

Student and Teacher Leadership Training in Uganda: A Global Giving Project by ConnectTeach

About ConnectTeach

Our Mission: We believe that educational programs that emphasize critical real world problem-solving skills are powerful drivers of positive change. We are committed to delivering these programs to empower teachers and students in the world's poorest communities, setting in motion cycles of positive change to resolve the underlying causes of poverty and injustice.

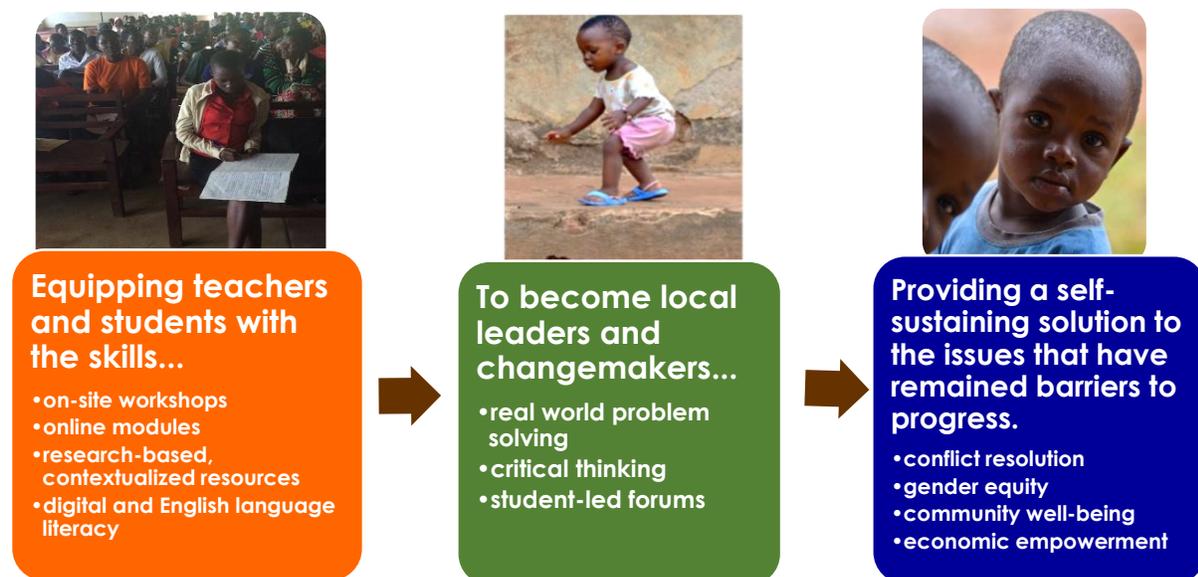
Our Vision: An education that empowers all children to defend and safeguard their fundamental human rights, creating a more peaceful and just world.

Our Values: We believe that education is a fundamental human right.
We believe that education is the driver of real change.

We believe that a meaningful education empowers ALL people to live in dignity and in peace.

Social Return on Investment: In 2015 alone, ConnectTeach served 2,096 teachers and 141,838 students, impacting quality education for 143,934 lives for less than a dollar per person. As we are committed to strong economic stewardship, we spend 87.6% of our budget on programs and services, 11.9% on administrative costs, and less than 1% on fundraising.

Differentiated Value Proposition: A quality education must go far beyond literacy and numeracy skills. For education to make a meaningful, lasting impact, we equip teachers and students with the real world problem-solving skills to address the issues that remain barriers to progress in their communities: violence, poverty, gender inequity, and community well-being. These teachers and students become the torchbearers of change. While these issues in American schools may look different from our partner schools in Uganda, India, and the Middle East, we believe that these challenges are far more connected than they are disparate, and by educating a generation of engaged global citizens, the solutions are connected as well. Our programs and services have been proven to measurably impact the traditional hallmarks of academic achievement while also tackling the more pernicious attitudes and behaviours that impede progress.



About Our Student and Teacher Leadership Project in the Iganga District of Uganda

The Challenge: The Iganga district, with a median age of 16 and a population of half a million, leads Uganda in childhood pregnancy, domestic violence, and teacher and student absenteeism. The prevalence of HIV/AIDs is double the national average, and the female literacy rate is only 53.3%. The current educational structure has failed to improve these conditions. Overall literacy rates in Uganda have remained stagnant, measured at 60% in 2000 and 62% in 2015. Nationally, 29.6% of the students enrolled in school are not learning. The official average pupil-teacher ratio is 80 students to 1 teacher in primary school and 110 students to 1 teacher in secondary, but we know teachers who serve class of up to 200 students. While the women and children in Iganga remain the most vulnerable to abuse and poverty, they also hold the greatest potential to transform these statistics through a meaningful, supportive, and empowering education system.

Our Solution: Through extensive research, interviews, and observations, we have found that the biggest barriers to progress identified by the residents are: lack of a common language, violence, discriminatory gender practices and attitudes, and lack of consistent community ethics and corruption. This project develops leadership skills for 1,300 teachers and 30,000 secondary students to address these community issues by providing:

- three on-site workshops for teachers and students (occurring at the beginning, middle, and end of program year) and four online courses (two for teachers and two for students, interspersed between the on-site workshops) to build a positive learning community driven by common goals, standards, and practices that includes conflict resolution, English language skills, gender advocacy, critical thinking, and problem-solving
- a robust portfolio of contextualized and needs driven resources, including a comprehensive training manual for English language literacy
- ongoing distance mentoring and progress monitoring to ensure consistent and effective program implementation

Walugogo Teacher's College: According to founder Rachel Magoola, this private college, located in Iganga and founded in 2007, was established to "create opportunities for a whole region of underprivileged students to have access to the teaching profession." In the past ten years, Walugogo has served as a leader for the region in teacher education. In April 2016, ConnectTeach partnered with Walugogo to launch a Teacher Development Initiative to increase the quality of teaching and learning practices. Given its reputation and successful track record for partnership, ConnectTeach selected Walugogo as the on-site hub to implement this Student and Teacher Leadership Initiative.

Detailed Budget Breakdown:

Personnel (Salaries for 3 ConnectTeach trainers @ 40%, pro-rated, based on \$60,000 per person per year)	72,000
Equipment (Laptops for in-country schools, 12 @ \$600 each)	7,200
Travel (Travel costs for on-site workshops, 3 one-week trips per trainer per year @ \$2500 per person per trip)	22,500
Services- Online Classroom (Software subscription for Edvance 360 online training platform)	2,500
Services- In-Country Internet (Internet services for in-country schools 12 months @ \$300 per month)	3,600
Materials (Production of Quality teaching and learning materials for schools created by ConnectTeach staff)	1,200
Project Support Costs (Finance & Accounting, Tracking & Measurement, and other indirect costs)	10,000
Project Total	119,000

Commitment to Lasting and Measurable Progress: As a part of every project we implement, we design a comprehensive assessment package to collect and analyse quantitative and qualitative data that captures both valid, value-added academic achievement measures and critical indicators of purposeful shifts in community beliefs, attitudes, and behaviours. Through our ongoing assessment process, we know that our programs produce lasting change. In a pilot project at Walugogo in the spring of 2016, we found that 61% of teacher trainees planned to beat the students as part of their discipline routine. After our workshop, that number was reduced to 25%. In a survey taken one year later, we found that now only 13% of trainees surveyed agreed that beating will be part of their discipline routine. As this project will broaden the scope and reach of outcomes, we will also be expanding our assessment and evaluation tools to reflect a greater emphasis on comprehensive academic and community-based outcomes district-wide.