the number of teachers were increasing to reduce pupil to teacher ratios. However, teacher trainings remained less common which both affect the quality of education (UNESCO, 2015a). Some barriers include indirect and opportunity costs for education that was labeled free being universal; many families in developing countries cannot afford schooling for their children which was why free education appealed to many impoverished communities (UNICEF, 2014a). Access to education remained to be an issue for vulnerable children who include girls, disabled children, minorities, migrants, children with disease, and those living in conflict zones (UNICEF, 2014a). However, the region experienced a rapid growth of primary aged children along with high levels of poverty, armed conflicts, and other emergencies (United Nations Statistics Division, 2016).

Gender parity for primary schools increased significantly, but progress remained slow for secondary school. For sub-Saharan Africa, out-of-school girls remained the most likely to never attend school (UNESCO, 2015a). Gender inequality was also another problem in the region because more than half of all out-of-school children were girls (United Nations Statistics Division, 2016). Social practices within certain cultural contexts have presented to be barriers, such as gender violence preventing girls to stay in school, which is significant since 75 percent of out-of-school children in sub-Saharan Africa have been girls (UNICEF, 2014a).

Dropout rates have continued to persistently remain high with low primary completion rates. In 2008, an estimated 10 million children dropped out of primary school across sub-Saharan Africa (UNICEF, 2014a). For sub-Saharan Africa, 20 percent of children enrolled were expected to drop out of primary school (UNESCO, 2015a). Children were starting primary school at a later age, which has led to higher repetition rates leading eventually to dropping out (UNICEF, 2014a). The number of out-of-school children have remained high which indicated low attendance even though enrollment has been recorded at an all-time high (UNICEF, 2014a). Transition from primary to secondary increased, but inequality among social-economic groups persisted especially in Uganda (UNESCO, 2015a). A low percentage of students actually successfully transitioned into secondary school (UNICEF, 2014a). Global advocacy needs to continue its support so education can keep striving forward.

The African continent has been taking initiatives to focus on youth development as their youth population increases. As a solution, African groups have formed youth development strategies and programs to promote a variety of focuses including youth

leadership and access to quality education and training. The challenges facing African youth was confronted at an African Youth Summit as being illiteracy, inadequate skills training, and unemployment. They recommended that all youth should have equal access to quality training and education. It was also stated that African youth organizations lack community support and leadership (The African Union, 2011).

Why focus on education in sub-Saharan Africa? Education affects all aspects of society. Education increases employment opportunities, improves healthcare, raises awareness about global issues, increases tolerance and good governance, empowers gender equality, and more. Education is life and death for many in sub-Saharan Africa. In Kenya, education reforms obtained education for women by an additional two years which aided in a 34 percent decline in maternal mortality. In sub-Saharan Africa, 72 percent of illiterate women did not understand how HIV was transmitted. In Tanzania, mothers with a secondary education were twice as likely to provide basic nutrition to their children under two years of age. About 82 percent of workers who did not complete primary school lived below the poverty line in Tanzania, while having a secondary education reduced the chances of poverty by 60 percent. In Angola, women with no education had an average of 7.8 children while it decreased to 2.5 children for women with secondary education. Those of voting age with primary education in sub-Saharan Africa were almost twice as more likely to support democracy (UNESCO, 2013a). These were all examples of how education has the ability to transform different countries in sub-Saharan Africa.

Educational Programs in Africa

There were numerous international organizations and local organizations that implemented non-formal educational programs in schools around the world and in Africa concerning a variety of issues in recent years. Many educational programs from international groups focused on areas in health, academics, creative arts, sports, and more through methods of youth empowerment. Many programs were initiated with creativity to capture youth's attention.

A program initiated a different approach through television to tackle the HIV and AIDS epidemic while reaching millions more youth in Zambia. A regional series called The Sexuality Talk Challenge was aired in six countries in Eastern and Southern Africa, not including Uganda, in 2015 on the Zambia National Broadcasting Corporation. The series included television episodes, radio episodes, and live talk shows. The show featured guests that were part of the youth population, youth organizations, teachers, government officials, and more. Evaluations have yet to be pursued but representatives supported the program hoping it would encourage open discussions between youth and adults about sexual education (UNAIDS, 2015).

Nestle was another company that reached thousands of youth by creating a Healthy Kids Global Program that specially focused on nutritional and physical education for primary aged school children. The company provided teaching and learning materials to many schools in Central and West Africa. The program involved students receiving a learning packet with food models and play kits to use in their once-a-week lesson. The company worked with the Ministry of Education in the countries the program launched as well as universities, organizations, and other governmental departments. After two years,

the company evaluated the program and the results showed significant improvements in children's healthy nutritional habits and physical activity (Nestle, 2015).

Another organization that supported health efforts in schools was Amref Health Africa. Their services were provided in many African countries, including Uganda. They worked to implement Health Clubs in schools to increase personal hygiene practices. Their Health Club included discussing menstruation for girls and how to manage issues related to menstruation while staying in school. The club taught girls how to make their own sanitary towels so they became more affordable. Led by students, they taught their peers about a variety of health issues (Kabachunguzi, 2014). A similar movement called The Young Men as Equal Partners project was initiated from 2005 to 2009 where teachers, community leaders, health workers, and peer educators received training for teaching sexual education for youth aged 10 to 24 (UNESCO, 2015a).

As seen in other programs states, peer education has become an increasingly effective tactic in Africa to keep students in school. In Uganda, the Kasiisi Project used community health workers to train female students and teachers to mentor other female students in their schools. The health workers gave the mentors information about girls' reproductive health concerns to share with their mentees. The program has been found successful through evaluations that proved mentees were more informed about reproductive health issues and more comfortable discussing them in public (UNESCO, 2014a).

The World Food Program (WFP), a well-known international organization, provided school meals in the northeastern and poorest region in Uganda to increase primary school enrollment and attendance in schools (WFP, 2017). UNESCO (2015a)

found that by providing food programs and meals in schools throughout Uganda, students were 20 percent less likely to repeat grades because they had enough basic nutrition to keep them energized throughout the school day. About 61.1 percent of schools in Uganda used a school feeding program similar to WFP. (Uwezo, 2016).

Unlike other international corporations, the Uganda Rural Fund was an organization created in the United States to bring services to Uganda in 2005. Part of their services included an afterschool program and a youth empowerment program. Their afterschool program provided supplemental tutoring and academic enrichment activities for primary and secondary students in the area. The program was available in the evenings and on the weekends. Their afterschool program was located at their school so they opened their library and computer center to students in the program. The afterschool program, as well as their youth empowerment program, offered tutoring, computer classes, English lessons, entrepreneurial and leadership skills, career guidance and counseling, media services, sports activities, creative arts, and more. The program's goal was to provide curriculum tailored to meet the students' needs and learning styles. The organization intended these programs to impact their youth by empowering them with a variety of skills and encouraging them to become engaged in their community (Uganda Rural Fund, 2016).

Another organization created in the U.S. based in Uganda called FACE Uganda also provided an afterschool program. Their program was located at a community center that was held in the evenings and on the weekends. The program was targeted towards elementary students and included activities such as creative arts and sports. The program was open to students who attended local schools during the day and cost an additional

\$12 to their tuition. The organization recruited volunteers to tutor and lead activities with the students (FACE Uganda, 2016).

Uganda

In 2009, the Uganda Bureau of Statistics estimated the population to be almost 31 million increasing at a 3.2 percent per annum, which would be one million people (WHO, 2014). By 2015, the total population increased to almost 40 million with its annual growth increasing to 3.3 percent as seen in Figure 2.3. The average of total explained the population's rapid

growth (UIS, 2015). The population was largely increasing due to the country's intake of refugees from bordering war-torn countries of South Sudan, Burundi, and the Democratic Republic of Congo (WFP, 2017). The total population divided almost evenly by gender with 48.5 percent being male and 51.5 percent being female. About 88 percent of the total population resided in rural areas throughout Uganda, which decreased to 84 percent in one year (WHO, 2014; UIS, 2015). An astounding 49 percent of the population was under the age of 15 years, which contributed to the youth bulge and can be depicted in the figure below. The elderly population counted for a mere 2.3 percent with an average life expectancy of 58 years (WHO, 2014; UIS, 2015). The country has a large workforce, yet continuously struggles economically.

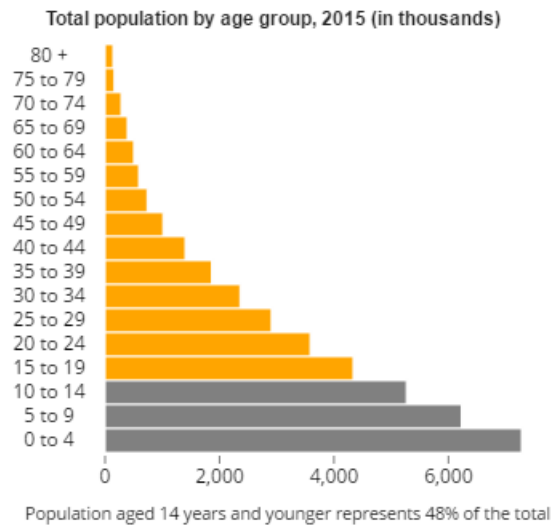


Figure 2.3 Uganda's Population (UIS, 2015)

Uganda has always been labeled as a low-income developing country based on its economy. In 2014, Uganda's gross domestic product (GDP) was valued at \$27 billion while its Gini Coefficient was 44.3 in 2009, which showed low wealth distribution. The population was estimated around 39 million in 2015 with a growth rate at 3.3 percent. About 20 percent of the population was living in poverty that year (The World Bank, 2016). Unemployment was estimated at 3.8 percent, while the employment rate was only at 47.8 percent in 2012. Average wages for high skilled employees were estimated to be at 720,000 Ugandan Shillings (UDX) per month, which is a little more than \$200 (Trading Economics, 2016).

Uganda is still considered a low-income country and affected by conflict as of 2016 (UNESCO, 2016). Uganda ranked 163rd out of 188 in the Human Development Report for 2015. An estimated 19.5 percent of the total population lived below the poverty line with the majority trapped in chronic poverty. Even with the country's progress, agriculture remained the biggest employment sector. Over 80 percent of the population's workforce earned an income in the agriculture sector. Around 90 percent of women have been dependent on the agriculture sector for decades (WFP, 2017).

Uganda has improved socioeconomic issues since the early 1990s. Poverty has decreased by more than half and mortality rates have also decreased significantly. Incidents of malaria decreased with the rise of awareness and access to health resources. About seven percent of the total population was living with HIV due to mother to child transmittances and only about 40 percent of adults living with HIV had access to treatment. HIV prevalence has also decreased overall due to increasing access to treatments and educational programs (WFP, 2017). Based on this data, Uganda has a

large population with not enough money which could exclude many children and adults from obtaining an education.

Education in Uganda

The education system in Uganda has various levels similar to many education systems. Even though it is not required, many places offer nursery school which has three grades. Primary school has seven grades that should take seven years to complete. At the end of the seventh year, students are required to take a Primary Leaving Examination (PLE) which is graded by divisions. Students must pass their PLE to complete primary school and continue to secondary school. Secondary has two separate levels students can attend. Lower secondary school, also considered ordinary level, has four separate grades that normally takes four years to complete. After completing lower secondary schools, students receive a Uganda Certificate of Education. Students then may continue to upper secondary school, also considered advanced level, which has two grades that take two years to complete. After completion, students receive the Uganda Advanced Certificate of Education (A-levels). After secondary school, students may decide to continue to vocational or technical school or go on to university (The World Bank, 2016).

Due to international pressure from the United Nations' Development Goals, Uganda took action towards improving its education sector. The Ugandan government implemented UPE in 1997 to provide free access to primary schools for all children in the country. After the implementation of this policy, more classrooms were constructed, instructional materials were supplied to schools, and more teachers were recruited (UNESCO, 2001). UPE for Uganda was initiated under Uganda's President Yoweri

Museveni as a fresh start. The reform was implemented throughout the whole country at the same time so all public primary schools' fees were abolished (UNESCO, 2015a). The government's return to multicandidate political competition largely influenced the reform's success. The government was concerned their performance would be judged harshly if they did not follow through with the universal program (UNESCO, 2016). Some trends emerged when UPE began. Uganda immediately saw an increase in primary enrollment rates, even for disadvantaged groups such as orphans and females in rural areas. Studies found that the reform reduced delayed entry and dropout rates among students. (UNESCO, 2015a). This transition to UPE increased fertility rates among women, because primary education was free and the financial burden of children decreased (UNESCO, 2016). UPE was a significant policy change; however, UPE could not keep up with the country's population growth.

More than half the population was under the age of 18 in 2015, which means there was an overwhelming amount of children to educate. In 2013, student enrollment rates for primary school rose to 110 percent; however, that does not correlate with attendance rates. Primary education enrollment rates increased by 15 percent over a period of 13 years claiming that every student was enrolled in primary school (The World Bank, 2016). Even though primary enrollment rates were extremely high in Uganda, attendance rates remained low. Net attendance rates for primary schools were less than 83 percent and only 17 percent for secondary schools (UNESCO, 2013a). School retention has been difficult to improve due to over 20 percent of students dropping out of school early. (UNESCO, 2015a).

Due to the youth population being so high in Uganda and the enrollment rate having increased significantly, literacy was affected. Literacy was recorded at 81 percent in 2002 for young adults and decreased to 73.2 percent and only 88 percent of students passed the PLE in 2010 (The World Bank, 2016; Economy Watch, 2016). Numbers have remained steady with literacy at 73 percent for those aged over 15 in 2013 (UNESCO, 2013a). These were positive percentages; however, it does not correlate with the high numbers enrolled in school. Uganda was lagging neighboring countries in basic literacy and numeracy skills in 2009 (Jones, 2015). In 2015, the youth population between the ages of 15 to 24 were almost equally literate between genders with 499 thousand males and 531 thousand females being illiterate. However, the gender disparity increased significantly for the older population by 1.5 million more females being illiterate (UIS, 2015). Education equity in the country remains a problem beyond gender.

Uganda also had an issue with ensuring education equity for disadvantaged and vulnerable populations. In Uganda's poorest northern region of Karamoja, young adults had 50 percent less than the national average for educational attainment. Gender disparity remained high in rural areas and in higher education after primary school. Income disparity also remained an issue because people with higher incomes had more access and higher completion rates than those living with lower incomes. The Ugandan government provided savings for AIDS-orphaned youth which increased enrollment rates in secondary schools and higher primary examination results. A study of 742 secondary school classrooms in Uganda showed that teachers were struggling to connect with their students' daily life experiences. These students may have been from disadvantaged and vulnerable groups (UNESCO 2016). Numbers for literacy and numeracy competencies

greatly fluctuate between students in urban and rural areas. Students in rural areas were consistently behind those in urban areas. When comparing learning outcomes in districts, the northern and eastern districts ranked in the bottom percentages, which were also the poorest regions (Uwezo, 2016). Another disadvantaged group is out-of-school youth.

Reaching out-of-school youth has deemed to be a challenge for many groups in Uganda. The African Youth Alliance determined that out-of-school youth would be difficult to persuade to participate in their educational programming because of them dropping out of school to find ways to generate family income, usually in agriculture or other labor. They recorded evidence that young people were highly mobile and hard to identify in communities. The organization chose to implement entertaining activities to educate reproductive health issues for Ugandan youth. Their methods of implementing music, drama, and dance through programming was immensely successful for their target audience (African Youth Alliance, 2005).

Even through all these attempts to improve education, there are many problems that still exist. Many children do not attend school regularly and others perform poorly in school. Many girls dropped out before completing primary school due to culture and menstruation (UNESCO, 2001). School violence remains an issue for many schools, especially in rural areas. There has been a transition of cultural behavior in educational institutions across Uganda. Corporal punishment, such as caning, used to be a popular method of discipline students in classrooms, but has slowly been replaced with less violent methods. However, 54 percent of students experienced physical violence from a school staff member in primary schools across rural communities. Corporal punishment

was embedded into culture and was supported by communities and the state. (UNESCO, 2016).

Even with some success of UPE in Uganda, there remained various issues with the education system. When public primary school fees were abolished, enrollment rates skyrocketed for public schools that created an overwhelming ratio of pupils to teachers (UNESCO, 2015a). Teachers were among the lowest paid civil servants in the country and therefore lacked motivation to do good work or show up to teach their overcrowded classrooms (Jones, 2015). Due to teachers being overwhelmed with the number of students in their classrooms, teacher absenteeism increased by over 27 percent dramatically decreasing instruction time (UNESCO, 2015a). The average pupil to primary teacher ratio was 49:1 in 2011, which decreases dramatically for secondary school with a ratio of 19:1 (The Heritage Foundation, 2016). However, the researcher observed government funded primary classrooms with over 100 students to one teacher



Photo 2.1 Public Primary Classroom



Photo 2.2 Private Secondary Classroom

and secondary classrooms with over 50 students as can be seen in Photo 2.1 and Photo 2.2. Based on a citizen-led assessment survey led by Uwezo, a learning institute in Uganda, the average class size was 68 in public primary schools. Even if that number was reduced to half, it would still have a negligible learning effect. Depending on urban or

rural areas in the country, a teacher deficit would range from 13 to 100 percent. INGOs have worked the Teacher Motivation Working Group to survey teachers about their decision-making power at the school level and how they deal with students lagging. From 2005 to 2006, teacher attrition decreased by 24 percent followed by a 33 percent pay increase (UNESCO, 2016).

There were indications that community members throughout Uganda felt that the number of public schools needed to drastically increase to decrease the number of students in each classroom and teachers' workload (UNESCO, 2016). Due to the National Examinations Board in Uganda being in charge of assessments, institutional structures were clarified and development and implementation of educational programs were improved. Although, there were no standards set for enforcing pupil to teacher ratios in public schools (UNESCO, 2016). Besides high enrollment, classrooms looked the same because they had similar resources throughout the country.

Many classrooms in Uganda had access to the same resources. Most classrooms had a useable chalk board for instruction time. Most pupils were given one exercise book and a pencil to do their classwork. Due to the high enrollment of students, some schools do not have enough furniture for each student and therefore 21.5 percent of pupils had to sit on the floor. Visual aids have to be created by teachers and only 69.7 percent of classrooms had visual aids to support visual learning. No primary school had enough textbooks for each student and therefore students had to share among themselves if they had access to textbooks (Uwezo, 2016). There was often a misunderstanding between teachers and the curricula's objectives because teacher training did not include them and many schools not having the resource support. For example, Uganda updated curricula to

promote learner-centered pedagogy, but most teachers did not have space or materials in their classroom to implement group activities (UNESCO, 2015a). Most teachers (90.5 percent) received pre-service training by way of higher education or certification courses. However, only 53.5 percent of teachers have participated in training within the last two years of their service (Uwezo, 2016). The lack of teacher support and training has led to significant learning gaps for students.

Currently in Uganda, there have been consistent learning gaps but improvements as well. Learning outcomes have been consistently low across Uganda. In regards with literacy, eight out of ten students in primary three could not read and understand a story in English. By primary seven, that number decreased to two out of ten. In regards to mathematics, seven out of ten students in primary three could not do division. However, by primary seven, that number decreased to two out of ten (Uwezo, 2016). Learning outcomes are dependent on teachers, resources, and location.

According to Uwezo, there were slight differences between students from high and low socio-economic status households. However, there were major differences between students attending private and public educational institutions. Students who received pre-primary education were more successful with literacy by primary two. About 20 percent of primary students were receiving private remedial classes, which aided their quality of learning. Almost 50 percent of primary students did not attend pre-primary school. Students should start primary school at the age of six, but late entry and delayed progression were consistent challenges where students have been entering primary school at ages eight through eleven. Repetition was an issue due to late entry in early primary grades. The absence of mathematics and English textbooks was a major

challenge in primary schools. (Uwezo, 2016). These factors greatly decrease the quality of education for low-income students.

Based on research stated earlier, financial support for education has been steadily decreasing even though the need for finances has been greater to achieve educational goals. The total government expenditure on education was a mere 3.3 percent of the GDP in 2013 even with the UPE's continuation (Index Mundi, 2013). Uganda's government expenditure on education appeared to fluctuate frequently. In 2009, 0.49 percent of total GDP was spent on education and by 2014 the percentage increased to 1.70. In the same year of 2009, the percentage of total government expenditure on education was a mere 2.08 percent, but it jumped to 8.18 percent within the next year and has been steady since then. In primary education, the government was spending a mere \$1.93 per student in 2009 to which it increased to \$51.33 the next year and settled at \$75.11 in 2014. In secondary education, the government spent \$41.12 on each student in 2009, which increased to \$293.25 the next year and decreased to \$184.96 by 2014 (UIS, 2015). Uganda has been documented for corruption in capitation grant programs, so foreign aid was not reaching educational programs (UNESCO, 2015a). Many Western countries began suspending aid to Uganda due to highly publicized corruption accusations. External auditors find over 12 million Euros from European countries were funneled into private bank accounts of government officials during 2012 (Transparency International, 2012). Even though the government's spending for education has fluctuated often, higher education is increasing.

As of 2014, Uganda had a total of 40 universities with the majority being private. Universities constituted less than 20 percent of all schools in Uganda with the total

student enrollment estimated at 71 percent. University students were studying more subjects in arts and humanities (66 percent) versus technology programs at 34 percent. Other tertiary institutions were increasing and students studied mostly business and health programs there. Higher education had seen an increase of female students with male and female students being a ratio of 1.5:1. Graduation rates from higher education institutions were high with 94 percent completing at universities and 92 percent completing at other institutions. Graduates found jobs mostly within the sectors of agriculture, health, trade, and finance (Basheka, 2015).

Academics. Due to Uganda's effort to increase their quality of education, their curricula should reflect change and progress to improve academics. The Brookings Institute evaluated an educational program called Success for All that was implemented in low-income elementary schools to increase literacy. The program included a curriculum that focuses on phonics for young children and daily one-on-one tutoring. Among a random sampling, 80 percent of teachers approved of the three-year program. Students in the program scored higher in reading comprehension and vocabulary skills (Haskins, 2014).

The national language of Uganda is English; however, there are 41 indigenous languages still used throughout the country. A recent study recorded the language used by teachers and students in primary classrooms in central regions of Uganda. In lower primary grades of first to third, teachers used local languages for instruction about 75 percent of the time, which increased to 90 percent when teaching subjects in mathematics and social studies. When students transitioned to fourth grade in primary school, teachers abruptly switched to teaching in English when students were unprepared (UNESCO,

2016). The number of languages used in education greatly affect learning outcomes by decreasing students' learning retention rates as proven in this study by UNESCO (2016).

Health. Introducing adolescents to public health concerns in school is significantly beneficial to their own personal health and development as well as improving the quality of their education (UNESCO, 2013c). The education sector prepares children for their transition into adulthood with new roles and responsibilities including making decisions regarding their physical health (UNESCO, 2009). Research has proven that school-based interventions increase conversations between family members. In a study throughout sub-Saharan Africa, schools that included sexual education incentivized students to communicate about the topic at home (Namisi et al, 2015). Communities were more inclined to normalize a traditional taboo topic, such as HIV/AIDS, if educational institutions include it in the curricula.

A major health concern for much of sub-Saharan African was HIV and AIDS that has increased and decreased over time with global involvement. Sub-Saharan Africa remains the region most impacted by the HIV epidemic even though prevalence of the virus was declining. However, new infections among young people continues to be a serious concern in Eastern and Southern Africa (ESA). A near estimated 11 million children living in the ESA region have lost parents to AIDS, increasing the number of orphans. Less than 40 percent of adolescents had knowledge of HIV and AIDS in Uganda (UNESCO, 2013c).

Sexual Education was important to regions affected by HIV and AIDS because it equipped the youth population with the knowledge, skills, and beliefs to make responsible choices regarding their relationships (UNESCO, 2009). South Africa decided

to tackle its AIDS epidemic one way by creating and implementing a life skills curriculum in secondary schools. The curriculum was a guideline for schools designed to provide information about the virus to reduce transmission, develop life skills to facilitate healthy behavior among the youth population, and develop an environment of tolerance and awareness for those infected. However, the curriculum was too focused on HIV prevention and not on life skills such as decision making and communication. There was also a lack of teacher training in South Africa that affected the program as well as strong opposition from the community about sexual education in schools (Thaver & Leao, 2012).

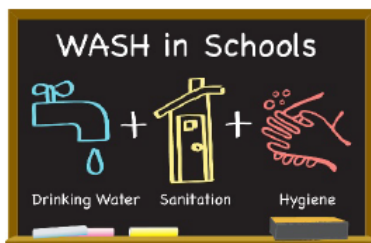
UNESCO has collaborated with other international organizations in an effort to create culturally relevant materials for sexual and reproductive health education in schools. They implemented Comprehensive Sexuality Education (CSE) that provides information based on scientific facts in 2009 that starts in primary school before students go through puberty. This program aided UNESCO's strategy on tackling HIV and AIDS by focusing on HIV prevention, treatment, care and support for those affected who are school aged. They adapted the program in 2015 to include teacher training, gender-based violence in schools, and adolescent pregnancy. Research on CSE has proven that the program effectively delayed sexual activity among youth and increased their knowledge on sexual education. The program has aided in finding gaps in Uganda's sexual education curricula that includes forming relationships, human development, sexual behavior, communication skills, and more (UNESCO, 2013c).

The Ugandan government pursued a diverse approach towards advocacy for HIV prevention. The National AIDS Commission collaborated with the country's national

AIDS budget to develop a program to broadcast HIV prevention messages. Several national ministries partnered with the commission to monitor and evaluate the program. They also partnered with civil society organizations and community leaders throughout Uganda so they could contribute their support for the program. Radio messages about HIV prevention were broadcast throughout the country and other groups supported educational programs (UNESCO, 2008). This method was initiated in hopes of reaching more youth across the country via radio.

Adolescent pregnancy in Uganda remained high partly due to low accessibility of sexual education. Less than 60 percent of female adolescents were pregnant before the age of 19 in Uganda (UNESCO, 2013c). More than 50 percent gave birth only attended by a relative or alone. Ugandan youth who became sexually active were 50 percent less likely to complete secondary school compared to their counterparts who chose to not become sexually active. Thousands of boys were arrested and put in jail for consensual sex with girls younger than 18 years in Uganda. Bail fees were exorbitant and parents sell land and livestock to retrieve their sons from jail (UNESCO, 2009). As Medhin Tsehau, UNAIDS Country Director for Zambia, said, “Information is power and young people need to be equipped with the right information and skill to make right decisions” (UNAIDS, 2015). Sexual education is an important tool to tackle these issues.

Another health issue that affects school aged children and education is lack of clean water and sanitation in Uganda. UNICEF created Water and Sanitation for Health



(WASH) in 1998 and became a global collaborative effort for many development organizations to tackle health issues caused by dirty water. A staggering 443

million children would miss school each year due to water related illnesses including diarrhea and worm infestations. Many health issues were transmitted in schools instead of homes hence WASH was invested into schools as indicated in Figure 2.4. WASH affected poverty, school attendance, student health, gender equity, learning outcomes, and dignity by teaching children the importance of hygiene (WASH Advocates, 2015). When UNICEF attempted to collect data in Uganda, much data concerning WASH was unreported. For instance, the number of students per toilet or latrine was unknown along with if toilet areas were gender-segregated or were equipped with doors. Data concerning the distance to main water sources from schools were also missing (UNICEF, 2015).

Due to water related illnesses, attendance rates were low in areas lacking access to clean water and sanitation. Some organizations implemented a plan for deworming children in areas with high rates of worm infection. School attendance rates spiked in the short term in areas where children were dewormed. Deworming had a long-lasting impact for students making higher test scores and for adults finding higher paying jobs because of better health (UNESCO, 2016). Uwezo (2016) found that 65 percent of schools had safe drinking water and 68.8 percent of schools were within a 20-minute walk to water sources. However, only 33.1 percent of schools had built hand washing facilities. There is still much improvement to be made regarding health topics in schools.

Gender Inequality. Gender equality has been a focus for the African continent for some time now, including a push for girls' education. Regional and local statistics in sub-Saharan Africa have been falling behind global averages after the Millennium Development Goals were implemented. The problem of educational disadvantages in the region have been spreading. The international community has to continue strong support

for gender equality so the focus on girls' education does not disappear from the global policy agenda (Ekine, Samati, & Walker, 2013).

Leaders in gender policy have believed that empowerment education is linked to providing girls with positive development in regions like sub-Saharan Africa. Economic empowerment, along with technical education, have demonstrated benefits for individual girls in developing regions through out-of-school programs. Benefits include alternatives and opportunities from preventing child marriage to creating income. Gender specialists agree that education has been one of the best strategies for protecting girls from undesirable life events. Education improves the health of girls and produces benefits for their families and communities overall. Educating girls has been a strategy for many educational leaders to eliminate economic barriers such as poverty and low economic productivity (Ekine, Samati, & Walker, 2013). Empowerment through girls' education has been a popular focus for many out-of-school programs for youth because of those reasons.

In 2001, the African Youth Alliance organized a study on gender equity in Uganda for education. Among youth aged 15 to 19 years, an estimated 11 percent of young women completed primary school and not even one percent continued to complete secondary school. Percentages for their male counterparts were only a fraction higher. This group noted in their study that a significant portion of the women who dropped out was due to marriage or pregnancy (African Youth Alliance, 2005). A majority of girls in Uganda were married between 15 to 18 years of age (Ekine, Samati, & Walker, 2013). There was also a small percentage of young people who never attended school. Their study stressed the need for interventions in school related to reproductive health because

60 percent of girls with no education became pregnant during adolescence and percentages significantly decreased with more education. Sexually transmitted diseases increased proportionately along with increased sexual activity at an early age with no education (African Youth Alliance, 2005).

Another reason girls would stop going to school was because of puberty and their menstruation cycles. Marni Somner, a Columbian Professor of Public Health, believed that menstruation remained an issue because it involved many sectors of development including water and sanitation, education, and global health (Aizeman, 2015). Many girls in Africa were still unaware of what menstruation was. In West Africa, girls learned about menstruation when they were older and only learned about sanitation from female friends. Culturally, menstruation was to be kept secret and not discussed publicly (Keihas, 2013). UNESCO reported that even though curricula in schools cover topics including puberty and menstruation, many teachers skip over the material due to cultural taboos (UNESCO, 2014a).

One in ten adolescent girls were absent from school due to puberty-related issues that cause them to eventually drop out of school (Din & Chatterjee, 2016). In Uganda, dropout and low completion rates affect the majority of girls. The start of menstruation, as well as other puberty-related issues, increase absenteeism and decrease the quality of education for girls (UNESCO, 2014a). Peninah Mamayi from Tororo, Uganda said, “I was wondering what was coming out (blood) and I was so scared. I feared telling anybody” (Fallon, 2014). Ugandan girls have used ebikokooma leaves, old rags, and paper to manage their menstruation while others have sat in sand for the duration of their cycle. In 2012, the Netherlands Development Organization researched seven Ugandan

districts and reported over 50 percent of female teachers confirming their schools did not provide lessons on menstruation or sanitary pads. According to the World Bank, school girls may miss an average of 20 percent of their school year due to their menstruation cycles. However, Kampala (the capital city in Uganda) has hosted an annual National Menstrual Hygiene Management Conference since 2014 to aid in raising awareness about menstruation and breaking the stigmatized subject (Fallon, 2014).

Governments in East Africa have taken steps to eradicate the threat of natural causes for girls dropping out of school. The East African Legislative Assembly created a resolution in 2013 to waive taxes on sanitary products to increase access for girls (Din & Chatterjee, 2016). The Uganda Ministry of Education and Sport (MoES) have developed the National Strategy for Girls' Education (NSGE), which focused on methods to intervene girls' education. Part of this program included a Menstrual Hygiene Reader that was developed for primary school girls and provided information on menstruation. The document was written for girls to read and the MoES published enough materials for government schools as well as developed a training for teachers to support the program. In support of girls' education, the MoES has also established Girls' Education Movement clubs, distributed sanitary materials in vulnerable areas, developed guidelines on constructing girl-friendly bathroom facilities, provided training of senior teachers to support girls' menstruation, developed a teacher handbook for keeping girls in school, partnered with NGOs to increase distribution of sanitary materials, and implemented the campaign Go Back to School, Stay in School, and Complete School. These implementations were a comprehensive approach to solve issues facing girls, although challenges still remain (UNESCO, 2014a).

Africans and local Ugandans have started to tackle the need by finding different methods to create affordable sanitary pads. Professors from Uganda's most popular university, Makerere University, invented MakaPads which created sanitary pads from papyrus reeds and waste paper (Fallon, 2014). A company in Uganda AFRIpads has created washable and reusable sanitary pads and produced enough for half a million girls. A company in nearby Rwanda, Sustainable Health Enterprises, created sanitary pads made from banana trunk fibers and trained women on producing them (Aizenman, 2015). According to UNICEF (2010), "Creating school environments that encourage girls to complete their education has far-reaching implications for women's health and a nation's economy" (p. 10). Raising awareness and providing education on menstruation in schools would aid girls to continue education without unnecessary disruption.

Leadership. Youth empowerment and building leadership skills has been an emerging focus for education in sub-Saharan Africa due to the youth bulge. Youth organizations have continued to adapt to the needs of the youth population and more of them have been developing new programs to encourage leadership. One example of a well-known organization was Educate! which was created in the United States to provide services in Uganda. The organization designed a curriculum that encompassed entrepreneurship and leadership skills for secondary students. The curriculum involved students, teachers, and mentors (who were students trained to teach lessons). In 2016, the organization was collaborated with 397 schools in Uganda reaching more than 14 thousand secondary students. The goal of this program was to empower youth with skills to solve poverty in their communities and expand their potential. Since the program's

inception in 2009, about 94 percent of program graduates owned a business, held a career, or attended a university (Educate!, 2016).

The Brookings Institute have researched what educational programs produce significant improvements in the U.S. that would be applicable to other places as well. Career Academics was an educational intervention that targeted at high schools and combined academic and career curricula. The program established partnerships with local businesses to provide learning opportunities for secondary students. Students who participated in the program had an 11 percent increase in annual earnings compared to average numbers (Haskins, 2014). In an International Labor Organization survey, Uganda had 11 percent of youth complete an apprenticeship, internship, or training during school (UNESCO, 2016). Besides using careers to develop leadership, combining politics and academia in school can be beneficial as well.

Education is important for increasing political knowledge among a county's youth population, which is particularly important for Uganda. According to the Corruption Perceptions Index for 2016, Uganda ranked 151st in the world for being significantly corrupt. The country's score for its perception of public service corruption was 25 out of 100 leaning towards highly corrupt. The index used data from institutions in the public sector and standard deviation to determine countries' ranks (Transparency International, 2016). In Uganda, students in school were more likely to know political information about their country, especially students who went to school on scholarship (UNESCO, 2016).

Musana

Musana Children's Home was created in September 2008 by a team of Ugandan and American University students. The establishment was an orphanage that provided



Photo 2.3 Musana Classroom

162 children with three meals a day, basic medical care, and education. Musana Children's Home transitioned into the MCDO in 2010 as a national NGO in Uganda to provide more services to the Iganga District.

Their services include education, healthcare, skill development, and agriculture. Each of their services are housed in separate facilities including the Musana Nursery and Primary School (as seen in Photo 2.3), the Musana Community Health Center, Sol Café, Musana's Guesthouse, Musana's Farm, and more. Each of their services thrive on local ownership, social entrepreneurship, sustainability, and accountability. The organization's mission is "to see rural communities in Uganda develop using sustainable solutions that give hope and dignity to the most vulnerable" (MCDO, 2017).

Since their inception to 2015, their accomplishments made a significant impact in their community. Almost 700 children attended Musana's school and 37 students had graduated from primary school with high performance levels. Over 120 local Ugandans were employed part time, while over 80 were full time. Over 200 families had access to clean water daily with two boreholes located at their school and their farm. Their entrepreneur workshops and trainings empowered 1,500 community members (MCDO, 2015). MCDO has expanded rapidly along with their community.

MCDO is located in the Iganga District of Uganda. The Iganga District had a population of 540,999 in 2002. During that year, 60.6 percent of the population was under the age of 17 years. Only 74.9 percent of Iganga's youth were attending primary school and only 22 percent were attending secondary school (Uganda Bureau of Statistics, 2009). There were over 350 primary school buildings in Iganga with only 80 secondary schools (Uganda Bureau of Statistics, 2012). According to this data, attendance numbers were low and infrastructure for education was limited. Iganga is one of the fastest growing districts in Uganda and data shows that the town's resources cannot keep up with its growth.

The Musana Nursery and Primary School is the largest service MCDO provides currently. Their school has an estimated number of around 800 students yearly and employs about 60 people as shown in Table 2.1. The facility covers nine acres of land allowing for a kid-friendly spacious environment suitable for learning. The school has

2016 Musana School Staff & Students	
Male Students	399
Female Students	380
	779
Male Staff	27
Female Staff	26
	53

Table 2.1 2016 Musana School Staff & Students

been rated as the best educational facility located in the Iganga District. The Ugandan government promoted Musana's school as a center of excellence due to its high ranking in performance levels. Due to the rapid expansion of the organization, Musana built a secondary school that opened its doors in February 2017 for its first class of students. The vocational secondary school offers courses in trade skills popular across Uganda

including welding, catering and hospitality, mechanics, tailoring, carpentry, and more. Musana focuses on enhancing students' abilities to create a better future for themselves and their country (MCDO, 2017).

Musana's Nursery and Primary School is considered a private school in Uganda. The organization charges students a tuition of \$100 (359,500 UDX) which covers one year of school, three meals per day, two uniforms, and classroom supplies. The organization has a SHINE Program that works to financially support for children attending school or women taking entrepreneur workshop and trainings. They require donors to commit to at \$40 or more monthly, quarterly, bi-annually, or annually (MCDO, 2017). As of 2015, Musana's school had 150 students receive full scholarships through their SHINE Program. The organization is striving to become 100 percent sustainable, but still relies on donations and grants. However, their education service was 93 percent sustainable in 2015 (MCDO, 2015).

Curriculum. Musana's school offers quality education by utilizing the Ugandan curriculum as well as other methods of pedagogy in order to be more inclusive. Ugandan teachers offer a more holistic learning experience for students at Musana by focusing on implementing leadership, creative thinking, literacy, and practical life skills throughout their curriculum (MCDO, 2017). A formal curriculum requires a strong foundation base which includes prioritizing standards, naming the units of study, assigning priority and supporting standards together, preparing a pacing calendar, and finally constructing the unit planning organization. A unit of study should typically take three to four weeks to cover to ensure optimal learning time. Ainsworth (2010) recommended that curriculum should entail engaging essential questions with every unit to capture students' interest

and attention. Each lesson included in the unit should connect to the unit's essential questions (Ainsworth, 2010). Here is an example of a lesson plan from Musana's curriculum during the 2016 school year:

Class 4-5 Years	Term One	Weeks 3 and 4. Suggested Theme: people at home
Daily Routine	Competencies Covered	Lesson/Activities
Mathematics	I can show relations among things in serial order. I can count things and numbers to 20.	<p>Introduction Sing a counting song to 20 Children collect 5 stones each. Put in order according to size. Discuss.</p> <p>Group work</p> <ol style="list-style-type: none"> 1. Play with assorted shapes and containers 2. Group skipping and counting 3. Group with balls counting 4. Group playing with leaves of different sizes and simple plates <p>Etc (one to one correspondence) Plenary Ask children to show the others their skipping ball throwing and all the class count how far they go.</p>
Oral literacy	I can retell stories.	<p>Show pictures of people at home. Discuss. Teacher tell a story about someone at home (eg grandma, baby.) Children helped to retell it. Children go into compound and use a stick to draw a picture of grandma in one part of the story.</p>

Figure 2.5 Musana Lesson Plan (MCDO, 2017)

The teaching methods of Musana's staff prove to be working since students' performance rates have been the highest. After their school year ended in December 2016, Musana's

school ranked 2nd in the Iganga District for highest performance scores on the national PLEs which all Primary 7 students must take to continue to secondary school. In December, 32 students at Musana took the PLE and all of them passed with 22 students scoring in the top division and 10 scoring in the second division (MCDO, 2017). Students scoring well are a testament to the pedagogy of Musana's curriculum.

Summary

The international community has responded to the education sector's problems by initiating global goals through the UN. The MDGs retrieved significant results from increasing primary enrollment rates, but also showed gaps in primary completion rates and quality of education. The UN responded by implementing the SDGs as a new global goal to achieve quality of education and insuring education equity among all disadvantaged groups. The global goals are supported by initiatives created by world leaders in the education sector such as EFA, the Global Education First Initiative, and the Incheon Declaration. Data gaps from the goals and initiatives show that more monitoring and evaluating need to be encouraged by governments to ensure progress. There is also a financial gap that is preventing goals from being met. Government spending and donor aid need to be reevaluated for education.

Youth development is a diverse field that can be created and implemented in a variety of ways through non-formal education. Afterschool programs are considered non-formal education and can be adapted to youth's needs to promote positive youth development. Often, youth want to be prepared to transition into adulthood and an afterschool program can provide them with the opportunities to gain life skills to create a

sustainable livelihood. Best practices for youth development involve linking academics with youth's interests in creative arts, sports, and social interaction. Research has proven that if communities focus on youth development, growth will ensue following increased completion rates. Creating youth development opportunities will allow countries to reach the global education goals. Countries like Uganda must invest in quality education because of their youth population.

Uganda is a low-income country with about 60 percent of its population under the age of 24. Their youth are facing chronic poverty partly due to high unemployment rates and poor quality of education. Even though Uganda implemented UPE and primary enrollment rates were at an all-time high, there are still gaps within their education sector. Some gaps include low retention rates, low completion rates with very few students transitioning into secondary school, overcrowded facilities, few teachers or support, lacking resources at schools, decreased and stalled literacy and numeracy rates, and more. Access to education remains a problem for many disadvantaged groups such as girls, low-income households, and disabled children.

There are many organizations and government bodies throughout the world, sub-Saharan Africa, and Uganda that are creating and implementing youth development programs and supporting policies to encourage more youth to attend school. Governments have been initiating policies to keep girls in schools, increase teacher support, and support youth organizations. Organizations implement non-formal education to reach tens, hundreds, thousands, and millions of youth through creative and innovative programming tailored to their needs. MCDO is one organization in Uganda that empowers the youth they serve by promoting quality education and other services. This

project was created and tailored to students' needs by providing a non-formal curriculum to increase the quality of education and aid in Musana's efforts in creating a brighter future for their students.

Research Methods

Motivation

The researcher has been passionate about education for vulnerable children since she discovered her interest in community and international development. After completing her undergraduate studies, she joined AmeriCorps. AmeriCorps is a national program in the United States that recruits volunteers for a variety of nonprofits in every state, usually for a one year term. In Birmingham, Alabama she served an AmeriCorps term for a nonprofit known as BirminghamREADS. Her volunteering experience was in an inner-city elementary school, Hayes K-8, where literacy rates were dangerously low, teen pregnancy rates were high, and completion and retention rates were low. She assisted teachers with teaching class, creating lesson plans, tutoring students, and running an afterschool program. The student population at the school was 82 percent African American and 11 percent Latino. Many of these students were in vulnerable situations considering their socioeconomic status, race, and education levels. This was an eye-opening experience about education in the U.S. school system that encouraged her to continue working in education to find ways to improve the system.

The researcher's experience in Birmingham led her to serve another AmeriCorps program in Indianapolis, Indiana. She was a member of Public Allies, a national leadership program, and served her AmeriCorps term at Emma Donnan Middle School, an inner-city school with a high African American population and low literacy rates along with other subjects in a high crime neighborhood. At this school, she helped to implement a new afterschool program sponsored by 21st Century Community Learning Centers, the only U.S. federally funded afterschool program sponsor. While in this

position she created unique projects for the afterschool program, taking the needs of the students and their opinions into account. This experience taught her the importance of collaboration with the students and faculty of a school as well as assessing the needs of the local community together with the needs of the students. After her experiences in education, she decided to pursue graduate school in international development to connect academia and practice.

During the Master of Arts in International Development and Service (MAIDS) graduate program, the researcher experienced more school programs in the U.S., but abroad, as well. In Portland, Oregon, she completed a three-month internship with I Have A Dream Foundation Oregon at Alder Elementary School in their library. Her internship started as creating a literacy program to engage students in reading; however, there were many behavioral issues that prevented her from running a new program. This school was in an impoverished, metro area of Portland with a significant refugee population. Over 30 languages were represented in this school and communication was a serious issue. Her internship evolved into learning how to engage students with their peers when multiple cultures were represented. It was a valuable experience before going abroad.

The second semester in the graduate program took place in Iganga, Uganda. During her stay in Uganda, most of time was spent with the MCDO who hosted our program. Her internship was at Musana's Nursery and Primary School where she assisted teachers with teaching their students, creating lesson plans, and preparing their classrooms for the school year with educational visual aids. This was her most valuable experience with education to date for a plethora of reasons. In this community there were barriers to education for children such as poverty, gender inequality, stigma, and more.

Children grew to love Musana and desired to be at school. It was not long before their reputation reached to remote parts of Uganda and children were traveling far and wide to receive a quality education. She saw the importance of access to education, as well as the quality of education. In areas like Iganga, children need something to look forward to – something hopeful – and she believes that is school.

While abroad for the third semester in Quito, Ecuador, the researcher had an internship with Plan International: Ecuador. She had the unique experience of evaluating educational programs implemented by Plan Ecuador in various regions throughout the country. Their educational programs covered a variety of topics from gender equality to drug prevention with a broad spectrum of ages from young children to older family members. She was able to read through a variety of curricula the organization created and implemented through their various programs. This experience allowed her to learn how to evaluate curricula for different educational programs. She also learned how curricula were created from an organizational standpoint outside of a school. This helped her in preparing the curriculum in this project as well.

Through all of her experiences in schools and organizations stateside and abroad, the researcher has gained a deeper passion for education. She decided to focus on education for her project because she felt her skills and knowledge in this area would be able to build a strong project that could be used to improve the quality of education at Musana, but could also be used in a variety of other educational programs. While in Uganda, she noticed the greatest need was for more educational opportunities. While interning at Musana, she noticed that the children had no planned activities after classes were finished for the day. Children were also lacking activities to do over the weekend.

She decided to use her skills to create an example of an afterschool program curriculum with the Musana staff's input to be ready for their implementation.

Methods: Overview

This project included a multi-method qualitative design. Before creating curriculum for an afterschool program, needs assessment interviews with Musana's administration staff (Appendix B and D) and focus groups (Appendix C) with Musana's teachers were implemented. All of the administration staff were asked to participate in a needs assessment interview created by the researcher using social researcher Steinar Kvale's methods that focus on students' needs and the school's capacity for such a program (Kvale, 2007). The researcher interviewed each staff member by being present, addressing any follow-up questions, and building rapport.

Two focus groups were organized by inviting 20 nursery teachers and 20 primary teachers to participate. Focus groups used methods organized by social researcher Pranee Liamputtong and each group had activities to gather ideas for projects to be considered (Liamputtong, 2011). After gathering data and information (Appendix E) from Musana's staff, she observed activities by students and evaluated their responses by participant observation to measure how successful a project could potentially become. Afterwards, the researcher started creating the curriculum for the program by using the data and information gathered, as well as researching successful non-formal educational programs in East Africa.

This project required to be submitted through the IRB process for approval which determined it was ethically safe (Appendix A). Every participant's involvement with

either interviews or focus groups was not required to sign a consent form. Collected data and information were kept in hidden data files on the researcher's personal computer. Children under the age of 18 were not directly be asked to participate in activities and personal information was not be recorded.

The efforts from designing this project will be embedded into Musana's Nursery and Primary School and the brand new secondary school in Iganga, Uganda. The staff at Musana will be the deciding factor on how they want to implement the program. Their input has strengthened lesson plans chosen for this curriculum to accommodate their students' needs and by becoming stakeholders in the project, creating ownership. The teachers' input from the focus groups have been implemented into the program so it has become more adaptable to their students' needs and wants. The objectives and outcome goals for this project are as follows:

- To create and promote youth leaders at Musana's school.
- To create opportunities for learning life skills and career focused projects.
- To provide additional support to teachers.
- To increase the quality of education at Musana.
- To promote and improve community relationships between Musana's school and Iganga.
- To have students finish Primary school successfully and continue to Secondary school with goals.
- To be adaptable for schools in developing countries to adopt and use.

Methods and Research Design

The first research method implemented was the needs assessment interviews with the administration at Musana. The researcher chose to do interviews because she wanted in-depth information about the school from the administrative perspective. She sought out interviews with the administrative staff at Musana because she thought they would be the most knowledgeable about what the organization needed assistance with and where their strengths were in the organization. She approached each administrative member in-person more than a week prior to implementing the interviews to let them know about her project and why she wanted to interview them. She approached them in-person because phones and wireless internet were not easily accessible in Iganga and communicating in-person was the best and easiest approach to building relationships. She also wanted to let them know that their input was valuable to her project and would not be successful without them.

After communicating with each administrative staff member about the interview, the staff person and the researcher scheduled what would be good days and times to meet. Since she would be meeting with each staff member individually during business hours, she wanted to create a semi-structured interview to have set questions to ask, but allow space for flexibility if our conversation took a different direction. There were 14 administrative staff members at Musana, but she only interviewed 11 staff members due to time constraints and availability. The interview consisted of 11 set questions (Appendix B) regarding the activities of students, faculty, and parents involved at Musana. Each interview took place in the staff member's office at the school and estimated to take 30 to 45 minutes. Interview questions were printed on a sheet of paper

with space to write answers for each question. Additional notes on the conversations beyond the questions were written along the margins and below the questions. One concern with the process was that most of the interviewees seemed distracted during their interviews because it was during the school day and they had to attend to their work as well.

The second research method implemented was to use focus groups made with the teachers at the Musana Nursery and Primary School. The researcher chose to do focus groups because she wanted to communicate with every faculty member at Musana to build a better relationship. She also wanted every teacher to participate because she believed that they would each bring a unique perspective from their classrooms that would be valuable to creating a curriculum. Organizing and implementing focus groups allowed her to reach more faculty members in a shorter time span. She planned for two separate focus groups and categorized them by faculty for the nursery school and faculty for the primary school. She separated them because the group would have been too large to do one session. She also categorized them by school because she assumed they would have similar experiences in their classrooms and would be able to collaborate during the session. She announced the focus group sessions by word-of-mouth and posted flyers in faculty meeting spaces one week prior to the scheduled dates. Communicating with faculty proved to be more difficult because they were harder to schedule with due to them being in their classrooms and doing their responsibilities outside of classrooms.

The scheduled focus group sessions took place on two separate days during the week right after school ended. The researcher chose to implement both the sessions on separate days in order to have enough time to prepare and reflect before and after each

session. It seemed best to organize the sessions after school so more teachers could participate. Both sessions took place in the teachers' break room because it was a neutral meeting space and provided enough space with tables and chairs. The focus group was organized as an activity. There were six questions (Appendix C) regarding the different perspectives and roles a teacher handles in their position. These questions were geared towards creating conversations within small groups of four to five teachers. Each small group had markers and construction paper to write their conversation and draw pictures for each question. The nursery session had a total of 12 participants which separated into two small groups with six members each. The primary session had a total of 17 participants which separated into three small groups with six to seven members each. Each session took about one hour. Each session had a slow start, but participants were enthusiastic as the activity continued and conversations were fruitful.

Participant observation was part of the researcher's research methods as well. She chose participant observation because she had an internship at Musana and was able to be in classrooms with teachers and students. She was able to see and experience firsthand what teachers were doing in their classrooms and how students were reacting throughout various educational activities. She wanted to be able to use her internship experience at Musana as a perspective for creating a curriculum. Throughout participant observation, she kept a journal of activities that stood out to her on a daily basis at Musana throughout her three-month long internship. In her journal, she noted different activities teachers did in class and how students reacted to those activities, whether they were positive or negative. She did this to gauge what students were most interested and what approaches teachers were taking to tackle different subjects. She also noted what students and faculty

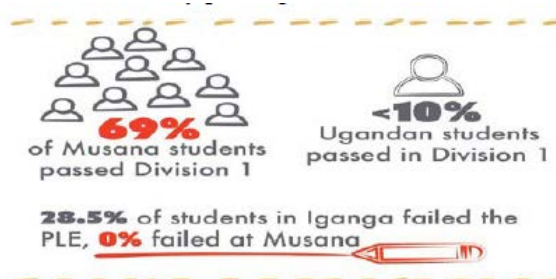
were doing outside of class on campus after school hours because Musana is a boarding school. She did this to learn more about their structure for after school and what activities students were engaging in and what responsibilities staff members had on campus.

Data Presentation

Needs Assessment Interviews

The needs assessment interviews (Appendix D) produced valuable information for the project. Many of the administrators at Musana spoke with passion and offered a variety of perspectives on the school depending on their position. Some of the interview questions retrieved similar responses, which proved that the staff were in unity about some topics regarding the school. The researcher chose to interview the administrative staff because she was interested in learning how Musana's school operated and the administrative team are partly responsible for aiding in the success of its students.

Uganda requires students to take an exam in their last year of primary school, the PLE, in order to see if students have the skills to continue onto secondary school. Musana students have been consistently passing their exams and their scores for the 2016 school



year were very positive. As shown in Figure 4.1, 100 percent of students at Musana passed their exam and the school was rated second over 400 schools in the

Iganga District. Even though Musana had a history of high test scores, the researcher was curious about what subjects students did well in and maybe not so well. When questions concerned class subjects and students' performance levels, many responses from the staff were unanimous with English being students' favorite subject and Math being the subject students struggled most with which can be seen in Table 4.1.

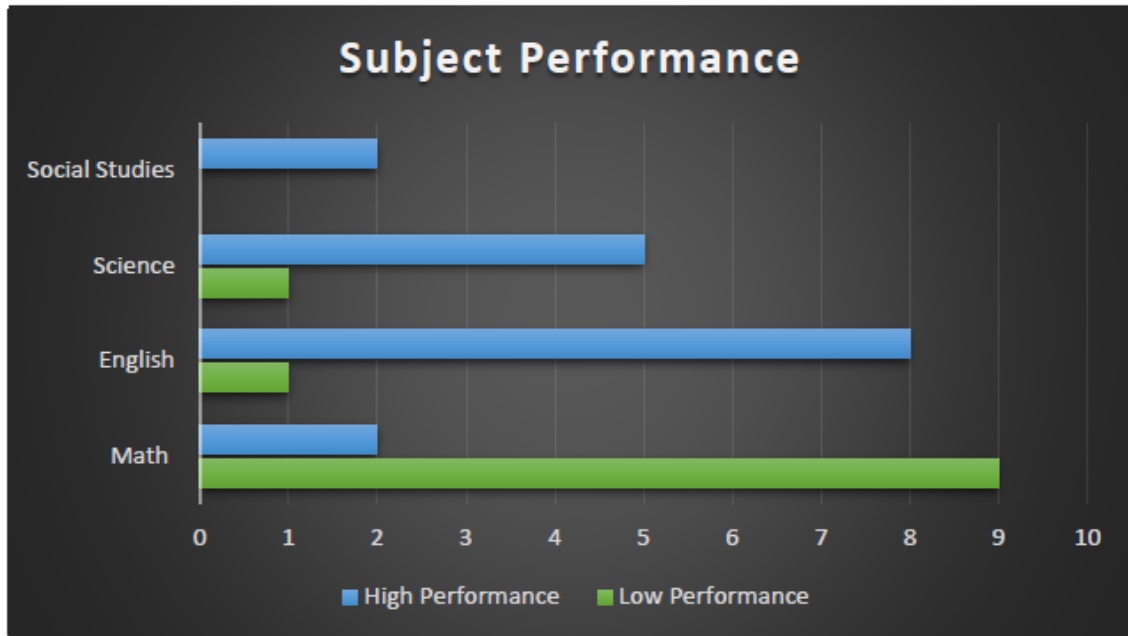


Table 4.1 Subject Performance at Musana

Besides test scores and performance, the researcher was interested in what made the students at Musana excited and motivated to learn in classrooms. Many school settings in Uganda and in other low-income countries do not have the reputation of being caring and compassionate. At least in Uganda, the practice of caning has been very common in schools where students are punished by getting hit by a cane controlled by a teacher or staff member. Musana has built a reputation of having a staff who cares about the children. All the administrative staff commented on how students appreciate their relationship with their teachers. The teachers have positive relationships with their students by supporting and encouraging their academic endeavors. All the teachers also have counseling and guidance responsibilities at Musana which only strengthens their relationships with the students.

Since Musana is also a boarding school, many of their students choose to board at Musana when their families live outside of Iganga. When the school day ends, students

have a few hours of free time around dinner and bed time. Many of the administrative staff commented on how the students take this time to practice being active and play a variety of sports. The Musana school does a basketball court, an empty field, and a volleyball net. Students choose to play football, soccer, volleyball, basketball, and run around. However, students must bring their own ball to play any of these sports. They also take this time to meet with their teachers for counseling and guidance, as well as tutoring in subjects they might be falling behind in. The primary students are responsible for practicing good hygiene which includes fetching water from a pump, doing laundry, cleaning their boarding rooms and classrooms, and sweeping the compound. During the weekends, movie nights are arranged for students as well as sports' activities. The school compound also has a church which is used for services on Sundays in which many of the students participate in and sing in a choir as well as dance and play music.

The interviewees commented that the students enjoy being active outside of class.

The researcher was curious about what activities the students enjoyed most and asked each staff member to explain what kinds of activities interested the students or pulled their attention. Many of their responses were understandable for young students. All the administrative commented about the students' enthusiasm for sports including volleyball, soccer, track and field, basketball, dodgeball, and football. They also listed out a variety of art activities the students enjoyed that included playing music, singing, participating in choir, baking, sewing, weaving, drama, and acting out skits or plays. A few mentioned that some students enjoyed gardening and tending to animals while others were interested in working on computers all of which can be viewed in Table 4.2. The staff members mentioned that even though students have free time to participate in

activities they enjoy, the teachers try to incorporate these activities into their classrooms, but the curriculum is too congested for extra activities.

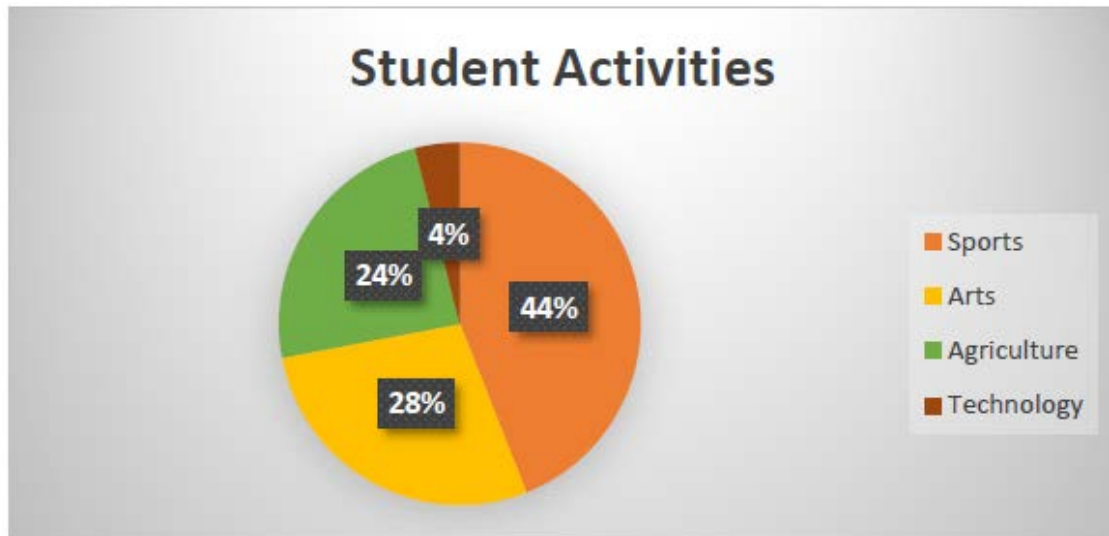


Table 4.2 Student Activities at Musana

The interviews also included leadership as a topic for students, which encouraged the administrative staff to speak about ways students can become leaders at Musana. Many of them spoke about how they wanted students to learn about democracy and equality. They wanted students to learn about the election process including voting, campaigning, debating, and being a leader at Musana. Many of the administrative staff also spoke about students being role models for other students at Musana by assisting teachers in classrooms, supervise classrooms if teachers need to step outside, participating in communal work on the compound, being an ambassador for the teachers and presenting issues to teachers, and tutoring their classmates. Some mentioned that student leaders should be elected and then wear a special uniform or a nametag as to encourage and motivate other students to aspire to become a leader.

The researcher asked each administrative member about the chance of future success for the students as Musana. There was a consensus that the staff believed the students would graduate primary level at Musana. Many believed that graduates would continue to secondary school in the Iganga District or near home. Some mentioned that students may not continue to secondary school because of not being to afford it. Others mentioned that secondary schools have been known to have poor discipline policies that discourage students from continuing secondary school which can be viewed in Table 4.3. Students may not be motivated to continue to secondary school after leaving Musana because of the distinct culture Musana has for building relationships with students. A few staff members mentioned that students from Musana would have a strong foundation to build on and continue through tertiary schools, whether its university for degrees or vocational for practical skills. Some mentioned that they hope students obtain leadership positions to change Uganda. Part of the counseling and guidance from teachers are to encourage students to create a career plan for themselves and learn about how much school is required.

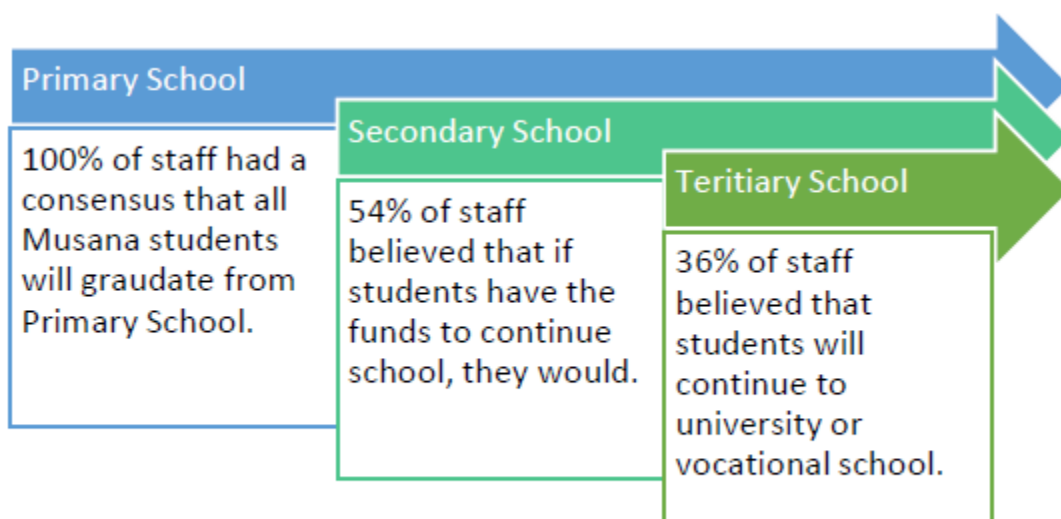


Table 4.3 Future of Musana's Students

The researcher was interested in learning more about access to resources since Musana is located in low-income Uganda. Many administrative staff seemed satisfied in Musana's access to resources. There were some discrepancies regarding classroom supplies such as textbooks and teaching materials. Musana has grown rapidly since its inception in 2008 and therefore interviewees mentioned that Musana needs to update its facilities such as increasing campus safety, building resource rooms for supplies, updating buildings, and creating spaces for physical activity. There was also mention of not having enough staff to support students who need specialized attention such as students with learning disabilities or health problems.

Lastly as part of the interview process, the researcher wanted to understand the teachers' responsibilities outside of teaching in the classroom. Many of the staff members commented that the teachers have too many responsibilities and their work is tiresome. Outside of teaching, they monitor and supervise during meal times and work on lesson planning which is common for most teachers. However, Musana being a boarding school adds on responsibilities for teachers including monitoring dorm rooms, working with the matrons of each dorm, handling discipline throughout the day, holding counseling sessions with students, checking on the students' overall well-being (including health and hygiene practices), and organizing weekend activities. Many teachers go home after the school day has ended, but these teachers stay until past the students' bedtime.

Focus Groups

Even though the information the researcher received from the administrative staff was useful in understanding the overall operations of the school, this project needed the

perspective from teachers working directly with students in classrooms every day. Communication with Musana teachers was extremely valuable for the project since the teachers shared their experiences with the students. The teachers had personal relationships with the students and could offer information that would be useful in creating a curriculum.

When discussing what classroom activities students enjoyed doing in class, the teachers mentioned a variety of learning methods that ranged from singing to critical thinking. Every teacher commented that students at Musana were enthusiastic about reciting rhymes, stories, poems, and prayers. Many teachers discussed that students enjoyed spelling and writing games to spark competition. There were also many activities that involved arts including singing, dancing, drawing, coloring pictures, miming, and acting. Among the teachers that worked with older students expressed an interest in debating and critical thinking, as well as counseling and guiding fellow classmates. Table 4.4 shows how activity interest changes from younger students to older students.

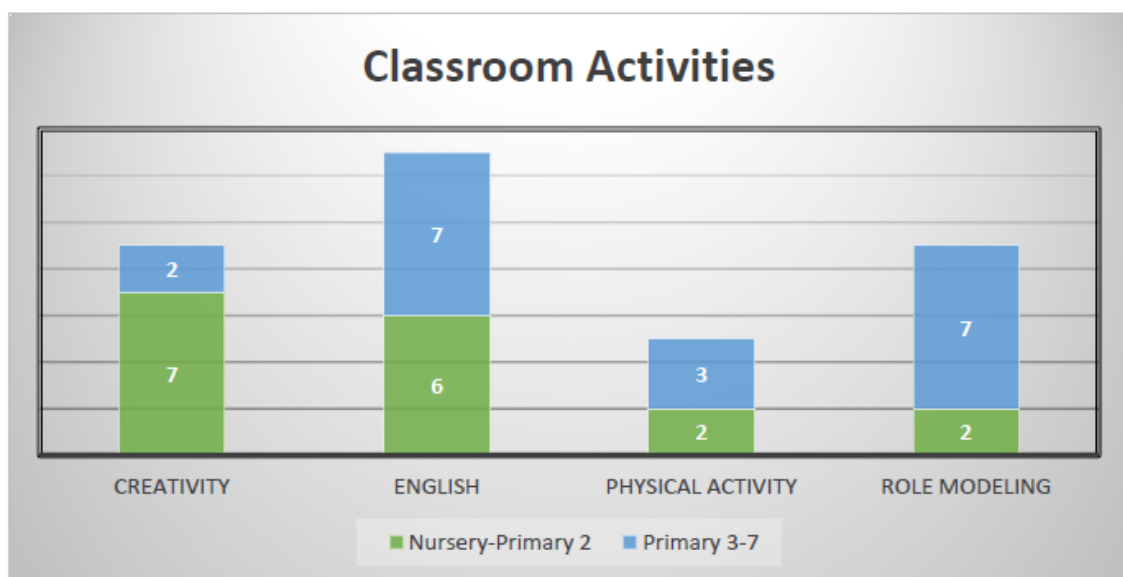


Table 4.4 Classroom Activities at Musana

When teachers discussed their roles outside of the classroom, many of their roles involved taking care of the children before the school day started up until the boarding students' bedtime. Those roles involve teaching about and supervising the students forming healthy hygiene practices. There was also time for tutoring and remedial sessions with students falling behind in class. Counseling and guiding has been an important responsibility of the teachers at Musana which takes up most of their evenings. Each teacher had on average about 20 to 30 students that were under their charge. They also plan weekend events for the students including social and religious events. Their roles also include ensuring the students' safety on the compound as well as accompanying students home on the school bus.

When asked about why these teachers chose to become teachers in Uganda, many responses revolved around the future of Uganda. Many mentioned the importance of eradicating illiteracy in the country, especially in rural areas like Iganga. They also talked about wanting to build and unite the country by eradicating ignorance and corruption. They discussed their love for children and desire for serving their community. Many teachers mentioned that they were adding value to their lives by nurturing young children to become helpful citizens.

Since teachers were involved in the students' free time before and after school, their involvement meant they were closer with students to know how they spent their free time. They noted the students' responsibility for using their free time to practice good hygiene such as washing, doing laundry, preparing for and cleaning after meals, and fetching water from the school's well. They also mentioned that the older students take on the responsibility of keeping the compound clean, so using their free time to sweep

and pick up trash throughout the buildings and play areas. The students also use that time to participate in tutoring, games, and physical activities.

Due to the amount of extra responsibilities the teachers had at Musana, the researcher was curious in finding out if they had any discrepancies with the administrative. Teachers mentioned how they felt unsupported because they were lacking updated and sufficient materials for their classrooms. They also expressed their need to be recognized more for all their effort they put into Musana. Some felt there was a lack of communication between administration and faculty because of unscheduled meetings and high expectations.

When the teachers spoke about the desire to change the future of Uganda, they shared what careers the students needed to achieve so they can change their country. All the teachers spoke about careers that mostly require high levels of education including being a doctor, lawyer, engineer, teacher, member of parliament, pilot, journalist, and accountants. Those were the professional positions the teachers felt like the students needed to obtain. However, some teachers also spoke about how the students needed to be responsible, have respect for others, become leaders in their community, and have a nice family. Whatever their students ended up doing, the teachers wanted them to be exceptional.

Analysis

Thematic analysis described by Clarke and Braun (2013) was implemented for this research. The researcher chose the route of thematic analysis because the research was based on interviews and focus groups which explained people's experiences and understandings at Musana. Thematic analysis was also flexible to use with data sets and aided in producing an analysis driven by both data and theory. This method allowed the researcher to become more familiar with the data, code it, find themes, review themes, and define themes (Clarke & Braun, 2013). Raw data was inputted into an excel spreadsheet that created three data sets: one data set being from needs assessment interviews, a second data set included focus group information, and the third had information from analyzing how people reacted during participating (Appendix E). By using thematic analysis, she identified and analyzed patterns throughout the qualitative data sets from interviews and focus groups. The qualitative data pulled from various research methods was coded by the descriptive coding method as described by Saldana (2009). By using descriptive coding, she was able to code the data sets by summarizing the content into a topic word. After using this coding framework, she was able to dissect text into text segments based on Attride-Stirling's view on thematic analysis (2001). From the coded text segments, she was able to identify and refine themes throughout the data sets which allowed her to produce an analysis for each one.

Data Analysis

The results of how students performed in different subjects clearly shows that mathematics is a problematic subject for many students at Musana. Many interviewees

mentioned that there was a negative cultural attitude towards the subject of mathematics because parents of students did not understand how to practice mathematics or did not attend school to learn it themselves. They commented that many parents and family members told students that mathematics was too difficult and in turn students were not motivated to learn the subject. However, the subject English seemed to be the subject that received high performance levels. 36% of interviewees commented that students performed better in English because of the faculty and staff at Musana always speaking English. The English teachers were also mentioned as being enthusiastic about the subject and students assumed that English was the most important to learn. Although, few commented about the cultural attitude towards reading seemed to be negative like math due to many parents and family members not having the knowledge and reading was not deemed important in households.

After learning about how students performed in some subject areas, the researcher could draw some connections to the classroom activities that many students enjoyed. Even though the local language in most of Iganga has been Lusoga, English is the teaching language at Musana. Teachers listed many classroom activities related to speaking and writing. Since the students were enthusiastic about activities in English, that could be a contributing factor to why students have performed well in the subject of English. If more classroom activities could be planned similarly to English activities, then perhaps students could increase their performance levels in other subjects as well. Students were also said to have enjoyed various creative and physical activities, which could be implemented in other subject areas as well to increase motivation.

There was also a clear distinction when discussing student interests between younger students and older students. The younger students were more interested in activities involving creativity and repeating what teachers were saying in English. The older students were more enthusiastic about activities that challenged them and activities that motivated them to become leaders. The information gathered about student activities and interests were integral in creating this project.

Based on the teachers' perspectives on how the students spend their free time at Musana, there seemed to be potential for opportunities to expand on leadership skills and organized sporting events. The staff and teachers at Musana wanted the students to prioritize the importance of good hygiene. Instead of having teachers spend their time on supervising other students practice good hygiene, older students could take a leadership role to supervise their fellow classmates and assist where needed. The students could also mobilize leadership roles when working towards cleaning the compound because the Musana school campus has been expanding. Since the students enjoy using their free time to be active and play games, several teams could be arranged to play a variety of sports.

When the researcher approached the topic of leadership in the interviews and focus groups, the administrative staff and teachers all spoke about the importance of students learning about democracy and equality. The staff seemed passionate about their students becoming leaders after Musana to perhaps change the future of Uganda. Some staff members commented that students should look to the current democracy of Uganda and follow those leaders. However, the Ugandan government is not regarded as a democracy per international standards. Instead, the government is labeled as corrupt, autocratic, and oppressive due to its policies and leaders. Even though elections have

been free, President Museveni had been Uganda's leader for over 30 years and has a salary higher than the United States' president. The staff seemed passionate about students learning about leadership because they want the future of Uganda to be different and to change. Many of Musana's teachers were motivated to teach because of Uganda's political state. The responses from the teachers about eradicating illiteracy, ignorance, and corruption showed their level of discontent with Uganda's political system. The teachers displayed an intensity about wanting to change the future of their country. Since they were compassionate towards children, they chose to teach as their way of developing the country towards good governance. The after-school curriculum is designed so students can lead the program which would also enhance their leadership skills.

Staff members had commented that the teachers at Musana have too many responsibilities and the curriculum is too congested for any extra activities. In some countries outside of Uganda, such as Western countries, teachers have a heavy workload that goes beyond the school day and goes unrecognized in many places. Teachers also have low salaries and less benefits compared to other career fields in some countries. Even though the teachers at Musana also have a heavy workload, they have been highly respected at Musana and throughout communities in Iganga and Uganda. The heavy workload can produce tiresome workdays as indicated in Table 5.1; however, the teachers at Musana have been dedicated to the school that has been changing cultural standards and motivated by their students to continue. The teachers' roles and responsibilities have created them to be more than just teachers, but more like family members, which may be the reason that has given Musana its positive reputation.

2016 Musana School Daily Schedule	
5:00am	P5-P7 Wake-Up
5:30am	P1-P4 Wake-Up
6:00am	Nursery Wake-Up
6:30-7:00am	Breakfast
8:00-10:30am	Lessons
10:30-11:00am	Snack Time/Break
11:00am-1:00pm	Lessons
1:00-2:00pm	Lunch
2:00-4:00pm	Lessons
4:00-5:00pm	After School Activities
5:00-6:00pm	Administration Preparation/Hygiene
6:00-7:00pm	Supper; Nursery goes to sleep
7:00-9:00pm	Remedial Time/Homework Preparation
9:15pm	Lights Out

Table 5.1 2016 Musana School Daily Schedule

Musana is a nonprofit that is focused on becoming 100 percent self-sustainable; however, it is not completely self-sustainable yet as of 2017. Its financial shortfalls have been filled with grants and donations. The lack of updated and sufficient materials was a combination of having those financial shortfalls and having access to enough new materials for all the students. Teachers and administration stated that they have received their supplies locally and from the capital Kampala. Teachers must be resourceful when creating teaching materials for their classrooms and giving materials to their students. Many materials have been recycled from older teaching materials, trash, and outside supplies. Volunteers would bring random assortments of supplies when they visited Musana, which have been used mostly for recreational purposes with the students. Based on their financial situation and their access to resources, the project needed to be self-sustaining and independent of foreign products.

Based on the responses from asking staff members about whether students would be successful, the researcher felt it would be beneficial to the students and staff at

Musana to include a unit on career preparation. Even though staff felt confident about students completing primary education at Musana, their level of confidence decreased as it came to higher education. School fees have been a prominent concern for many Ugandans when it comes to accessing levels of education. However, students should feel encouraged and capable in completing the level of education they need for the career they want to pursue. Teachers at Musana have a responsibility to provide counsel and guidance to students.

The teachers have high aspirations for their students at Musana. The administration commented on the success of students obtaining higher levels of education and said that a few students have become nurses and teachers. As education increases for rural areas in Uganda, more students may be motivated to continue their education so

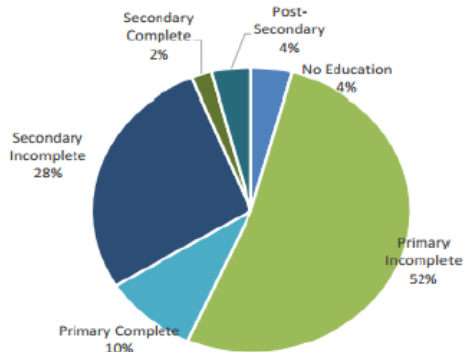


Figure 5.1 Educational Attainment, Youth 15-24
(Education Policy and Data Center, 2014)

they can obtain a professional career that their teachers wanted them to have. The percentage of students graduating secondary school was two percent and tertiary school was four percent in Uganda as of 2011 as seen in Figure 5.1

(Education Policy and Data Center, 2014). The

high aspirations from teachers tend to motivate the students to succeed; however, job growth in

Uganda was at a steady increase of five percent in 2013. According to the World Bank, the majority of Uganda's labor force work in the agricultural sector, involving mostly subsistence activities, being about 73 percent in rural areas (World Bank, 2013). In Uganda's small percentage of urban areas, people have been mostly working in the

informal sector limiting economic opportunities. Due to rapid population growth, the labor force has increased over four percent per year which challenges educated students to create jobs. Many organizations agree that it is pertinent to Uganda's future that students are encouraged to transition into secondary school after obtaining a strong foundation of skills acquired in quality primary education (World Bank, 2013).

Project Design

Project: Overview

The goal for this project was to create an example of an afterschool program curriculum (Appendix F) for Musana Nursery & Primary School and Musana Secondary School. The idea for this curriculum appeared through a variety of measures. During her internship at Musana, the researcher discovered gaps in that some students were succeeding more than others, certain subjects were scoring higher on average than others, and teachers were overwhelmed with their workload. She decided to create a curriculum for the organization with their staff's input. She believed there was justification in her abilities and skills to create a curriculum due to her background experience in educational programs. After finishing the curriculum, it will be bound and sent to Musana for review and implemented by their staff and faculty.

The curriculum has been created for the use of Musana's school in Iganga, Uganda; however, one of the goals for the project was for the curriculum to remain versatile so that it might be used in other developing regions. The curriculum is meant to be implemented in three levels of education including nursery, primary, and secondary. Students enrolled at Musana are Ugandans and come from lower socioeconomic backgrounds. The design of this project was a combination of local knowledge from Ugandan staff at Musana, the researcher's knowledge from school programs stateside and abroad, and expert knowledge from global, national, and local organizations that work in the education field. The information combined from teachers and researchers was applied to the curriculum when deciding what subjects and activities should be included. The

curriculum is intended to provide academic and social activities after school throughout the academic year.

Detailed Description of Project Design

The curriculum (Appendix F) has five separate units including mathematics, health, reading, career preparation, and leadership with detailed descriptions of the unit with listed outcomes. Each unit has five lessons and activities that should be implemented within the assigned unit. Each unit also includes resources to find more lessons, activities, and ideas for the assigned unit. The units have been intended to be led mostly by older students, preferably secondary students. The intention of students leading lessons and activities themselves is to encourage leadership among the youth in the community. Faculty and staff members are encouraged to supervise lessons and activities led by peers, as well as to provide instructional feedback to student leaders. There are no timelines included in the curriculum because the researcher wanted the staff to decide which units would be better for certain terms in the school year. This curriculum is also just an example of what an afterschool program could look like if the staff decided to expand on each unit to make them last a full term or school year.

Musana Calendar for 2016 School Year	
Term 1	February 22 – May 13
Term 2	June 6 – September 2
Term 3	September 26 – December 9

Table 6.1 Musana Calendar for 2016 School Year

The researcher chose the units and lesson plans for this project based on the data she found through interviews, focus groups, observation, literature, and experience.

Mathematics was chosen for a unit because the subject was the lowest scoring at Musana

and all the research participants commented on how students struggled with concepts of mathematics. Literature also showed that numeracy was a common problem for many sub-Saharan African countries due to quality of education, lack of teacher training, and culture behavior towards math and science. The lesson plans chosen for the unit focused on strengthening numeracy skills with activities that involve students' participation. Health was chosen as unit mostly based off literature showing where gaps were in education involving health subjects. Musana is located in one of the highest fertile regions in the world, as well as disease prevalent. There are a variety of lesson plans covering different health topics for different genders and age groups as to raise more awareness and encourage students to learn more about their own health. Reading was chosen as a unit because even though English was the highest scoring subject at Musana, literacy remains an issue for Uganda and developing countries. Research participants mentioned that students were only reading at school because their families could not read them or did not want to. The lesson plans for reading include games that focus on increasing phonic skills and require students to be active to make reading more enjoyable.

Based on these results regarding subject performance levels, the researcher decided that the afterschool curriculum should have a focus on the subjects' mathematics and reading. The students were performing low on mathematics and the afterschool curriculum could provide remedial opportunities for students to improve their mathematics score. Since many afterschool curriculums have been created to be more non-formal, activities could be included to approach a hands-on approach which might encourage and motivate students to learn mathematics. As for the subject reading, she assumed that if students were performing higher in English, then that would have created

an opportunity for the culture of reading to become positive in the community. If students were encouraged to read more and their interest in reading increased, then the students could return home to read to their family and neighbors thus changing the culture.

Besides from academic components, career preparation and leadership were included as units. Career preparation was chosen as another unit due to many research participants commenting on how they wished they had more time or more resources to prepare their students for future careers. The lesson plans focus on preparing students for higher education and different careers that are most common in Uganda. This unit was planned to encourage students to start thinking about their future and increase their access to more educational and career opportunities. By creating a unit on career preparation, the teachers would have additional resources to use for their students as well. The last unit focuses on leadership because research participants spoke about they want to see students succeed at Musana and positively impact the future of Uganda. The lesson plans for this unit focuses on different aspects of leadership and engages students to develop their own leadership skills.

If students are more enthusiastic about school, then they will be motivated to learn more about each subject. Based on the kind of activities they enjoy doing outside of class, the afterschool curriculum can build lessons using those activities to motivate students to learn. The activities chosen for the lesson plans are flexible enough that they can be adapted to other lessons as well. It will also act as a resource for teachers to use so they do not need to add to their curriculum in class or to their additional responsibilities outside of the classroom. The afterschool curriculum was designed to give students more responsibilities, instead of teachers, so they can learn leadership skills.

Project Evaluation

Even though the research methods that were implemented offered much information and insight about the Musana school's operations and students' needs, the participants in the interviews and focus groups were mostly distracted. All the interviews took place in the participant's office and they were all notified about the meeting about a week ahead of time. The participants were aware that the researcher would be asking them questions about Musana's school, but participants were still unprepared. Other staff members, students, and visitors interrupted many of the interviews, which may have aided in their distraction. However, these interruptions seemed culturally acceptable. She was expecting a private interview with no interruptions, but that may have not been culturally appropriate or common. The administrative staff were willing to share information about Musana, but it seemed they thought it was unusual that she wanted to learn more about how the school operated. It may have been because she was a foreigner; a Westerner; a white, American female visiting Musana for a few months. It seemed that most of Musana's volunteers tend to be Westerners (specifically American) and visit Musana to teach new skills to the staff. However, she was there to learn from them and her approach may have been unexpected. The interview questions may not have been culturally sensitive; even though she asked two Musana employees to proofread the questions before she began interviewing.

The focus groups also offered important information about Musana's school from the teachers' perspective. There were some similarities with the interviews by how the teachers seemed unprepared for the focus group meetings even though the researcher notified everyone a week in advance through communication and flyers. Some teachers

did not attend to participate and others commented about Musana having too many abrupt meetings. However, after discussions began, participants were enthusiastic about sharing information and ideas about their experiences at Musana. The first focus group was for teachers from nursery through primary two. She was more familiar with this group since her internship at Musana involved being in their classrooms every day. They were comfortable with the researcher leading the discussion and were honest about topics that may have been uncomfortable. They might have felt comfortable around her because she worked with them and she was familiar, even as a foreigner. All the participants in this group were female which may have been another reason as to why they were comfortable with me.

The second focus group was for teachers from primary three through seven. Even though the researcher was acquainted with many of these teachers, we were still unfamiliar with each other and it was difficult for her to start the session with them. Similarly, the interviewees seemed confused that she was wanting to learn more from their experiences. This group was mostly male with two females which may have made them feel uncomfortable with her being female and leading the group in a strong patriarchal society. Nevertheless, they were willing to share information and their ideas for Musana. At the end of both discussions, participants were curious about the reasoning for having the discussions and she had the opportunity to explain the project as well as how important their participation was in creating it.

The project was designed based off interviews and focus groups with Musana's staff and faculty. The curriculum was designed to be a non-formal afterschool program tailored to Musana's needs; however, this is the first curriculum the researcher created.

Even though she have experience in creating and implementing lesson plans, creating a curriculum was a new experience in which she had no formal education or experience relating to the project. She has created programs for schools, which allowed her to create this project for Musana. She used Musana's curriculum as well as online resources to frame the curriculum and lesson plans.

Data sets (Appendix E) from both interviews and focus groups were invaluable to the project, but also became repetitive after a few staff interviews and one focus group. Repetitive data presented both strengths and weaknesses for this project. Since data became repetitive, it reaffirmed certain aspects in students' lives at Musana and the school's operation. It also showed a unified response in many topics about Musana and the data proved that many staff members and teachers had the same opinions. The repetitive data aided in streamlining the curriculum to specific student needs at Musana. However, since data was similar across many topics, it did not allow for variety or creativity when planning the curriculum. It seemed there was only one-way of thinking which may diminish growth and expansion on Musana's operations in the future.

Even though the project was created to be implemented after school hours, the students already have many responsibilities they must attend to after classroom time is complete. Many of those responsibilities include basic needs such as washing, doing laundry, and meal times. Their schedule outside of class was already limited that might not allow for extracurricular activities. However, the lower levels had classroom time set aside for remedial activities as well as the higher levels in school. That classroom time is a viable option to implement the afterschool curriculum that addresses remedial needs as well. The project includes ideas of when units and lessons should be implemented;

however, the administration may decide when would be the best time for students and faculty to implement the program.

The curriculum could not be implemented while the researcher was in Uganda, so a full evaluation is missing from this project. The researcher could not return to Uganda to implement the project directly due to school and work. Evaluation and comments on the project from Musana's administrative staff and faculty would have strengthened the curriculum by tailoring more in-depth to their needs. In response to lacking further information, she included an evaluation form as part of the project. Musana's staff and faculty will be able to evaluate the curriculum in their own time before or after implementation as they see fit.

The goals of this project were to provide additional support and resources for teachers while focusing on students' needs as well as developing leadership skills for students. The curriculum was created based on data and information retrieved from Musana's administrative staff and teachers. The units were chosen based on information related to students' needs as well as literature in the field of education in less developed countries, specifically in sub-Saharan Africa and Uganda. Lesson plans were developed based on student activities and interests at Musana as well as previous experience in schools and online resources. This curriculum created a base for a non-formal afterschool program for Musana. Faculty and staff may use this curriculum and build upon it, such as adding units and lesson plans. They may also use it as a resource for educational ideas in the classroom and during remedial studies.

Limitations

The most significant limitation concerning this project was not being able to implement the program at Musana in Iganga. The researcher was only in Iganga for almost four months and her internship at Musana was roughly one month long. That was only enough time to observe parts of the school and interact with community members. The time she had to collect data was also constrained since she was also taking graduate classes and working an internship. After the semester ended in Uganda, there was not a viable option to stay longer due to financial constraints and another semester that was starting in less than one month.

Another limitation would be that the researcher did not have an educational background in education or any certification in teaching. Even though she had been to trainings and have experienced working in youth programs in schools and other organizations, she did not have the knowledge of creating a curriculum and all the details that entails inside a curriculum. Formal education institutions teach from curriculum that follows educational standards set by governmental agencies. Since this project follows the format of non-formal education practices, the curriculum is not set to any educational standards. Her lack of experience in formal education led to the project being created as a non-formal afterschool program.

Due to the researcher's lack of experience in the formal education field, the project was created using personal experience and online resources. Even though the researcher included all the resources she used for the project in the program packet, all the resources were from the Internet. Internet connection remains to be an issue for most of Uganda, especially in Iganga. Many teachers were not trained to use computers, which

she knew because she trained teachers on how to create and use word documents during her internship at Musana. Teachers tracked their students' attendance and progress in notebooks. Internet access was limited in Iganga even for a foreigner such as myself. To access the Internet, she had to purchase a USB and Internet time to load onto the USB. Even with a loaded Internet USB, there were many times when the USB could not access the Internet due to power shutting off, towers shutting down, and other maintenance issues. This was a significant limitation for the faculty and staff at Musana to be able to access the resources she used for the project.

Since the researcher does not expect to return to Uganda to implement this project and she was not certified as a teacher, this program may appear to be presumptuous and unqualified to Musana's faculty and staff. Some of the project's lesson plans may already be included in Musana's curriculum throughout the school year to which she does not have access to. Even though she attempted to create a project that needed no materials to implement, there were some lesson plans with activities that required materials. Even if Musana was not able to provide the materials, she was confident in the school's resourcefulness to supplement materials for other resources. There was also a concern with the language being used in the project to explain units and lessons. Even though the faculty and staff at Musana were mostly fluent in English, verbal and written communication was slightly different due to mannerisms and cultural attitudes. However, she used language that she recognized using while living in Uganda. She also wrote the project with clear and concise instructions that left opportunity for interpretation.

There were concerns about including lessons deemed to be 'hot' topics that may be culturally inappropriate. Two lessons included in the project were about HIV and

AIDS and puberty which were not openly discussed in rural areas of Uganda. However, research indicated that health issues and girls' puberty continue to be stigmatized and inhibit educational opportunities for many. Even though those topics may be considered culturally inappropriate, the researcher decided to include them based off research and the level of importance for destigmatizing those issues. The lessons were designed to not be offensive to any person. Musana also has control over whether to implement these lessons or not.

Another significant limitation and advantage to this project was that it was tailored and created for Musana's needs. The project was created for Musana because the researcher lived at Musana and had an internship there which provided the opportunity of studying there as well. Even though it was an advantage to have the project created for Musana based on their own individualized needs, there may have been other schools in the Iganga District, in Uganda, or in developing countries that have similar needs to Musana. There may have been schools with the same struggles as Musana that could have been researched as well and included in the project to benefit more communities outside of Iganga. However, the scope of that reach would require many more resources including researchers, finances, and time.

Discussion

Anticipated Results

The goals of this project were to provide additional support for teachers in their lesson planning and creative thinking for educational activities. Included in the project are online resources that have plentiful ideas for a variety of subject areas as well as lesson plans and fun activities students would enjoy. The project included specific units that were chosen based on what faculty and administration thought students needed more assistance with in addition to published literature. Lesson plans were created for unit based on what they also shared about what activities students enjoyed doing inside and outside of the classroom. The project was created to motivate students to learn and encourage them to continue their education through Musana and further.

The units were a combination of their worst and best subjects along with character building. The chosen units could aid in improving test scores for students as well as increase their likelihood of completing primary school with passing scores and continuing to secondary school. The lesson plans for each unit could aid in improving skill sets for each student. Each lesson plan includes a different amount of information to teach or recap so students were expected to learn new information as well as reinforce skills already taught. Activities were chosen for lessons that require students to participate physically as to ensure equal participation from every student. Many culturally accepted activities include games and competition so students would be enthusiastic in participating and learning.

Some of the lesson plans include topics that were commonly stigmatized in Uganda. Including these lesson plans for students to learn about and raising awareness

could hopefully reduce the stigmatization in the community. It could also invite more discussions about other stigmatized topics to take place at Musana, creating an open and safe environment for students to feel freely to talk about issues and ask questions. The lessons were not created to be insensitive from the researcher's perspective, but to create space for dialogue between students and educators. They could also increase access to resources with more knowledge about health issues and awareness.

Even though Musana was not expected to implement the project without evaluating it first and planning who would lead lessons, there are many beneficial opportunities for students and teachers. Most of the project was intended to be taught by students in secondary school and higher primary school levels as to lighten the burden of responsibilities on teachers as well as giving students leadership skills. Those leadership skills could motivate students to continue school and pursue a career in leadership. A career in leadership could lead to a plethora of impactful changes to improve communities throughout Uganda. Students who might have the opportunity to lead lessons to their fellow classmates could build positive relationships between students and students and teachers.

Significance

There is a global effort to increase the quality of education in developing countries, like Uganda. Global goals have been set and initiatives have been set to assist countries in reaching those goals in the education sector. Youth development programs that are created to be non- formal education can present solutions for developing countries to tailor educational programs to their youth population's needs. These

programs could assist with reaching education targets and goals as well as improve the well-being of a community.

This project was created to support a Ugandan organization that has been setting exceptional education standards for the community of Iganga. This curriculum was tailored to meet the needs of students and teachers at Musana as well as the community. The project was designed by gathering information from international experts of youth and more importantly, experts of education in Uganda. The goals intended by this project have the potential to solve many challenges facing the education sector in Uganda that include overworked teachers, low completion rates, low transitions into secondary school, low literacy and numeracy rates, gender inequality, and more.

Recommendations

Research Related. The most important recommendation the researcher would make for this project would be to allow enough time to create and implement an educational program. One school year would allow time to observe school practices, communicate with important community players, collect data, create a curriculum, implement it over at least one semester, and evaluate the program. For data collection, it is recommended that interview questions be more specific, especially about the school's curriculum. One way would be to follow up with each question with asking 'why.' Doing research about the education system in the country and the school itself if possible before traveling there would also be beneficial in creating a foundation for a non-formal educational program.

Another recommendation would be to spend time visiting other schools and organizations that work with youth in the area that may have a need for additional support. There may be non- formal educational programs taking place in nearby schools and organizations that would be beneficial to learn from and to learn what has been successful or not. An educational program would also be strengthened if data was collected from multiple institutions about students or children's needs and not just one institution so that it might benefit more than one community. Communicating between multiple places would also create a bridge of opportunity for future partnerships between community organizations to pull resources together and increase programs for educational opportunities for children and all.

The researcher would consider and encourage collaborating with local teachers and other educators in creating a non-formal educational program using literature and data collections from target areas. Using a combination of expertise from teachers and educators from various backgrounds could strengthen any form of an educational project. Collaboration would ensue various ideas that have been successful in previous experiences as well as new ideas that would have higher chances of being successful due to having the knowledge of what works well with certain age groups and what does not work well. The project would also be formed through teamwork and increase the value of the project. More stakeholders would be involved increasing the likelihood of success.

This project was intended to provide additional support to Musana and therefore included a variety of units and lesson plans. However, the researcher would recommend choosing one unit or subject area to focus on to increase the amount of lesson plans for that unit. The project would be more in-depth and hone in on improving one set of skills

for students. Focusing on one unit would allow the possibility of having it expand over a semester which would provide consistency for students to keep practicing and improving those set of skills. Choosing one unit would also provide an opportunity to focus literature research and data collection on one subject which would make the project more in-depth with focused information. Each unit should be expanded to cover one term or more. Some of the lesson plans in this project could evolve into a unit based on the amount of information available for the topic.

Policy Related. Educational reforms to achieve goals set by the international community has been financially tedious for Uganda. Foreign aid intended for social programs including education were not being transferred to the proper departments. Accountability must be held to those accused of corruption and withholding aid. The government's policies for anti-corruption should be re-evaluated and monitored consistently. The Office of the Prime Minister's role of controlled the state's funds should be evaluated often and cross-checked for accuracy. The donor community should consider direct funding to civil society organizations as well (Transparency, 2012).

There were consistent inequalities among learning outcomes throughout Uganda. Public schools should be held accountable for the quality of education and should be raised to the same expectations of private schools. Students should be encouraged to attend pre-primary school as it creates their learning abilities and increases their likelihood of success later in primary school. Vulnerable and disadvantaged populations should be given the same access to education as their fellow students. Learning standards should be equivalent across the country and additional support should be given to regions that were lagging, such as the Northern and Eastern regions of Uganda. More classrooms

and schools should be built to reduce the high pupil to teacher ratio, which would induce a more inclusive and positive learning environment. Teachers should also be held accountable and be offered the same training so teaching standards are level across the board (Uwezo, 2016).

Conclusion

The global community recognizes the importance of education to international development because of all the benefits of education. The new SDGs have a total of 17 separate goals to achieve for the 2030 Agenda and education is the foundation to achieving those goals. Education reduces poverty because if all students had basic reading skills in low-income countries, 171 million people would not be in poverty which would amount to a 12 percent cut in global poverty. Education increases income and economic growth because just one extra year of school can increase an individual's earnings by 10 percent and raise the GDP by 0.37 percent. If women are educated, the agriculture sector would increase wages, income, and productivity.

Education makes people healthier because more mothers would know about vaccinations, nutrition, and HIV and AIDS, in turn saving millions of lives – especially in sub-Saharan Africa. One extra year of secondary school would also reduce the young pregnancy by 7.3 percent, as well as decrease child marriage by 64 percent. A woman can earn 10 percent more for every additional year of school. Completing secondary school can reduce the risk of conflict because education fosters democracy (Global Partnership for Education, 2017). The benefits of education have the potential to solve every issue in the world and greatly enhance development in sub-Saharan Africa.

Sub-Saharan Africa, including Uganda, is experiencing the largest youth bulge the world has ever experienced. This subject must proceed with great caution because the youth bulge is found in the world's poorest region and few resources. Global leaders have pushed education through goals and policies like the MDGs, SDGs, EFA, and more; however, action must be taken to reach those goals and achieve quality education for all.

There are organizations implementing programs to sustain youth development, but they have been lacking finances and resources. The Ugandan government is not putting forth enough effort to ensure every person is receiving a fair and quality education. Uganda has been in a cycle of poverty and will remain so if education cannot improve.

This project exists as an example that non-formal education can be an opportunity for youth development to grow in developing communities as well as narrow the opportunity gap for youth to be trained in leadership. This project was created by partnering with local experts in Iganga, Uganda to accommodate the program to target the needs of the community by using its assets. Researchers have proven that by linking academia to interested areas of youth can profoundly enhance the lives of those involved. In a fast-paced and changing world with all its challenges, youth are the future and education is key. It is the responsibility of educators to give them the life skills they need to build a sustainable future.

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Appendix A: Musana Nursery and Primary School Permission



Appendix B: Needs Assessment Questionnaire

1. What subjects are students doing well in?
2. What subjects are students struggling with? Why are they having a hard time?
3. What challenges does Musana Nursery and Primary School have? What resources are lacking in the school for teachers and students? Where are the gaps in classes?
4. What topics are students most interested in? And why? Is it activities, teachers?
5. What do students do outside of class and after school? Can you describe what the students' typical evening or weekend look like?
6. What is the schedule for boarding students after school?
7. How can Musana utilize student leaders for outside school activities? What are some ideas for creating more student leaders? How would you create a student leader?
8. What do you see for the future of these students? What options do students have? Where do you see the majority of students ending up? How so?
9. What outside activities are available for students at Musana? For example: farming or sports.
10. What responsibilities do teachers have outside of class? Would there be an interest of running a club or volunteering their evening time at Musana? How can Musana utilize teachers more in activities?
11. How are parents involved at Musana? How can Musana utilize parents more?



Signature

Appendix C: Focus Group Discussion Questions

1. What activities do you enjoy doing for your classes as a teacher?
2. What activities are you involved in at Musana outside of class?
3. What is your favorite part about being a teacher?
4. What activities would you like to see students doing after class at Musana?
5. What challenges do you face in the classroom?
6. What do you want to see students doing after finishing primary and secondary school?

Appendix D: Needs Assessment Interviews

Mugabi Issac
(operations manager)

Musana School Needs Assessment Interview

Maria McIntyre

1. What subjects are students doing well in?
English, Science
2. What subjects are students struggling with? Why are they having a hard time?
P4, 6, + 7 classes
3. What challenges does Musana Nursery and Primary School have? What resources are lacking in the school for teachers and students? Where are the gaps in classes?
dining area too small, low performance grades - due to recruiting students who are orphans, vulnerable, hard background - most supplies from town
4. What topics are students most interested in? And why? Is it activities, teachers?
Freedom - movement, interactions w/ students, teachers, visitors, no corporal punishment, physical environment, accommodations - love + care for kids
5. What do students do outside of class and after school? Can you describe what the students' typical evening or weekend look like?
free time, games, interact, play, bathing, preparing, evening preps
6. What is the schedule for boarding students after school?
N/A
7. How can Musana utilize student leaders for outside school activities? What are some ideas for creating more student leaders? How would you create a student leader?
communal work - sweeping, washing + supervising others to work
8. What do you see for the future of these students? What options do students have? Where do you see the majority of students ending up? How so?
teaching, nursing (what happened), responsible, sustainable citizens of Uganda - secondary school + further - encourage students' dreams + self-reliance
9. What outside activities are available for students at Musana? For example: farming or sports.
Athletics, sports, gardening
10. What responsibilities do teachers have outside of class? Would there be an interest of running a club or volunteering their evening time at Musana? How can Musana utilize teachers more in activities?
staff room grading books, interacting w/ students about issues, guiding students, discussions w/ teachers
11. How are parents involved at Musana? How can Musana utilize parents more?
Meet their kids, ask them about welfare/academics, visit teacher + admin to ask them for info, look at school environment, performance levels

X Mugabi Issac
Signature

becoming Model school for region

Mbirige Musamira
(Admin Deputy Head)

Musana School Needs Assessment Interview

Maria McIntyre

1. What subjects are students doing well in?
English - teachers approach from beginning to end - stays constant
2. What subjects are students struggling with? Why are they having a hard time?
Math - negative attitude among community + other schools teachers take pride teaching math + think they're better
3. What challenges does Musana Nursery and Primary School have? What resources are lacking in the school for teachers and students? Where are the gaps in classes?
corporal punishment, discipline is seen as good in cultural, adjust to new methods - staff is good
4. What topics are students most interested in? And why? Is it activities, teachers?
- love from relationships + care given + encouraged
- confidence quality education
5. What do students do outside of class and after school? Can you describe what the students' typical evening or weekend look like?
- athletics, sports in morning - church - resting
- gardens - growing veges - movies - free time
6. What is the schedule for boarding students after school?
N/A
7. How can Musana utilize student leaders for outside school activities? What are some ideas for creating more student leaders? How would you create a student leader?
- prefects act as ambassadors, supervision in classes, decentralized authority - confronting teachers, speak/represent problems
8. What do you see for the future of these students? What options do students have? Where do you see the majority of students ending up? How so?
bright future go to prominent schools, get degrees, take leadership, go to Uganda
9. What outside activities are available for students at Musana? For example: farming or sports.
Dancing, drama, cultural orgs
10. What responsibilities do teachers have outside of class? Would there be an interest of running a club or volunteering their evening time at Musana? How can Musana utilize teachers more in activities? - assigned to dorms to monitor, check health status of students,
11. How are parents involved at Musana? How can Musana utilize parents more?

PTA > connects parents + school admin to improve welfare to students + staff

parents want to see their money put to good use

Schools grow w/ parents + their involvement promotes ownership

* more info w/ parents for

X Mbirige Musamira
Signature

Jalous of missing out at Musana + school has been subsidized to meet

Maganda Edward
(Social Worker)

Musana School Needs Assessment Interview

Maria McIntyre

1. What subjects are students doing well in?
p. 6+7 English - Science
2. What subjects are students struggling with? Why are they having a hard time?
p. 6+7 = Math parents think math/science is hard - negative thinking
3. What challenges does Musana Nursery and Primary School have? What resources are lacking in the school for teachers and students? Where are the gaps in classes?
social life can affect students work - need more counseling - students don't want to share problems at home - children get sick, catering to special diets
4. What topics are students most interested in? And why? Is it activities, teachers?
Love - every staff shows love - good relationships
5. What do students do outside of class and after school? Can you describe what the students' typical evening or weekend look like?
playing games - classes, cleaning, washing, playing
6. What is the schedule for boarding students after school?
N/A

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recruiting sponsorship
marketing / workshops / outreach in communities
find vulnerable children
community leaders will refer students
fact-finding admin decide

7. How can Musana utilize student leaders for outside school activities? What are some ideas for creating more student leaders? How would you create a student leader?
trained - empower to lead others - organizing students - training students in certain fields
8. What do you see for the future of these students? What options do students have? Where do you see the majority of students ending up? How so? Most students w/ finance will go to continue schools others will drop out - missing equipment
9. What outside activities are available for students at Musana? For example: farming or sports.
music, dance, drama, athletics / football, volleyball, balls, singing, skills-plays, more sports, snooker, costumes
10. What responsibilities do teachers have outside of class? Would there be an interest of running a club or volunteering their evening time at Musana? How can Musana utilize teachers more in activities? teachers assist social workers with visitation events, + community outreach - teachers want fun activities
11. How are parents involved at Musana? How can Musana utilize parents more?
guardians of sponsored children + paying parents
Some are in women's projects
mobilize parents for community events
parents mtg - share issues w/ Musana - asking them to address participate w/ students

X 
Signature

unique environment - very different from Ugandan schools
w/ social workers + health ns

Nalugoda Michael
(Headmaster)

Areas of weakness + strengths
workshops or gaps

Musana School Needs Assessment Interview

Maria McIntyre

most on weekends
general cleaning -
sunday church
relaxing / rest

guidance
needed for
future careers
3/4 good for
secondary
1/4 good for
vocational
- get practical
skills

1. What subjects are students doing well in?
English - staff well trained, positive attitude towards it
Science - practical subject, experience outside + relate easily, staff is dedicated
2. What subjects are students struggling with? Why are they having a hard time?
Math - attitude towards it is hard, need to be creative, staff hard time
3. What challenges does Musana Nursery and Primary School have? What resources are lacking in the school for teachers and students? Where are the gaps in classes?
attitude - example -> people think math is hard, thinking w/o sticking kids can't learn; cultural attitude change
4. What topics are students most interested in? And why? Is it activities, teachers?
Excitement from love at Musana, students feel so good + positive at home here due to care + welfare - staff has passion
5. What do students do outside of class and after school? Can you describe what the students' typical evening or weekend look like?
personal hygiene - washing, bathing, cleaning rooms, cultural activities -> athletics training - volleyball, music
6. What is the schedule for boarding students after school?
N/A
7. How can Musana utilize student leaders for outside school activities? What are some ideas for creating more student leaders? How would you create a student leader?
prefects are elected but have no guidance + don't do duties - different areas - projects of welfare + sanitation - meetings w/ teachers + prefects - students apply for prefect + screened + campaign, speeches
8. What do you see for the future of these students? What options do students have? Where do you see the majority of students ending up? How so?
kids to become useful citizens w/ good foundation + being responsible future leaders, things change when voice begins at beginning of year
9. What outside activities are available for students at Musana? For example: farming or sports.
Athletics, gardening, computer hands on skills wanted - sewing, weaving, bakery
10. What responsibilities do teachers have outside of class? Would there be an interest of running a club or volunteering their evening time at Musana? How can Musana utilize teachers more in activities? monitor duties assigned, guidance + counseling; handle discipline - teachers would enjoy doing hands on
11. How are parents involved at Musana? How can Musana utilize parents more?
Parent meetings - called upon for feedback 1/year
PTA meets 1/month gives discussion for improvement, focus on different issues like health - want to keep families involved after school

X Nalugoda Michael
Signature

Staff is happy with Musana + facilitation w/in each dept. need to work on more activities for well-

Akund Susan
(Admin Assistant)

Musana School Needs Assessment Interview

Maria McIntyre

1. What subjects are students doing well in?
Science, S.S., Math →
2. What subjects are students struggling with? Why are they having a hard time?
Eng Math
3. What challenges does Musana Nursery and Primary School have? What resources are lacking in the school for teachers and students? Where are the gaps in classes?
too many children, teacher: student ratio is high
need more adults to monitor, would like more money for new dorms, bus
4. What topics are students most interested in? And why? Is it activities, teachers?
Musana is a part of their life - want to be here, always positive
Students have expectations, they know the system, water kells
parents + teachers tell students what to do,
5. What do students do outside of class and after school? Can you describe what the students' typical evening or weekend look like?
group games - hunting, singing, playing ball
~30 students in choir/drum
6. What is the schedule for boarding students after school?
N/A
7. How can Musana utilize student leaders for outside school activities? What are some ideas for creating more student leaders? How would you create a student leader?
8. What do you see for the future of these students? What options do students have? Where do you see the majority of students ending up? How so?
building secondary school for Musana, expecting students to continue - most stay in Isanga
9. What outside activities are available for students at Musana? For example: farming or volleyball sports. Athletic games - ball games - running - gardening
equipment donated or purchased
< netball - track + field - playground - netball - dodgeball
10. What responsibilities do teachers have outside of class? Would there be an interest of running a club or volunteering their evening time at Musana? How can Musana utilize teachers more in activities?
counseling - one-on-one
training teachers ethics/spiritual for Sunday worship, (girls)
11. How are parents involved at Musana? How can Musana utilize parents more?
want to involve parents - get updates - parenting workshops on parental roles, not just ignore school,
pay fees on time
financial workshop
more parents' input + feedback

X Akund Susan
Signature

people see Musana as a school, not an org.
Musana has visitors - community members think
Musana can solve their problems - but they...

Nakagulo Irene
(Nursery Head)

Musana School Needs Assessment Interview

Maria McIntyre

240 students
+ dropout

* Nursery

area is not enclosed, most nurseries are enclosed for safety. A resource room to keep practical materials for assignments, not enough teaching materials for all students, such as wall sockets for letters

1. What subjects are students doing well in?
Math Concepts + relationship with others + sounding w/ action, moving around is better for babies
2. What subjects are students struggling with? Why are they having a hard time?
Reading b/c adults don't have the reading culture + effects Phonics has not been studied - with trainings other classes
3. What challenges does Musana Nursery and Primary School have? What resources are lacking in the school for teachers and students? Where are the gaps in classes?
Students get minor injuries - don't have first aid kits - playground - trouble managing it hard to separate from other students - area is rough - no sand pit by water area to help
4. What topics are students most interested in? And why? Is it activities/teachers? Development outside food snacks, encouragement from teachers Motor skills, inside learning aids - books, coloring, etc. need variety hand-eye
5. What do students do outside of class and after school? Can you describe what the students' typical evening or weekend look like?
2-3pm remedial activities, helping those falling behind, writing names, boarders do homework in class 3-4pm movies + relax bathing, washing, teachers monitor + play
6. What is the schedule for boarding students after school?
N/A

7. How can Musana utilize student leaders for outside school activities? What are some ideas for creating more student leaders? How would you create a student leader?
want → prefects (top students) help teachers monitor students in classwork, collaborate with staff + children - name tags on students to identify so they can do roles + repeat have tags w/ be motivation + certificates to see
8. What do you see for the future of these students? What options do students have? Where do you see the majority of students ending up? How so?
teachers encourage + be role models for telling students to continue through school - guiding sessions for upper primary - asking them what career they want + inform them the steps to take to get there
9. What outside activities are available for students at Musana? For example: farming or sports.
playground
10. What responsibilities do teachers have outside of class? Would there be an interest of running a club or volunteering their evening time at Musana? How can Musana utilize teachers more in activities? Monitor + supervise, stay until 7.30pm on duty, plan play activities, children explore outside, play freely + mentally love
11. How are parents involved at Musana? How can Musana utilize parents more?
Always share student challenges with parents + communicate for support, parents asked to help w/ hwk + give them teaching tips + exercises to practice at home - work together to figure out issues - teachers find problems + inform parents about behaviour or physical problems mental - parents need to be sensitized about teaching material +

X Irene
Signature

Nabaganzi Florence
(Social Work Head)

Musana School Needs Assessment Interview

Maria McIntyre

1. What subjects are students doing well in?
English - teachers emphasize English in classes
2. What subjects are students struggling with? Why are they having a hard time?
Math - always low performance
3. What challenges does Musana Nursery and Primary School have? What resources are lacking in the school for teachers and students? Where are the gaps in classes?
Discourage abuse + caring - supplies run short but they order more - U.S. volunteers donate supplies
4. What topics are students most interested in? And why? Is it activities, teachers, plenty of teacher relationship w/ students, students get food, discipline is different
5. What do students do outside of class and after school? Can you describe what the students' typical evening or weekend look like?
Playground, games, Sat. - laundry, class, football, netball, Sun. - church, games, shading, playground, movie 7-9
6. What is the schedule for boarding students after school?

N/A

7. How can Musana utilize student leaders for outside school activities? What are some ideas for creating more student leaders? How would you create a student leader?
oversee children in cleaning, supervise, not by name but action, staff support games/sports, refer students to older children, not staff - give leaders certificates, t-shirts
8. What do you see for the future of these students? What options do students have? Where do you see the majority of students ending up? How so?
secondary school, good foundation, university + tertiary, nursing, etc
9. What outside activities are available for students at Musana? For example: farming or sports. playground, shading, football, games
10. What responsibilities do teachers have outside of class? Would there be an interest of running a club or volunteering their evening time at Musana? How can Musana utilize teachers more in activities? handle welfare, check student meals, game masters, encourage hygiene, check dorms, music, dance, drama, approach matrons w/ issues
11. How are parents involved at Musana? How can Musana utilize parents more?
visitation day - play w/ kids, counsel/support children at home w/ good behavior, pay fees, parents called for events,

small group

ZPTA mtgs., parents give teachers guidelines for students future

X N [Signature]
Signature

School wants to encourage + develop their reading habit
in library

develop skills by visiting centers - baking, tailoring

Ibanda Yona
(human resource manager)

Musana School Needs Assessment Interview

Maria McIntyre

1. What subjects are students doing well in?
English, Social studies, Science, ~~read math~~
already have concepts
2. What subjects are students struggling with? Why are they having a hard time?
Math - believed to be hard for long time, families
say math is hard + children believe it
3. What challenges does Musana Nursery and Primary School have? What resources are lacking in the school for teachers and students? Where are the gaps in classes?
1) limited involvement for parents - some don't come when called,
2) don't pay fees, can't help on homework
reading is issue - supplies on phonics is needed
4. What topics are students most interested in? And why? Is it activities, teachers?
Music + games excite students, fun things are better
5. What do students do outside of class and after school? Can you describe what the students' typical evening or weekend look like?
cleaning, communal work, picking trash, games, teachers
have counseling - kind wash clothes, ironing, cleaning, sports
6. What is the schedule for boarding students after school?
N/A
7. How can Musana utilize student leaders for outside school activities? What are some ideas for creating more student leaders? How would you create a student leader?
empower them to lead programs, service in church, playing
teacher roles, asking roles of students
- elect leaders, campaign, vote, seminars w/ skills + knowledge
8. What do you see for the future of these students? What options do students have? Where do you see the majority of students ending up? How so?
secondary school, tertiary + university, nursing + teachers
fashion design - different culture outside Musana - caring -
for equality
9. What outside activities are available for students at Musana? For example: farming or sports.
gardening, sports, - fried bakery but didn't work
experience at Musana is good w/ love + care, interested when leaving Musana
10. What responsibilities do teachers have outside of class? Would there be an interest of running a club or volunteering their evening time at Musana? How can Musana utilize teachers more in activities? housemasters in charge of dorms, head activities like games, music, guidance, counseling - they have too much work to do - from 7am - 9pm
11. How are parents involved at Musana? How can Musana utilize parents more?
School invites parents to mtgs. at Musana to discuss major issues w/ students - mostly fees -
Parents' education influences their own children's progress + more responsible parents are increasing, more care
holiday content + fees for students to stay, extra fees for student trips, settle student discipline cases at school, + why, help children improve performance w/ teachers -
every year parent involvement improves, from 15 to 200

higher schools are worse discipline than + not encouraging

Parents' education influences their own children's progress + more responsible parents are increasing, more care

X
Signature

Musana has great hope to improve performance - among the most successful in

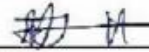
Mongoi Jowel
(Deputy Head Academic)

Musana School Needs Assessment Interview

Maria McIntyre

1. What subjects are students doing well in?
English, everyone speaks it + it encourages them
Numbers can be used w/o English
2. What subjects are students struggling with? Why are they having a hard time?
Math - no practice at home, ideas hard from parents so they want to see it more
3. What challenges does Musana Nursery and Primary School have? What resources are lacking in the school for teachers and students? Where are the gaps in classes?
Starting school year - students come from different areas + behavior - adjusting to discipline need more books - not common in town - staff is happy
4. What topics are students most interested in? And why? Is it activities, ~~teachers~~?
1) stories, students listen + excited to answer questions
2) love their teachers, good relationships
want to please teachers + obey rules
5. What do students do outside of class and after school? Can you describe what the students' typical evening or weekend look like?
participate in personal hygiene, encourage them to organize books/stuff, choir/church, counseling w/ teachers, assist
6. What is the schedule for boarding students after school? ~~caretakers~~
time for wake up, clean, bfast, class
supper, prep, lights off
7. How can Musana utilize student leaders for outside school activities? What are some ideas for creating more student leaders? How would you create a student leader?
sensitize teachers about projects then they encourage the students, - look @ Uganda for example as democracy
8. What do you see for the future of these students? What options do students have? Where do you see the majority of students ending up? How so?
Musana best leaders - participate games/gardening; continue to schools, some lack school fees but find work/skills
9. What outside activities are available for students at Musana? For example: farming or sports.
sports, gardening, music, choir, arts
football, netball, volleyball
10. What responsibilities do teachers have outside of class? Would there be an interest of running a club or volunteering their evening time at Musana? How can Musana utilize teachers more in activities? guides, give direction, monitor, counseling in class + duty head teacher leads other teachers + changes rules + they listen, rotates - teachers have many duties + may be
11. How are parents involved at Musana? How can Musana utilize parents more? tiresome, most parents are educated + support education by paying fees + when called upon, parents will come, parents + teachers talk to students together
parent visitations is similar to parent-teacher meetings/counseling, frequently come to school to visit, investing in school + comes to keep an eye on it

get list of duties

X 
Signature

place of change, also helps staff,

Namwende
Damarie
(Deputy Admin.)

Musana School Needs Assessment Interview

Maria McIntyre

1. What subjects are students doing well in?
English from assessments are doing best
2. What subjects are students struggling with? Why are they having a hard time?
Math and AR rhythmics education
low performance but improved
3. What challenges does Musana Nursery and Primary School have? What resources are lacking in the school for teachers and students? Where are the gaps in classes?
- Lower level textbooks are missing for IRE subjects
- all classes have teachers
4. What topics are students most interested in? And why? Is it activities, teachers?
any topic; visitors; activities + moving around outside (planting)
5. What do students do outside of class and after school? Can you describe what the students' typical evening or weekend look like? read + revise books
volleyball; ball games; playground Sunday - church
bring down ball, Sat. night movie + washing + choir practice
6. What is the schedule for boarding students after school?
6pm dinner, 9pm go to bedrooms, 5am wake
bath, cleaning + breakfast up,
7. How can Musana utilize student leaders for outside school activities? What are some ideas for creating more student leaders? How would you create a student leader?
gardening, scripture, choir, debate (fridays)
campaigning + debating, voting + democracy > leadership
8. What do you see for the future of these students? What options do students have? Where do you see the majority of students ending up? How so?
all join secondary schools; some go to tertiary programs;
move to districts > start businesses + find jobs w/ skills
9. What outside activities are available for students at Musana? For example: farming or sports.
volleyball team, football team, athletics
10. What responsibilities do teachers have outside of class? Would there be an interest of running a club or volunteering their evening time at Musana? How can Musana utilize teachers more in activities? counseling + guidance, supervision, monitor,
teachers are here most of time, yes an interest learn
skills + do more projects
11. How are parents involved at Musana? How can Musana utilize parents more?
come to support sports team; monitor students progress +
relationship w/ teachers -
parents don't pay fees or late

X Namwende
Signature

caring school, dorms are nice - not congested
matrons + teachers care for students

family club > teachers have group of students that

Saire Nathan
(School Bursar)

Musana School Needs Assessment Interview

Maria McIntyre

1. What subjects are students doing well in?
N/A
2. What subjects are students struggling with? Why are they having a hard time?
Math
3. What challenges does Musana Nursery and Primary School have? What resources are lacking in the school for teachers and students? Where are the gaps in classes?
accommodating new teachers from outside
lacking playground - football field
4. What topics are students most interested in? And why? Is it activities, teachers?
Musana has good reputation - good environment - good class - facilities, many want to come to Musana
5. What do students do outside of class and after school? Can you describe what the students' typical evening or weekend look like?
bathe, cleaning, washing, dinner, evening preps
w/nd - classes until 1pm, lunch, mtgs w/ teachers, choir practice,
6. What is the schedule for boarding students after school?
church
N/A
7. How can Musana utilize student leaders for outside school activities? What are some ideas for creating more student leaders? How would you create a student leader?
supervise - help teachers, keep cleanliness around school!
giving orders -> maintain school hygiene
8. What do you see for the future of these students? What options do students have? Where do you see the majority of students ending up? How so?
secondary schools - most -
9. What outside activities are available for students at Musana? For example: farming or sports. volleyball, football, athletics, singing
T. Ivan
10. What responsibilities do teachers have outside of class? Would there be an interest of running a club or volunteering their evening time at Musana? How can Musana utilize teachers more in activities? take children w/ issues + tutor them in hard subjects + encourage them to work hard
11. How are parents involved at Musana? How can Musana utilize parents more?
Parents are primary beneficiaries, their children get educated
they come everyday to get uniforms, pay fees, make inquiries, appreciate about services

X Saithwa
Signature

clothes
sports wear
uniforms
shower
ex boarding

Appendix E: Data Sets

Data Set 1: Needs Assessment Interviews	
Raw Data	Code
Q. 1	
english from assessments are doing best	English
english everyone speaks it and it encourages them numbers can be used without english	English
English social studies science already have concepts	english; conceptual subjects
english, teachers emphasize english in classes	english
math concepts and relationship with others and sounding with action, moving around is better for babies	fitness
science, s.s., math	conceptual subjects
english- staff are well trained, positive attitude towards it. Science is practical subject, experience outside and relate easily, staff is dedicated	english
primary 6 and 7, english and science	english
english- teachers approach from beginning to end - stays constant	english
english, science	english
n/a	
Q. 2	
math and arrythmics education has low performance but improved	math
math - no practice at home, idea is hard from parents so they want to see it more	math; cultural attitude
math - believed to be hard for long time, families say math is hard and children believe it	math; cultural attitude
math - always low performance	math
reading because adults don't have the reading culture and effects other classes, phonics has not been studied with trainings	reading; cultural attitude
math	math
math - attitude towards it is hard, need to be creative, staff has hard time	math; cultural attitude
primary 6 and 7 - math, parents think math/science is hard so negative thinking	math; cultural attitude
math - negative attitude among community and other schools teachers take pride teaching math and think they're better	math; cultural attitude
primary 4, 6, and 7 classes	n/a
math	math
Q. 3	

lower level textbooks are missing for IRE subjects, all classes have teachers	textbooks
starting school year, students come from different areas and behaviors, adjusting to discipline, need more books, not common in town, staff is happy	textbooks, integration
limited involvement for parents, some don't come when called, don't pay fees, can't help on homework - reading is issue, supplies on phonics is needed	no home support
discourage abuse and caning, supplies run short but they order more, u.s. and china volunteers donate supplies	supplies; discipline
students get minor injuries, don't have first aid kits, playground has trouble managing it because it's hard to separate from other students, area is rough, no sandpit by water area to help development motor skills hand-eye, area is not enclosed, most nurseries are enclosed for safety, no resource room to keep materials for practical assignments, not enough teaching materials for all students, such as wall pockets for letters	facilities; materials; resource room
too many children, teacher to student ratio is high, need more adults to monitor, would like more money for new dorms, bus, water wells, school fees are most expensive	lack of staff; update facilities
attitude - example people think math is hard, thinking without stick (cane)/kids can't learn, cultural attitude change	cultural attitude
social life can affect students work, need more counseling, students don't want to share problems at home, children get sick, catering to special diets	specialized support
corporal punishment, discipline is seen as good in cultural, discipline is approached differently at musana, teachers adjust to new methods, staff is good	discipline; cultural attitude
dining area is too small, low performance grades - due to recruiting students who are orphans, vulnerable, hard background; most supplies from town	update facilities, specialized support
accommodating new teachers from outside, lacking playground, football field	staff recruitment; update facilities
Q. 4	
any topic; visitors; activities and moving around outside (planting)	hands-on; visitors
stories, students listen and excited to answer questions; love their teachers, good relationships, want to please teachers and obey rules	listening
music and games excite students, fun things are better	arts; hands-on

teacher relationship with students, students get plenty of food, discipline is different	relationship
outside - food and snacks, relationship, encouragement from teachers, free choice to pick things; inside - learning aids, books, coloring, etc. need variety	variety; relationship
musana is a part of their life, want to be here, always positive, students have expectations, they know the system, parents and teachers tell students what to do	relationship
excitement from love at musana, students feel so good and positive at home here due to care and welfare, staff has passion	relationship
love, every staff shows love, good relationships	relationship
love from relationships and care given and encouraged; confidence quality education	relationship
free time, games interact, play, bathing, preparing, evening preps	relationship; hygiene
musana has good reputation, good environment, good class, facilities, many want to come to musana	relationship; reputation
Q. 5	
volleyball, ball games, playground bring own ball, Saturday night movie, washing, choir practice, read and revise books, Sunday is church and rest	sports; arts
participate in personal hygiene, encourage them to organize books and stuff, choir and church, counseling with teachers, assist caretakers	hygiene; arts; order
cleaning, communal work, picking trash, games, teachers have counseling, weekend is washing clothes, ironing, cleaning, sports	hygiene; relationship; sports
playground, games, Saturday- laundry, class, football, netball, shading, playground, movie 7-9, Sunday- church, games	sports; hygiene; relationship
2-3pm remedial activities, helping those falling behind, writing names, boarders do homework in class, 3-4pm movies and relax, bathing, washing, teachers monitor, play	tutoring; hygiene
group games - hunting, singing, playing ball, around 30 students in choir/drum	sports; arts
personal hygiene - washing, bathing, cleaning rooms, cultural activities- athletics, training, volleyball, music- most on weekends general cleaning, Sunday church relaxing/rest	hygiene; sports; arts
playing games, classes, cleaning, washing, playing	sports; arts; hygiene
athletics, sports in morning, church, resting, garden (growing greens), movies, free time	sports; arts

free time, games, interact, play, bathing, preparing, evening preps	sports; hygiene; relationship
bathe, cleaning, washing, dinner, evening preps, weekend-breakfast, classes until 1pm, lunch, meetings with teachers, choir, practice, church	hygiene; tutoring; arts
Q. 6	
6pm dinner, 9pm go to bedrooms, 5am wake up, bathe, cleaning, and breakfast	schedule
time for wake up, clean, breakfast, class, supper, prep, nights off	schedule
n/a	
n/a	
n/a	
n/a	
n/a	
n/a	
n/a	
n/a	
Q. 7	
gardening, scripture, choir, debate (fridays), campaigning, debating, voting, democracy, leadership	leadership; agriculture
sensitive teachers about projects then they encourage the students, look at uganda for example as democracy	leadership
empower them to lead programs, service in church, playing teacher toles, asking roles of students, elect leaders, campaign, vote, seminars with skills and knowledge, coach them for equality	leadership
oversee children in cleaning, supervise, not by name but action, staff support games and sports, refer students to older children, not staff - give leaders certificates, tshirts showing leaders	leadership; sports; staff support
prefects (top students) help teachers monitor students in classwork, name tags on students to identify so they can do roles and report/collaborate between staff and children, name tags would be motivation and certificate to see	leadership; motivation
n/a	
prefects are elected but have no guidance and don't do duties, different areas, prefects of welfare, sanitation, meetings between teacher and prefects, students apply for prefect and screened and campaign, speeches, vote ballots beginning of year	leadership; relationship

trained - empower to lead others, organizing students, training students in certain fields	leadership
prefects act as ambassadors, supervision in classes, decentralized authority, confronting teachers, speak and represent problems	leadership
communal work, sweeping, washing, supervising others to work	teamwork
supervise and help teachers keep cleanliness around school, giving orders, maintain school hygiene	leadership
Q. 8	
all join secondary schools, some go to tertiary programs, move to districts, start businesses and find jobs with skills	graduate
musana best leaders, participate in games and gardening, continue to schools, some lack school fees but find work and skills	graduate; leadership
secondary school, tertiary and university, nursing and teachers, fashion design, higher schools are worse discipline them and not encouraging, different culture outside musana, caning, experience at musana is good with love and care, interest decrease when leaving musana	graduate; relationship
secondary school, good foundation, university and tertiary, nursing, Secondary 6	graduate
teachers encourage to be role models for telling students to continue through school, guiding sessions for upper primary, asking them what career they want and inform them the steps to take to get there	graduate; relationship
building secondary school for musana, expecting students to continue, most stay in iganga	graduate
kids to become useful citizens with good foundation and being responsible, future leaders, things change when leave musana, guidance needed for future career, 3/4 good for secondary, 1/4 good for vocational to get practical skills	graduate; leadership
most students with finance will go to continue schools, others will drop out, sponsored children are encouraged, career guidance	graduate
bright future, go to prominent schools get degrees, take leadership positions to change uganda	graduate; leadership
responsible, sustainable citizens of uganda, secondary school and further, encourage students' dreams, self-reliance, teaching and nursing have happened	graduate; leadership
secondary schools most	graduate
Q. 9	

volleyball team, football team, athletics	sports
sports, gardening, music, choir, acts, football, netball, volleyball	sports; arts; agriculture
gardening, sports, tried bakery but didn't work, congested curriculum, music, singing	sports; arts; agriculture
playground, shading, football, games	sports; arts
playground	sports
athletic games, ball games, running, gardening, hopscotch, track and field, playground, netball, dodgeball for girls, equipment donated or purchased	sports; agriculture
athletics, gardening, computer, hands-on skills wanted, sewing, weaving, bakery	sports; agriculture; tech; arts
music, dance, drama, athletics, singing, skits, plays, football, volleyball, more sports, missing equipment, balls, shoes, costumes, fields	arts; sports
dancing, drama, cultural organizations	arts; sports; agriculture
athletics, sports, gardening	sports; agriculture
volleyball, football, athletics, singing	sports; arts
Q. 10	
counseling and guidance, supervision, monitor, teachers are here most of time, yes on interest learn skills, and do more projects	counseling
class and duty head teacher leads other teachers and changes rules and they listen, rotates and teachers have many duties and may be tiresome	Engaged
housemasters in charge of dorms, head activities like games, music, guidance, counseling, they have too much work to do from 5am-9pm	Teamwork
handle welfare, check student meals, game masters, encourage hygiene, check dorms, music, dance, drama, approach matrons with issues	Engaged
monitor and supervise, stay until 730pm on duty, plan play activities, children explore outside, play freely and motherly love	Engaged
counseling one on one, training teachers ethics and spiritual for Sunday worship	counseling
monitor dorms assigned, guidance and counseling, handle discipline, teachers would enjoy doing hands on	Teamwork
teachers assist social workers with visitation events, and community outreach, teachers want fun activities	Teamwork
assigned to dorms to monitor, check health status of students	Engaged

staff room grading books, interacting with students about issues, guiding students, discussions with teachers	counseling; engaged
take children with issues and tutor them in hard subjects and encourage them to work hard	Counseling
Q. 11	
come to support sports team, monitor students progress and relationship with teachers, parents don't pay fees or late	parent involvement
most parents are educated and support education by paying fees and when called upon, parents will come, parents and teachers talk to students together, parent visitation is similar to parent-teacher meetings and counseling, frequently come to school to visit, investing in school and comes to keep an eye on it	parent involvement
school invites parents to meetings at musana to discuss major issues with students, mostly fees, holiday consent and fees for students to stay, extra fees for student trips, settle student discipline cases at school, and why, help children to improve performance with teachers, every year parent involvement improves, from 15 to 200, parents' education influences their own children's progress and more responsible parents are increasing, more cars	parent involvement
visitation day- play with kids, counsel, support children at home with good behavior, pay fees, parents called for events, small groups of PTA meetings, parents give teachers guidelines for students future	parent involvement
want to involve parents, get updates, parenting workshops on parental roles, not just ignore school, pay fees on time, financial workshop, more parents input and feedback	parent involvement
parent meetings- called upon for feedback once a year, PTA meets once a month gives discussion for improvement, focus on different issues like health, want to keep families involved after school, parents need to have timely fee payments for funding programs and regularly check-up	parent involvement
guardians of sponsored children and paying parents, some are in women's projects, mobilize parents for community events, parents meetings share issues with musana, asking them to address and participate with students	parent involvement
PTA- connects parents and school admin to improve welfare to students and staff, parents want to see their money put to good use, schools grow with parents and their involvement promotes ownership, more meetings with parents for ideas, feedback, etc.	Communication

meet their kids and ask them about welfare and academics, visit teachers and admin to ask them for info, look at school environment, performance levels	Communication
parents are primary beneficiaries, their children get educated, they come everyday to get uniforms, pay fees, make inquiries, appreciative about services	Investment
Q. 12	
Caring school, dorms are nice, not congested, matrons and teachers care for students, family club- teachers have group of students that they counsel and provide for	
place of change, also helps staff, become one community	
musana has great hope to improve performance, among the best school in the country	
school wants to encourage and develop their reading habit by 1 hour in library daily to read books and visit computer lab, develop skills by visiting centers-bakery, tailoring, 150 sponsored children, project restore- supports medical bills for vulnerable children	
n/a	
people see musana as a school not an organization, musana has visitors, community members think musana can solve their problems, healthcare, sponsorship, tuition, not enough budget, there are high expectations to pay salaries, limited resources	
staff is happy with musana and facilitation within each department, need to work on more activities for well rounded children with skills	
unique environment, very different from ugandan bureaucratic schools with social workers and health, as well as love among staff, better relationships and open conversation	
jealous of missing out at musana and school been subsidized to meet the vision and help vulnerable people	
model school for region	
extra info	
clothes: sportswear, uniform, sweater, 2 boarding outfits	
recruiting sponsorship (159)- 1 marketing, workshops, outreach in communities, find vulnerable children, 2 community leaders will refer students, 3 fact finding and admin decide	

Data Set 2: Focus Group Data	
Raw Data	Code
Q. 1	
reciting rhymes, singing and dancing, poems, spelling games, shading, drawing pictures, sorting colors, writing, tracing, reading, miming	arts, reading
reciting rhymes, shading, singing, tracing, dancing, story telling, imitating	Arts
singing, dancing, modeling, reciting rhymes, drawing, role playing, dramatizing, hide and seek, physical activities, spelling exercises, shading, tracing	arts, fitness
teaching, reading storybook, spelling games, singing song, brain breaks, writing competition, debating, quiz, drawing pictures, marking pupils books, counseling and guiding learners, group discussion, asking critical thinking question, reciting poems	arts, leadership
reciting rhymes, mental work, role plays, reading, checking on learners, critical thinking by oral questions, spelling games	Leadership
spelling games, reading out loud, dancing with children, dramatizing, reciting stories, role playing, group discussion, singing, stretching, jumping, telling bible stories, reciting prayers, tongue twisters, telling riddles	arts, reading
Q. 2	
guiding and counseling, ensuring proper hygiene and sanitation, training co-curriculars, fellowshipping, developing learners manipulative skills, ensuring order during prayers, movie nights, etc.	relationship, engaged
counseling and guidance, training games, moral building, practicing farm skills, promotion of hygiene, training music, supervision of childrens activities, individual bible telling to children, remedial lesson, showing love to orphans	Engaged
morning, checking health hygiene, praying, greeting, news telling, health parades, serving food, organizing into lines, guiding them on what to do, cleaning the places, collecting dishes which have been used, supervise, escorting them around, collect bus users and lead them to bus, praying	Engaged
morning circle, sweeping the compound, serving food, training them how to wash hands, monitoring them, accompanying them back home, playing, swinging, collecting dishes, dancing, singing	Engaged
telling stories, modeling, skipping, telling news, dancing, singing, swinging, running, hide and seek	Engaged

choir practice, playing football, playing volleyball, having athletics, going for church service, counseling and guidance, having healthy parades, monitoring children, carrying our research, gardening, scouting, organizing speeches	Engaged
Q. 3	
love for children, to serve, to teach, to earn a living	Economics
to earn a living, to provide education, service to the community, to eradicate illiteracy, to add value to my education	Motivated
to know more about young children, to educate the nation, to eradicate ignorance, to earn a living, inspired by friends, the love to teach	motivated, economics
to serve my nation, to bring upright ugandans, to instill discipline, facilitate learning, exemplary to uganda, promote literacy, build the nation, unite the nation, eradicate corruption, teach people more about god	Motivated
get money, be curious, we're smart, role models in the community, love of children, love to teach	Economics
teaching, loving, caring, counseling, guiding, going for outings with children, playing with our children, demonstration	Motivated
Q. 4	
bathing, swimming, cutting fingernails, swinging, sweeping the compound, washing clothes, watching tv, resting, interacting with one another	Hygiene
free interaction with others, consulting teachers, playing, sweeping, researching, choir practice, watching movies, charting, sharing with their friends	Active
free interaction with others, working upon their hygiene, relaxing, playing indoor games, caring for the environment, doing homework	hygiene, active
sharing experiences, playing good games, helping one another, entertaining one another, praying before activities, promoting hygiene, reading interesting books, caring for their property, preparing for meals, joint discussion, consulting	Active
bathing, washing clothes, reading newspapers/novel, watching movies, playing football, basketball, etc., fetching water, cleaning the compound, praying, greeting, welcoming visitors	hygiene, sports
sounding letters, imitating teachers, bathing, fetching water, playing, washing, watch movies, singing, swinging, prating, cleaning the compound, speaking english	hygiene, active
Q. 5	
inadequate references that match with the current curriculum, abrupt meetings, no value for extra time, poor approaches, sometimes dictatorship happens	invalued, out of date

how to deal with children's indifferences, instructional materials for pe classes, communication barriers, motivation	discipline, communication
negotiate attitude towards some subjects by some learner, inadequate references, lack of a playground for football and netball	lack of facilities, out of date
promotions, salary increasement, allowances	Invalued
reading bible, storytelling, reviewing classwork, interacting with children, guidance and counseling, going for discoveries, playing with each other	interaction, spare time
salary increasement termly, promotion, motivation inform of food packages - sugar, soap, cooking oil, etc.-, going for tours, parties for teacher every term, workshops	invalued, communication
Q. 6	
professional teachers, lawyers, doctors, engineers, members of parliament, journalists, editors, accountants, lecturerers	University
lawyers, doctors, teachers, engineers, adminstrators, attending good schools, accountants, journalists	University
get good jobs like doctors, engineers, pilots, etc.; they should be god fearing children, have respect for others, be good leaders, have nice homes/families	university, respect
job makers, god fearing people (spiritually), good leaders in the community, nice families, prospering, responsible, people in the community, having future and promising generations	Leadership
continuing with school, self reliant, respect for othes, to produce children after studies, to be good leaders, to be exemplary	respect, leadership
to see doctors, teachers, lawyers, pilots, engineers	university

Data Set 3: Research Observation	
Interviews	Code
talked in his office, he was distracted with work, personal plans (wedding), people and students came in to talk with him, didn't know much about students/school activities, mostly works with parents and registering students, didn't offer any insight/new information	distracted, no info
met in his office (shared) by his desk, people were in and out causing distraction, people were working beside us and Muza spoke with them about work during interview, did not offer much information, answers were short, was not very attentive but didn't know the school very well, expressed pride in the school	distracted, no info
met in the staff meeting room so environment was quiet, no one disturbed us, he was focused, didn't know much about students, focus was on social work aspect in school which offered interesting insight about teachers and parents, gave info about sponsorship, did not want to talk about finances, said "i'm not qualified or in the position to speak about it", gave different views on challenges important	focused, perspective
knew most about the school, met in office by his desk, few distractions but he was worried about how long it would take since he was dealing with problems, offered insights for ideas and about issues, spoke much about attitude	Insightful
met if office (shared) by her desk, people were in and out, distracting, gave work and talked to susan during interview, didn't know much about students, offered different perspectives on challenges and teachers and parents, mostly works with finances and adults	distracted, perspective
met in office, very distracted by people coming in and out, dealing with admin problems, focused on nursery and gave many details/opinions about it, offered interesting insights and perspective on nursery, complained most about lack of supplies and resources for nursery	distracted, opinionated
met in office at her desk, she had visitors and there was some distraction with work and her baby, didn't know much about students, didn't offer much insight for more information	distracted, no info
met in staff meeting room, was distracted because he was waiting for another meeting to start, didn't know much about students, offered interesting perspectives on issues	distracted, perspective
offered most info about students, met in office, there were few distractions with visitors and students	insightful
met in office at her desk, few distraction with visitors in and out, new to musana, offered basic information	focused, no info
Focus Groups	
Nursery-P2	

<p>I was more familiar with this group because my internship was with them and I was in their classrooms everyday. Still, they were very chatty and difficult to rally to start the discussion. A few skipped the session, I assume they thought it wasn't important to attend or they thought it was scheduled at the last minute even though i notified everyone a week early. once the discussion started, teachers were willing to talk about the topics. it took around 30 minutes. they seemed confused as to why i was asking questions, but answered questions. some seemed like they didn't want to be too honest. maybe because they thought I might report them?</p>	
P3-P7	
<p>I hardly talked to these teachers before so I was more nervous about leading them in discussion. They seemed frustrated by being there, made a comment about abrupt meetings, might have been about me even though I notified everyone a week early. They also seemed confused about the point of the session and i got the impression that they're more used to people teaching them instead of people learning from them.</p>	



Afterschool Program
Musana Nursery & Primary School
Musana Secondary Vocational School

Created by | Maria McIntyre

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Program Goals

The goal of this project is to be an additional resource to support teachers in their everyday activities at Musana as well as to focus on students' educational needs. This program can be used as a supplement for classroom activity or used after school during remedial time since lessons are not planned to be used subsequently. Another goal is to provide opportunities for older students to develop leadership skills by teaching and tutoring their fellow classmates. This program combines various methods of teaching intended to motivate and encourage students to learn and enjoy school.

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UNIT 1: Mathematics

Unit Overview

Unit Plan Title:

Math Is All Around

Key Concepts:

Using physical activity, games, and going outside of classrooms to learn about different ways to practice Mathematics and improve skills.

Guiding Questions:

How do we multiply numbers?

What are different shapes, angles, and degrees?

How do we spend money?

What are fractions, decimals, and percentages?

Subject Areas:

Mathematics

Economics

Physical Education

Grade Level:

Depending on the lesson, it is recommended that students in higher secondary levels (S5 or S6) or lower secondary levels (S1-S4) teach this unit to higher primary levels (P5-P7) and to lower secondary levels. Higher primary levels may teach to lower primary levels (P1-P4) as well.

LESSON PLAN 1.1

Title of Lesson: Skip, Skip, GO!

OVERVIEW and PURPOSE of Lesson 1.1 | What will be learned and why is it useful?

This lesson will strengthen students' skills in counting high numbers. It is useful by having the student practice their numbers in a physical activity for motivation.

	LESSON LEADER: Teacher or Student
OBJECTIVES: Specify skills and information that will be learned.	Skip Counting, Multiplication
INFORMATION: Give necessary information for students to learn.	Before the activity, practice a few rounds of skip counting and multiplication out loud with students taking turns.
ACTIVITY: Describe activity to strengthen the lesson.	<ol style="list-style-type: none"> 1. Players sit in a circle on the ground. 2. The leader selects a number by which to count (example: 2, 3, 4, etc.) and then picks a target number to end at (example: 20, 40, etc.). 3. One player is selected as 'it'. This player will go around the outside of the circle tapping each head/shoulder, skip counting by the number chosen. 4. Upon reaching the target number, the 'chosen' player will then chase the 'it' player around the circle of children until they reach the empty spot and sit down. 5. If the 'it' player is caught before 'it' can sit down, 'it' goes to sit in the center of the circle and 'chosen' is now the new 'it' player. 6. The leader selects a new number to skip count by and a target number. Repeat game.
COMMENTS: Leader fills out section about how the lesson was received by students.	
MATERIALS NEEDED	No materials needed.

LESSON PLAN 1.2

Title of Lesson: Stick Geometry

OVERVIEW and PURPOSE of Lesson 1.2 | What will be learned and why is it useful?

This lesson will help students to learn geometry skills from creating shapes and angles using natural materials. Students will strengthen their knowledge of shapes and angles through a hands-on activity.

	LESSON LEADER: Teacher or Student
OBJECTIVES: Specify skills and information that will be learned.	Geometry Shapes, Angles
INFORMATION: Give necessary information for students to learn.	Practice shapes and angles with students by forming shapes with hands and discussing different angles and degrees.
ACTIVITY: Describe activity to strengthen the lesson.	Gather sticks or rocks from outside and have students build shapes or letters from the materials—circles, squares, triangles, X, etc. After students create shapes from the materials, have students discuss angles and degrees of the shape. For example, a student may create a triangle with three sticks, then the student would point out the shape is equilateral and each angle is 60 degrees.
COMMENTS: Leader fills out section about how the lesson was received by students.	
MATERIALS NEEDED	Sticks from outside—plants, bushes, or trees. Rocks found outside on the playground. You may use chalk too on a board or on concrete.

LESSON PLAN 1.3

Title of Lesson: Money Math

OVERVIEW and PURPOSE of Lesson 1.3 | What will be learned and why is it useful?

Students will practice using money and learning about how to add and subtract money. This lesson helps students to learn about how money works and the importance of earning and saving money.

	LESSON LEADER: Teacher or Student
OBJECTIVES: Specify skills and information that will be learned.	Money Math, Subtracting and Adding Money, Money Word Problems
INFORMATION: Give necessary information for students to learn.	Set up a 'market' space in the classroom and explain to the students how money works. How do people earn money? How do people spend money? How do people save money? What does investment mean?
ACTIVITY: Describe activity to strengthen the lesson.	<ol style="list-style-type: none"> 1. The lesson leader picks a set amount (balance) for the students to spend—example: The students may spend 3,000 shillings. 2. The students will draw 2 columns dividing a page in their notebooks. The left column will be for items the student wants to purchase and the right column will be for subtracting money from the balance. 3. When a student chooses to 'purchase' an item, they write the item price in the left column and figure out the balance left. Example: Student may 'buy' rice or a ball for 500 shillings, their balance would be 2,500 shillings. 4. Give students time to 'shop' and have students share what they 'bought' and their balance they have left.
COMMENTS: Leader fills out section about how the lesson was received by students.	
MATERIALS NEEDED	Items from the market or grocery store—find items around school or bring new items to school. Notebooks and pencils.

LESSON PLAN 1.4

Title of Lesson: Net Ball Trash

OVERVIEW and PURPOSE of Lesson 1.4 | What will be learned and why is it useful?

This lesson combines the math concepts of fractions, decimals, and percentages. It is useful to learn these math concepts to continue to higher levels of math.

	LESSON LEADER: Teacher or Student
OBJECTIVES: Specify skills and information that will be learned.	Fractions, Division with Unit Fractions, Division, Decimals, Percentages
INFORMATION: Give necessary information for students to learn.	Before the activity, start by refreshing students with how fractions, decimals, and percentages work. Explain how the math concepts fractions, decimals, and percentages are all connected. Talk about where and how these math concepts are used and why they are important.
ACTIVITY: Describe activity to strengthen the lesson.	<ol style="list-style-type: none"> 1. Students stand in line and take turns throwing objects into the basket. Each student should make at least 10 throws. 2. Each student should keep track of successes (how many objects make it into the basket) and failures (how many objects do not make it into the basket) by writing in their notebooks. 3. After students are finished throwing and recording their throws, have students find the ratio for both their successes and failures. For example: if one student threw an object into the basket 4 times, their ratio would be 4 out of 10 or $\frac{4}{10}$. 4. Next, have students write out their ratios into decimals and percentages. For example, a $\frac{4}{10}$ would be 0.40 or 40%.
COMMENTS: Leader fills out section about how the lesson was received by students.	
MATERIALS NEEDED	One basket or wastebasket, notebooks, pencils, and something small and light to throw—small blocks, rocks, sticks, etc.

LESSON PLAN 1.5

Title of Lesson: Exponents Battle

OVERVIEW and PURPOSE of Lesson 1.5 | What will be learned and why is it useful?

Students will practice their multiplication skills and learn more about exponents. They will continue to increase their knowledge of numbers and learn how to do math in their heads.

	LESSON LEADER: Teacher or Student
OBJECTIVES: Specify skills and information that will be learned.	Exponents, Multiplication
INFORMATION: Give necessary information for students to learn.	Start by reviewing multiplication tables. Then review what exponents are and why exponents exist. Practice a few rounds of multiplication with exponents.
ACTIVITY: Describe activity to strengthen the lesson.	<ol style="list-style-type: none"> 1. This activity is for two students. Choose one student to handle one deck of cards (take out Jack, Queen, and King cards) that student will then split the deck into two equal decks for each player. 2. Each player will have their stack of cards in front of them. Each player will draw the top card of their decks over which will represent their 'base' number. For example: 2. 3. Each player then draws another card to represent their 'exponent' number. For example: 4. 4. Whoever has the highest product, wins the round and collects all four cards from both players. For Example: 2^4 ($2 \times 2 \times 2 \times 2 = 16$) and 3^5 ($3 \times 3 \times 3 \times 3 \times 3 = 243$). 243 is the highest product. 5. If there is a tie, shuffle the cards back into the players' decks. 6. Keep playing until all cards are gone and whoever has the most cards, wins the Exponent Battle!
COMMENTS: Leader fills out section about how the lesson was received by students.	
MATERIALS NEEDED	One deck of playing cards. Notebook and pencil if needed.

UNIT 2: Health

Unit Overview

Unit Plan Title:

Health and Fitness

Key Concepts:

Discuss stigmas to raise more awareness about health issues. Use physical activity to learn about health. Talk about hygiene practices so students become more familiar with preventative measures.

Guiding Questions:

What is practicing good hygiene important?

Why are some health issues scary to talk about?

How do people prevent getting sick?

How do we stay healthy?

Subject Areas:

Health

Biology

Physical Education

Grade Level:

Depending on the lesson, it is recommended that teachers or students in higher secondary levels (S5 or S6) teach this unit to higher primary levels (P5-P7) and to lower secondary levels (S1-S4). Higher primary levels may teach to lower primary levels (P1-P4) as well.

LESSON PLAN 2.1

Title of Lesson: Water is Life

OVERVIEW and PURPOSE of Lesson 2.1 | What will be learned and why is it useful?

Students will dive into learning more about water and how it is connected to health and hygiene. Students must know the importance of water to share with their families and friends.

	LESSON LEADER: Teacher or Student
OBJECTIVES: Specify skills and information that will be learned.	Vocabulary, Understanding of how important water is for life, Understanding how water affects people
INFORMATION: Give necessary information for students to learn.	Discuss why clean water is important for good health and the environment. Explain the difference between clean water and dirty water. Go over vocabulary related to water such as scarce, potable, borehole, disease, sanitation, resource, contaminate, accessible, pollution, hygiene, rain, dehydration, filter, sewage, latrine, and agriculture.
ACTIVITY: Describe activity to strengthen the lesson.	<p>“Hot Water”</p> <ol style="list-style-type: none"> 1. Students arrange in a circle and the middle is ‘hot water’. 2. The leader will choose a student to go first and ask them to define a word related to water. Continue asking students to define different words around the circle. 3. If a student defines a word wrong, he/she must go into the ‘hot water’ or middle of the circle. 4. Students in the ‘hot water’ may join the circle after one round is complete. 5. Continue game until every student stays out of the ‘hot water’ for one round.
COMMENTS: Leader fills out section about how the lesson was received by students.	
MATERIALS NEEDED	Notebooks and pencils. May use chalk and chalkboard.

LESSON PLAN 2.2

Title of Lesson: Girl Power

OVERVIEW and PURPOSE of Lesson 2.2 | What will be learned and why is it useful?

Students should learn about puberty and menstruation at school. Girls will understand more about their body and how to manage the changes during puberty. Recommended that only girls attend this lesson.

	LESSON LEADER: Teacher or Student or Professional
OBJECTIVES: Specify skills and information that will be learned.	Learn how female bodies change during growth, Learn the key features of female puberty
INFORMATION: Give necessary information for students to learn.	Talk about experiences with going through puberty and menstruation. Discuss these questions: What is menstruation? When does it happen? What is premenstrual syndrome (PMS)? Does menstruation hurt? How do you manage pain? How do you manage your menstruation? What do you use to stay clean during menstruation? Discuss how to track menstrual cycles, identifying signs when the cycle will begin, where to get items for menstruation, etc.
ACTIVITY: Describe activity to strengthen the lesson.	Invite a guest speaker from a local hospital or health organization to speak to the girls. The guest speaker may also bring information booklets to give to the girls and supplies for girls to see or take home. The school nurse or social workers will be able to assist the leader in finding a guest speaker.
COMMENTS: Leader fills out section about how the lesson was received by students.	
MATERIALS NEEDED	No materials needed.

LESSON PLAN 2.3

Title of Lesson: M&M—Malaria and Mosquitoes

OVERVIEW and PURPOSE of Lesson 2.3 | What will be learned and why is it useful?

Students will learn more about malaria because it is a common disease. Students will learn more about it so they can understand it and learn how to prevent it.

	LESSON LEADER: Teacher or Student
OBJECTIVES: Specify skills and information that will be learned.	Learn the basic facts about malaria, Understand how to prevent malaria, Understand why it is a problem
INFORMATION: Give necessary information for students to learn.	Start by asking your class if anyone has had malaria before and what it felt like. Discuss these questions: What is malaria? How do you get it? Where and when are you most likely to get malaria? What are the symptoms? Why is it a problem? How do you prevent malaria? How do you treat malaria? What are mosquitoes? What happens if a mosquito bites you?
ACTIVITY: Describe activity to strengthen the lesson.	<ol style="list-style-type: none"> 1. Divide the class into two groups. 2. One group will be 'mosquitoes' and the other group will be humans. 3. Assign one student in the 'mosquitoes' group to have malaria in secret so no one knows. 4. Tell the 'human' group to go shake hands with at least two 'mosquitoes'. 5. When they have finished, ask the class who shook hands with the 'mosquito with malaria'. 6. Discuss what would have happened if that 'mosquito with malaria' was wearing 'gloves'.
COMMENTS: Leader fills out section about how the lesson was received by students.	
MATERIALS NEEDED	No materials needed.

LESSON PLAN 2.4

Title of Lesson: HIV and AIDS - Talk About It

OVERVIEW and PURPOSE of Lesson 2.4 | What will be learned and why is it useful?

Students will learn about HIV and AIDS so they can prevent it from spreading in the future.

	LESSON LEADER: Teacher or Professional
OBJECTIVES: Specify skills and information that will be learned.	Learn about HIV and AIDS, Understand how it is transmitted, Understand how to prevent it
INFORMATION: Give necessary information for students to learn.	Discuss with students what they already know about HIV and AIDS. Answer the questions: How does it get transmitted? What happens to the body once it contracts the virus? What groups are at most risk? What is the difference between HIV and AIDS? Talk about why it's important to know about HIV and AIDS in Uganda and discuss methods of prevention. Discuss how people living with HIV/AIDS are stigmatized and how to advocate for them.
ACTIVITY: Describe activity to strengthen the lesson.	Invite a guest speaker to present to the class. A guest speaker might be a health professional from a health clinic or organization. He/she could bring information to share with the class. A guest speaker might be someone living with HIV or AIDS to talk about their life experience with the virus. The school nurse or social workers could be able to help you find a guest speaker for this activity.
COMMENTS: Leader fills out section about how the lesson was received by students.	
MATERIALS NEEDED	No materials needed.

LESSON PLAN 2.5

Title of Lesson: Run For Your Heart

OVERVIEW and PURPOSE of Lesson 2.5 | What will be learned and why is it useful?

Students will learn more about their heart and how the heart works in the body. They will learn how important exercise is for the heart and the body.

	LESSON LEADER: Teacher or Student
OBJECTIVES: Specify skills and information that will be learned.	Understand how the heart functions, Understand how exercising keeps the heart healthy, Learn to count heart rates
INFORMATION: Give necessary information for students to learn.	Discuss how important the heart is to the body. Discuss the questions: Where is your heart? What does your heart do? What other important body part is close to your heart? How does your body feel when it exercises? Why does your heart beat faster when you are active? Why is exercising healthy for your heart? Teach students how to feel their pulse and have them count their heartbeat for one minute.
ACTIVITY: Describe activity to strengthen the lesson.	<p>“Red, Yellow, Green Light”</p> <ol style="list-style-type: none"> 1. Have students stand in a line outside in a large space big enough to run. Ask students to feel their pulse and remember how steady it is. 2. Explain that when the leader yells ‘Red Light’, it means stop. ‘Yellow Light’ means walk. ‘Green Light’ means run. 3. The leader should stand far away from the line to give students space to run. 4. The leaders keeps going back and forth sayings ‘Red, Yellow, or Green Light’. 5. The first player to get past the leader, wins the game! At the end of the game, ask students to feel their pulse again and ask if they feel a difference in the rate of their pulse from the start of the game.
COMMENTS: Leader fills out section about how the lesson was received by students.	
MATERIALS NEEDED	No materials needed.

UNIT 3: Reading

Unit Overview

Unit Plan Title:

Active Reading

Key Concepts:

Using physical activity or games to motivate students to read and learn English.
Providing more opportunities for students to practice their reading skills.

Guiding Questions:

What are the new vocabulary words?

What are the definitions?

How do you sound out new words?

What do you like to read?

Subject Areas:

Reading

English

Grade Level:

It is recommended that older students in lower secondary levels (S1-S4) and in higher primary levels (P5-P7) teach this unit to lower primary levels (P1-P4) and all nursery levels (N1-N3).

LESSON PLAN 3.1

Title of Lesson: Teacher Says

OVERVIEW and PURPOSE of Lesson 3.1 | What will be learned and why is it useful?

Teach students new words, such as verbs and nouns, to expand their English vocabulary. The activity included in this lesson will help students learn the verbs and nouns by acting the words out through listening.

	LESSON LEADER: Teacher or Student
OBJECTIVES: Specify skills and information that will be learned.	Listening, English, Increase Vocabulary
INFORMATION: Give necessary information for students to learn.	Discuss verbs with your students by writing verbs on the board or reading a book out loud and pointing out the verbs. Follow the discussion on new verbs or nouns with the activity below.
ACTIVITY: Describe activity to strengthen the lesson.	<ol style="list-style-type: none"> 1. Have your students stand in a circle or line outside. 2. Say "Teacher says _____" (give a command). For example: "Teacher says touch your nose" or "Teacher says raise your left hand." Students playing have to follow your commands. 3. You can give students commands without saying "Teacher says," but if the students follow your command without you saying "Teacher says," then the student has to sit down. 4. You can trick students by giving a command, but doing something else. For example: you can say "Teacher says shake your leg," but you shake your arm instead to see who's listening. 5. Whoever the last student standing is the winner.
COMMENTS: Leader fills out section about how the lesson was received by students.	
MATERIALS NEEDED	No materials needed.

LESSON PLAN 3.2

Title of Lesson: Catch and Spell

OVERVIEW and PURPOSE of Lesson 3.2 | What will be learned and why is it useful?

Students receive new vocabulary words daily and should review the new words often to memorize how they are spelled and used in the English language. This lesson will help students to review new vocabulary and practice their spelling skills.

	LESSON LEADER: Teacher or Student
OBJECTIVES: Specify skills and information that will be learned.	Spelling, English
INFORMATION: Give necessary information for students to learn.	Go over new vocabulary words students have learned in the past week or two weeks from their English lessons. Spell out the vocabulary words out loud together. Go over the definitions of each word and use the words in a sentence.
ACTIVITY: Describe activity to strengthen the lesson.	<ol style="list-style-type: none"> 1. Have your students stand in a circle. 2. Give one student a ball to start. 3. The student with the ball must toss it to another student and give them a word to spell. 4. If a student misspells a word, the student must sit down and toss the ball to another student with the same word to spell. 5. Whoever the last one standing is the spelling champion!
COMMENTS: Leader fills out section about how the lesson was received by students.	
MATERIALS NEEDED	One ball to pass around—a football, net ball, etc.

LESSON PLAN 3.3

Title of Lesson: Story Time

OVERVIEW and PURPOSE of Lesson 3.3 | What will be learned and why is it useful?

Students will read to their classmates to practice reading and storytelling. Classmates will practice listening and answering questions. It will help students improve their reading skills as well as motivate other students to improve their reading skills.

	LESSON LEADER: Teacher or Student
OBJECTIVES: Specify skills and information that will be learned.	Reading, English, Vocabulary, Listening, Story Telling, Critical Thinking
INFORMATION: Give necessary information for students to learn.	Allow students more library time to practice their reading skills. Students may take turns or get in small groups to practice reading out loud. During practice, students may ask each other critical thinking questions about the story.
ACTIVITY: Describe activity to strengthen the lesson.	<ol style="list-style-type: none"> 1. Assign an older student (P5-P7) to read to a younger classroom (Nursery-P4). 2. The student must choose a book from the library that would be acceptable for the classroom he/she is reading to. 3. The student must practice reading the book and prepare a short list of questions about the story to ask the class when he/she is finished reading. 4. The classroom should respond to the questions. 5. Continue story time any day throughout the year.
COMMENTS: Leader fills out section about how the lesson was received by students.	
MATERIALS NEEDED	Reading books or stories from the library or classroom.

LESSON PLAN 3.4

Title of Lesson: Guess What?

OVERVIEW and PURPOSE of Lesson 3.4 | What will be learned and why is it useful?

Students will practice going over new vocabulary words and using them in sentences. They will use their vocabulary skills to expand their English language.

	LESSON LEADER: Teacher or Student
OBJECTIVES: Specify skills and information that will be learned.	Vocabulary, Reading, Writing, Spelling, English
INFORMATION: Give necessary information for students to learn.	Discuss new vocabulary words students have learned recently. Practice sounding out and spelling these words out loud. Have students practice using new words in sentences. Have students write words or sentences in their notebooks or on the chalkboard.
ACTIVITY: Describe activity to strengthen the lesson.	<ol style="list-style-type: none"> 1. Choose two students to sit in the front of the class facing the students. 2. Write a word on the board behind them so they will not see it. 3. The class must give the two students clues about the word on the board and the two students must guess what the word is out loud. 4. The first student who guesses the right word wins the game. 5. Play for a few rounds.
COMMENTS: Leader fills out section about how the lesson was received by students.	
MATERIALS NEEDED	Chalk, chalkboard, and two chairs.

LESSON PLAN 3.5

Title of Lesson: Freeze Phonics

OVERVIEW and PURPOSE of Lesson 3.5 | What will be learned and why is it useful?

Phonics is instrumental in learning a new language. Students will practice phonics of the English alphabet and learn to listen and recognize sounds to spell out words.

	LESSON LEADER: Teacher or Student
OBJECTIVES: Specify skills and information that will be learned.	Phonics, Reading, English, Listening
INFORMATION: Give necessary information for students to learn.	Practice making the sounds from the letters in the alphabet with the students. You can let the students repeat the sound after you make a sound. You may continue to practice sounds in words for students to figure out how to spell the words by sounds.
ACTIVITY: Describe activity to strengthen the lesson.	<ol style="list-style-type: none"> 1. The lesson leader must write letters of the alphabet with chalk on the ground somewhere outside. 2. Students will come out where the letters are and the leader must play music or sing a song for students to dance to. 3. When the leader stops the music, the leader yells out a sound of a letter. 4. The students must run to where the corresponding letter is on the ground. 5. Play a few rounds until students learn more letter sounds.
COMMENTS: Leader fills out section about how the lesson was received by students.	
MATERIALS NEEDED	Outdoor chalk for concrete.

UNIT 4: Career Preparation

Unit Overview

Unit Plan Title:

Career Preparation | Plan Ahead!

Key Concepts:

Learning how to prepare for their future career through strategic planning and decision making. Individualized career lesson plans have more details about specific careers for interested students.

Guiding Questions:

What do you want to do when you grow up?

What are the levels of higher education?

What type of degrees are available?

How do you decide on your future?

Why should you plan your next steps?

Subject Areas:

Social Studies

Mathematics

English

Science

Grade Level:

It is recommended that teachers teach this unit to higher primary levels (P5-P7) and all secondary levels (S1-S6).

LESSON PLAN 4.1

Title of Lesson: Vocational or University?

OVERVIEW and PURPOSE of Lesson 4.1 | What will be learned and why is it useful?

Students should learn the difference between technical school and university. They should know what options they have and how to reach those options.

	LESSON LEADER: Teacher or Student or Professional
OBJECTIVES: Specify skills and information that will be learned.	Strategic Planning, Finances, Career Preparation, Decision Making
INFORMATION: Give necessary information for students to learn.	Teach students about 'A' Levels and the Uganda Advanced Certificate of Education and why it's important to do well. Teach students about admission procedures and how to apply to school. Talk about how much school may cost and how to plan paying for school. Talk about different degree levels—a bachelors degree takes 3 or more years, certificates and diplomas take less than 2 years.
ACTIVITY: Describe activity to strengthen the lesson.	Students should take one page from their notebooks and make a plan. They should think about what they want to be when they are older. Ask them, "Who do you want to be? Who do you look up to?" Students should write down a plan to achieve it. They should write down what they want to be, how long they need to be in school, and where they want to work.
COMMENTS: Leader fills out section about how the lesson was received by students.	
MATERIALS NEEDED	Notebooks and pencils.

LESSON PLAN 4.2

Title of Lesson: Future Teachers

OVERVIEW and PURPOSE of Lesson 4.2 | What will be learned and why is it useful?

Students will learn how to become a teacher. They will learn what it is like to be a teacher.

	LESSON LEADER: Teacher or Student or Professional
OBJECTIVES: Specify skills and information that will be learned.	Planning, Decision Making, Career Preparation
INFORMATION: Give necessary information for students to learn.	Teach students interested in becoming a teacher about how to become a teacher. The minimum entry requirement for schools is 'O Level' with pass in 6 subjects—mathematics, English, and 2 sciences. Teacher students require 2 years of training in content and pedagogy with 3 school practice periods of 8 weeks each. Students learn how to teach all subjects for primary school. Each year, students take promotional examinations to continue school. Students receive a Teacher Certificate after completing exams. After school, the teacher must find a job by applying to different schools near their living place.
ACTIVITY: Describe activity to strengthen the lesson.	The lesson leader may find a guest speaker who is a teacher to talk about their experience in becoming a teacher and working as a teacher. Encourage the students to ask the guest speaker questions to learn more about the process of becoming a teacher.
COMMENTS: Leader fills out section about how the lesson was received by students.	
MATERIALS NEEDED	None needed.

LESSON PLAN 4.3

Title of Lesson: Future Nurses

OVERVIEW and PURPOSE of Lesson 4.3 | What will be learned and why is it useful?

Students will learn how to become a nurse and what it is like working as a nurse.

	LESSON LEADER: Teacher or Student or Professional
OBJECTIVES: Specify skills and information that will be learned.	Planning, Decision Making, Career Preparation
INFORMATION: Give necessary information for students to learn.	Nurses have to get a degree of Bachelor of Science in nursing or a certificate or diploma in nursing. Student nurses have to take examinations to get their license to practice. Every nurse has a general license to work in Uganda and it costs money. Nurses must go to an office to renew their license every 3 years. Nurses can work in clinics, hospitals, schools, offices, and more.
ACTIVITY: Describe activity to strengthen the lesson.	The lesson leader may invite a guest speaker who is a nurse to talk about their experience in becoming a nurse and working as a nurse. Encourage the students to ask questions to the nurse about the process of becoming a nurse.
COMMENTS: Leader fills out section about how the lesson was received by students.	
MATERIALS NEEDED	None needed.

LESSON PLAN 4.4

Title of Lesson: Future Engineers

OVERVIEW and PURPOSE of Lesson 4.4 | What will be learned and why is it useful?

Students will learn how to become engineers and what it is like to work as an engineer.

	LESSON LEADER: Teacher or Student or Professional
OBJECTIVES: Specify skills and information that will be learned.	Planning, Decision Making, Career Preparation
INFORMATION: Give necessary information for students to learn.	Teach students about what engineers do and their opportunities. Engineers are responsible for planning, designing, implementing, operating, and maintaining infrastructure and systems to benefit society. There are different types of engineering: civil, building, electrical, mechanical, water, biomedical, and more. There are different certificates, diplomas, and degrees available for engineering. After school, engineers must apply to the Engineers Registration Board to become a registered engineer in Uganda. There are many opportunities about where you can work as an engineer.
ACTIVITY: Describe activity to strengthen the lesson.	The lesson leader may invite a guest speaker who is an engineer to talk about their experience in becoming an engineer and working as an engineer. Encourage the students to ask questions to the engineer about the process of becoming an engineer.
COMMENTS: Leader fills out section about how the lesson was received by students.	
MATERIALS NEEDED	None needed.

LESSON PLAN 4.5

Title of Lesson: Future Welders

OVERVIEW and PURPOSE of Lesson 4.5 | What will be learned and why is it useful?

Students will learn about welding and how to become a welder.

	LESSON LEADER: Teacher or Student or Professional
OBJECTIVES: Specify skills and information that will be learned.	Planning, Decision Making, Career Preparation
INFORMATION: Give necessary information for students to learn.	Teach students about what welding is and how to become a welder. A welder uses powerful equipment to join metal parts together or fill holes, indentations, and seams in metal products. Students may get certificates, diplomas, or bachelor degrees for welding in mechanical engineering or vocational studies. Musana offers courses in welding for students too! Welding can be dangerous and people must wear safety gear to protect themselves.
ACTIVITY: Describe activity to strengthen the lesson.	The lesson leader may invite a guest speaker who is a welder to talk about their experience in becoming a welder and working as a welder. Encourage the students to ask questions to the welder about the process of becoming a welder.
COMMENTS: Leader fills out section about how the lesson was received by students.	
MATERIALS NEEDED	None needed.

UNIT 5: Leadership

Unit Overview

Unit Plan Title:

Leadership | How to Become a Good Leader

Key Concepts:

Taking different skill sets about leadership to start paving paths for students to become leaders in their schools, homes, and communities. Practicing different skills and learning about politics make leadership roles more obtainable for students.

Guiding Questions:

What is a leader?

What skills make a good leader?

Can everyone be a leader?

How can a leader improve?

Why is democracy important for good governance?

Subject Areas:

Social Studies

History

Government

Political Science

Grade Level:

It is recommended that teachers or students in higher secondary levels (S5 or S6) teach this unit to higher primary levels (P5-P7) and to lower secondary levels (S1-S4).

LESSON PLAN 5.1

Title of Lesson: Gender Equality

OVERVIEW and PURPOSE of Lesson 5.1 | What will be learned and why is it useful?

Students will learn about gender equality and why it's important for society to support equality for all.

	LESSON LEADER: Teacher or Student
OBJECTIVES: Specify skills and information that will be learned.	Gender Equality, Gender Inequality, Equal Rights
INFORMATION: Give necessary information for students to learn.	Teach the class about what Gender Equality means and what it means in Uganda. Ask the questions: What is gender? The cultural and social differences that distinguish men from women. What are those differences of girls and boys in the household? How about in employment? How about in politics and government? What is gender inequality? The unequal and limited access of girls to healthcare, education, work, and decision making. What is gender equality? The conditions that girls and boys can reach their full potential without discrimination by having equal access to nutrition, healthcare, education, and other opportunities. One example: Equal pay for equal work. Discuss why it's important to support gender equality. Why is it important for a leader to encourage gender equality?
ACTIVITY: Describe activity to strengthen the lesson.	<ol style="list-style-type: none"> 1. Ask each student to take one piece of paper. 2. Have each student draw one man/boy that they look up to and one woman/girl that they look up to. 3. Have the students write about why they look up to who they drew a picture of. 4. Ask the students if those people are considered equal according to the definition of gender equality. Example: Did both the male and female have equal access to education? Is one more educated than the other?
COMMENTS: Leader fills out section about how the lesson was received by students.	
MATERIALS NEEDED	Paper, pencils, and crayons/markers.

LESSON PLAN 5.2

Title of Lesson: Tolerance

OVERVIEW and PURPOSE of Lesson 5.2 | What will be learned and why is it useful?

Students will learn about tolerance and why it is important to accept the differences of others.

	LESSON LEADER: Teacher or Student
OBJECTIVES: Specify skills and information that will be learned.	Tolerance, Diversity, Acceptance, Understanding
INFORMATION: Give necessary information for students to learn.	Teach students about tolerance by explaining new words and playing a game. Ask questions like: What is tolerance? The ability or willingness to accept something that is different. What is diversity? A range of different things—such as different people, different religions, different ethnicities, different languages. What is a bully? Someone who uses strength and power to hurt other people. Bullies hurt other people who are different than them. Discuss why is tolerance important? Why is it important to accept differences? Why is tolerance important for a leader?
ACTIVITY: Describe activity to strengthen the lesson.	<ol style="list-style-type: none"> 1. Have students stand in a circle. 2. Ask students to watch everyone's reactions throughout the game because they all have to answer questions at the end. 3. Leader starts giving directions like: Teacher says "Everyone who likes Math, stand up." "Everyone who walks home after school jumps." "Everyone who loves football stand on one foot." 4. Keep going until the leader has asked many questions. 5. Ask students to sit down in a circle and ask them to share what they learned about their friends. 6. Discuss why it's important to accept our friends even if we're different.
COMMENTS: Leader fills out section about how the lesson was received by students.	
MATERIALS NEEDED	None needed.

LESSON PLAN 5.3

Title of Lesson: Being A Role Model

OVERVIEW and PURPOSE of Lesson 5.3 | What will be learned and why is it useful?

Students will learn what being a role model means and how to become a good role model. Students will become good role models at school and at home.

	LESSON LEADER: Teacher or Student
OBJECTIVES: Specify skills and information that will be learned.	Role Model, Creative Thinking, Leadership
INFORMATION: Give necessary information for students to learn.	Teach students what a role model is. A role model is a person whose behavior, example, or success is inspiring to others. Give examples of role models in Uganda and around the world. Discuss what makes a role model good or bad. A bad role model may be selfish, greedy, dishonest, lazy, and arrogant. A good role model may be hard-working, honest, trustworthy, humble, generous, and unselfish. Ask students: Who are popular role models? Do you think they are good or bad? Why are they role models? Do you think you are role model to somebody? Why or not? Why is being a good role model important for a leader?
ACTIVITY: Describe activity to strengthen the lesson.	<ol style="list-style-type: none"> 1. Have students choose a role model that they look up to. 2. Ask the students to draw a picture of their role model on one side of their paper. 3. Ask the students to write about why that person is their role model. 4. Ask students to stand and present their role model to the class. 5. Ask students if their role models are considered 'good' or bad' and why.
COMMENTS: Leader fills out section about how the lesson was received by students.	
MATERIALS NEEDED	Notebooks or colored paper, pencils, crayons or markers.

LESSON PLAN 5.4

Title of Lesson: Communication

OVERVIEW and PURPOSE of Lesson 5.4 | What will be learned and why is it useful?

Students will learn about different methods of communication and why it is important to have good communication skills. Students will be encouraged to communicate and improve their skills throughout school.

	LESSON LEADER: Teacher or Student
OBJECTIVES: Specify skills and information that will be learned.	Communication, Teamwork
INFORMATION: Give necessary information for students to learn.	Teach students about different communication styles such as verbal, written, and visual. Discuss questions: What is communication? Sharing information or news with one another. What makes communication effective? How can you be a good listener? What is body language (open versus closed) and why is it important? Why should you think about what you say before you say it out loud? When sharing your opinion or thoughts, you should always use “I” statements. For example: ‘I feel upset because...’ or ‘I think this way because...’ Why is it important for a leader to have good communication skills?
ACTIVITY: Describe activity to strengthen the lesson.	Telephone Line <ol style="list-style-type: none"> 1. Divide students into two teams. 2. Have each team stand in a line. 3. The lesson leader will whisper a sentence to each student standing in the front of each line. 4. The student must then whisper the same sentence to the person standing behind them. Keep going until the last person standing in line has heard the sentence. 5. The last person in each line will then say the sentence out loud to the class and the lesson leader must let them know if the sentence is the same sentence or not when they started. 6. Discuss why or why not the lines may have gotten the sentence right or wrong.
COMMENTS: Leader fills out section about how the lesson was received by students.	
MATERIALS NEEDED	None needed.

LESSON PLAN 5.5

Title of Lesson: Democracy

OVERVIEW and PURPOSE of Lesson 5.5 | What will be learned and why is it useful?

Students will learn about the different political parties in Uganda and how to run a campaign for fair elections. This is useful for students to learn and be motivated about getting involved with their country's politics.

	LESSON LEADER: Teacher or Student
OBJECTIVES: Specify skills and information that will be learned.	Democracy, Governance, Elections, Campaign Trail, Writing, Debating, Ugandan Political System
INFORMATION: Give necessary information for students to learn.	Teach and explain to the students about democracy. What is democracy? It is a system of government by the whole population of a state through elected representatives. Who are representatives? People who are chosen to act and speak for others. What is an election? An organized process of people voting for representatives of different political groups. What are the political groups in Uganda? There are many political parties such as the Conservative Party, Democratic party, National Resistance Movement, People's Progressive Party, and more. Why are there different political parties? Each party has their own set of values. What are campaigns? Why do representatives run campaigns? How do you register to vote? How do you run for office? What are the responsibilities of their representatives including the president?
ACTIVITY: Describe activity to strengthen the lesson.	Mock Election <ol style="list-style-type: none"> 1. Ask students to vote for at least three students to be representatives to run for president. 2. Those three students have to write speeches about why students should vote for them. 3. Assign students to each of the three students to help them write their speeches so now there are three groups. 4. Have each student come to the front of the class and give their speeches. 5. Ask every student to vote for the representative they want to become president!
COMMENTS: Leader fills out section about how the lesson was received by students.	
MATERIALS NEEDED	Notebooks and pencils.

Evaluation

After you have implemented individual lesson plans or whole units, fill out an evaluation. This evaluation is designed to help you improve the

Educational Program Evaluation for Teachers

Rate the following questions 1 through 5.

1=Poor 2=Satisfactory 3=Good 4=Very Good 5=Excellent

How were the hands-on activities for students?	
How was the age-appropriateness of program?	
Was the program relevant to the curriculum?	
How was the program's ability to hold students' attention?	
How was the capability of students leading the program without supervisors?	
How would you rate your overall experience with the program?	

Answer the following questions with detail.

What did you like about these activities?	
What did you not like about these activities?	
What would you do differently?	
Why do you think these activities should continue or not continue?	
What is your overall experience with these activities?	

Program Resources

Lesson 1.1: Online at <http://zenomath.org>

Lesson 1.2: Online at <http://creativestartlearning.co.uk>

Lesson 1.3: Online at <https://www.education.com>

Lesson 1.4: Online at <https://www.education.com>

Lesson 1.5: Online at <http://www.learn-with-math-games.com>

Lesson 2.1: Online at <http://static.water.org>

Lesson 2.2: Online at <http://unesdoc.unesco.org>

Lesson 2.3: Online at <http://www.columbusschoolfor girls.net>

Lesson 2.4: Online at <http://www.discoveryeducation.com>

Lesson 2.5: Online at <https://classroom.kidshealth.org>

Lesson 3.1: Online at <http://www.eslinsider.com>

Lesson 3.4: Online at <http://www.eslinsider.com>

Lesson 3.5: Online at <http://meaningfulmama.com>

Lesson 5.1: Online at <https://teachunicef.org>

Lesson 5.2: Online at <https://www.education.com>

Lesson 5.5: Online at <http://www.ec.or.ug>

Additional Resources

Online at <http://water.org>

Online at <https://teachunicef.org>

Online at <http://unesdoc.unesco.org>

Online at <http://www.sparkpe.org>

Online at <http://www.teacher.org>

Online at <http://www.learningtogive.org>

Online at <http://www.advocatesforyouth.org>

Online at <http://www.tolerance.org>

