

**KING'S COLLEGE**

# Learning from Uganda

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Reflections and Observations

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A reflection and summary of Ugandan education based on school visitations, lectures and conversations with Ugandan educators and parents during July 2014.

## Ugandan Education System

**Background:** Population growth in Uganda is approximately 3.4% per year. Life expectancy is 51 years (male) and 52 years (females). The main occupation is agriculture. Approximately 70% of population is below the poverty line. 52 ethnic groups are found in the country; English is the common language.

Education in Uganda is based on the British System -- not much has changed since the colonial times. Emphasis is on academic achievement and preparation for white collar positions. (As a result, many educated Ugandans find it difficult to find employment commensurate with their education.) Many jobs available require knowledge of computers, but not all schools are equipped with technology to help students in this area -- particularly in the rural areas of the country.

The Minister of Education is ultimately responsible for the primary and secondary curriculums followed in the government and private schools.

Some milestones:

1922 - Makerere University; first Ugandan University founded

1992 - introduction of private universities

1997 - Universal Primary Education (UPE) introduced/ government schools now compete with private schools (which charge tuition)

Challenges: many schools unregistered (particularly in rural areas)

high girl drop out/ depending upon the area

lack of infrastructure

overcrowded classes

limited government funded

only about 40% of primary students go on to secondary schools

students with HIV and who come down with malaria

2007 - Universal Secondary Education (USE) introduced

overall enrollment has increased

more private secondary schools have been established

more grade 5 teachers have been trained

selected schools have been provided text books by government

attendance issues with girls because of hygiene issues has surfaced

more latrines have been built to assist with improving sanitary conditions

Since the government schools (UPE and USE) could not absorb all of the current students, the government is in partnership with some of the private schools. In these situations, the government pays a percentage of the teacher salaries and the school charges tuition fees to cover the rest of the salaries and other cost related items that are needed to operate the schools.

The school day for most schools generally begins at 8 AM and ends at 6:00 PM. This includes an hour off for lunch with a break in the morning and classes ending at about 4:40 PM. (The rest of the day is for sports, clubs, and extra help.) The school day may vary from rural to urban schools. The school year extends from July to November with a 2 week break in between. This is followed by a break of 2 months (December and January). The next semester is from February to June with a 2 week break.

The schools' greatest resource is their teachers who have the option of teaching at either government or private schools. Teachers' salaries are generally higher in government schools and salaries are usually guaranteed; private schools usually offer teachers a better environment in which to teach (and with additional benefits such as providing daily food and low interest loans when needed.) There appears to be more accountability of a teacher's performance in private schools. All schools are rated by students' performance on government exams. Part time teachers are illegal, although some may be found in secondary schools, particularly teaching the higher level math and science classes. These teachers usually teach in several schools in order to make ends meet. Teachers in rural areas where transportation is difficult and where teachers may have to travel many miles to a school may not be degreed or have a certificate.

### **Preparation for teachers:**

Nursery and K:	2 year certificate/diploma in child care
Primary:	Certificate teachers: 2 year teaching certificate for primary education
	Degree holders: Completion of a primary ed program of 3 years
Secondary:	Diploma holders: Level 5 teachers
	Degree holders: Graduate teachers

### **College teacher education program:**

1<sup>st</sup> year: Courses in pedagogy, educational foundations (philosophy, history, computer education, educational administration/management), educational psychology and an intro to teaching subjects.

2<sup>nd</sup> year: Content in teaching subject, teaching methods in subject area (candidate must have 2 teaching subjects) and school practice (micro-teaching)

Second semester: School practice (student teaching) for 8 weeks

3<sup>rd</sup> year: School practice (student teaching) for 8 weeks with a completed research project. Special needs education and guidance and counseling training. Classroom management and how to teach a large class is also covered in this year.

Special education classes are limited to dealing with the lame, blind and violent students. Corporal punishment is not legal, but practiced.

Challenge: dealing with the theory taught and the reality faced in the schools, particularly in the rural areas.

Principal (Head Teacher) training takes place at the College of East Africa Studies.

There is a National Teachers Association (*the only group that most closely correlates to a union*), but not all teachers join.

## **Educational Structure (based on British system of education):**

**Pre-primary:** infant to 5 years - not compulsory and not regulated.

*Signs for a number of "Day Care" institutions were seen while driving in the greater Kampala area and to a lesser extent in the rural countryside.*

**Primary School (7 years)** - ages 6-12 generally

Lower Primary - ages 6-7 (K, P1, P2, P3)

literacy; numbers, life skills

instructional techniques: rote, flash cards - mostly non-text

teachers encouraged to develop their own materials

Upper Primary - ages 8-12 (P4, P5, P6 and P7)

English, math integrated sciences, social studies, local language, religious studies\*, creative and performing arts

\* religious studies: Christian Religious Education (CRE) for Anglican and Roman Catholic studies; Islamic studies for Moslem students. Some school combine CRE with Islamic Studies. At the end of P7, there is a national exam given in this subject.

The government now allows instruction in the local language of the district up to P3. If that instruction is offered, instruction in English begins in P4. Most private schools we visited elected to begin English instruction in P1.

A student's score on the government test at end of primary 7 serves as kind of "admission" test for private schools and some government schools (which are not to be confused with USE schools.)

In government schools, students must pay for their lunch. Private schools have varying practices when it comes to students paying for lunch. In some private schools it is included in their tuition fees; in other schools, they have the option of buying their lunch or bringing something from home if they are day students. Meal fees are included in the tuition fees of students who board at schools.

**Secondary School (6 years)**

Lower Secondary - O levels (4 years) (Senior 1, 2, 3 and 4)

Forty-two subjects taught: science related, humanities, mathematics, and skills subjects.

At the end of 4 years, students are subjected to level exams. The students choose 17 subjects they will be tested in.

Upper Secondary - A levels (2 years) (Senior 5 and 6)

Subject areas include humanities, history, divinity, geography, math/economics, physics, chemistry, biology, agriculture

Physical education is now compulsory in secondary schools. The challenge, however, is how to fit it in an already crowded curriculum and getting qualified teachers to

Most secondary schools follow a schedule similar to the following:

8 AM - 10:40 AM - classes

10:40 - 11:00 AM - break

11:00 - 1:00 PM - classes

- 1:00 - 2:00 PM - lunch
- 2:00 - 4:40 PM - classes
- 4:40 - 6:00 PM - sports, activities, etc.

**Tertiary School** - (3-5 years)

- colleges of commerce
- technical institutions
- National Teachers' Colleges
- Para-medical schools
- University\*

\* It is interesting to note that distance learning is somewhat being promoted in Uganda. At Uganda Martyrs University, Gudula Naiga Basaza, PhD, initiated a program in distance learning that is specifically directed to teacher education. It was the opinion of Dr. Basaza that distance learning should be expanded since almost every Ugandan home can afford a telephone, internet is everywhere (though slow), open educational resources exist, open source learning platforms are accessible, computers of all prices exist and the students are very eager.

**Support provided by outside agencies for education in Uganda:**

By an estimate, about 146,000 children under the age of 4 have HIV/AIDS in Uganda. The HIV/AIDS epidemic has received worldwide attention. About 76,750 children overall have been infected and need assistance.

During our visit, we visited two important sites that dedicate themselves to helping children with AIDS or are HIV positive: **St. Francis HIV/AIDS Clinic in Jinja** and **TASO in Masindi**.

Although great strides have taken place over the past several years, the challenges facing the country in regard to this disease are still great. For children who are identified as HIV positive, it is quite possible that they are stigmatized by their classmates and local community. Many of the children have lost at least one parent; in some cases two. Even if the children are found HIV positive at an early age, they still need to be educated and counseled to take their medication on a regular basis, while they are educated to live a lifestyle that will prevent a lapse in health in the future. They also need to be counseled as to how to handle their classmates and community who may shun them.

St. Francis Clinic was sponsored by the Diocese of Jinja and is headed by Mr. Faustine Ngarambe. TASO is a larger organization and operates on donations from around the world, principally the United States. It offers a wider spectrum of services and appeared to monitor and work with their patients over a long term and treats clients from early childhood to adults. Both St. Francis and TASO utilize students (usually on the secondary level) who form musical groups (St. Francis) or drama teams (TASO) who go out into the communities to help educate their peers in the area of HIV/AIDS. Most of these young people have been diagnosed as HIV positive, are taking medication and are on the path to leading productive lives. Their lives and testimonies give strong support to "coming out" and getting the necessary medical treatment.

Another organization that services schools is **Soft Power Education**. Established in 1999, Soft Power Education works in the Jinja District in eastern Uganda and the Buliisa District in north-western Uganda bordering the Murchison Falls National Park. Since UPE was introduced in 1997, a number of primary

schools have been overwhelmed with facilities that are either non-existent (in rural areas, the school may literally be “under a tree” or in very poor condition. SPE has been working to improve the schools by renovating classrooms, building additional classrooms, building pit latrines and installing water catchment tanks. In addition, SPE sponsors the unique Amagezi Education Center that offers practical and interactive learning to more than 3,000 P6 students each year for hands on lessons in agriculture, science, drama, art, and the use of the computer. These services are targeted to students who are not exposed to these topics in their primary school. Each subject focuses on a key life skill such as malaria awareness, nutrition, health and sanitation and sustainable organic farming. SPE also runs two pre-schools for orphans and children from disadvantaged families. Soft Power also operates 2 residential units and 4 outreach clinics offering education, physiotherapy and occupational therapy to children from infancy to 18 years who have a variety of disabilities.

## **Schools Visited**

### **St. Kizito Primary and Secondary School (July 11)**

Founded by the Comboni Missionaries in 1997, this is considered a parish school (private.) Appeared to be a well run school that followed the national curriculum. Both day and boarding students are enrolled.

In this school, character formation is very important. A full week program has the students discussing choosing good friends, the dangers of drugs and correct information about HIV/AIDS. There is a follow up session at the end of the semester. (In the parish approximately 6,000 are HIV infected.) The school also fosters tutorial groups and conducts class meetings to instill that “school is family.”

Tuition is 700,000 shillings per semester for boarders and 300,000 shillings for day students. The school does seek to get sponsors for some of the students.

As in most schools, getting qualified teachers is a challenge.

### **Seeta Secondary School in Mukono (July 11)**

Banner that hung in the school: ***Why are you in Seta High School? To be the best!***

Seeta is a private secondary school that is very well respected for high scores the students earn on the government exams. As such, entrance to this school is very competitive. The school attracts students from throughout Uganda and has some students from South Africa.

The headmaster is on the advisory council to the Minister of Education. After meeting with the headmaster and the customary signing of the guest book, two of my colleagues on the trip and me visited a social studies class. The topic was on the various tribes and warfare in South Africa. A lecture method was the principal method of instruction with the teacher writing key phrases on the board. Previously, the students had to research the topic on their own. The teacher’s lecture was meant to clarify or amplify some of the key aspects they were to research. For most of the class, students were attentive and laughed when the teacher made some humorous remarks.

**Holy Cross Parish in Bugembe (in Jinja) sponsors three private primary schools. All three relied on tuition to cover operating costs - the largest part of their budgets was for teacher salaries.**

**Holy Cross Primary School (Bugembe) (July 12 and July 16)**

After our group was welcomed with an extensive ceremony that involved the entire school, we met with a CSC seminarian who is coordinating the efforts of the parish schools and members of the faculty. The head teacher was also present. The students were very friendly and outgoing. Class sizes averaged about 100. In the lower primary grades, the students learned primarily by rote: the teacher writing a lesson on the board and the students repeating it over and over in various prompts led by the teacher. Class materials, including text books and such basic items as notebooks and pencils were in limited supply. It was truly amazing as to what learning was taking place.

On our return trip on July 14, a student teacher and I helped a primary 1 teacher with a lesson. She was teaching the sounds of animals; i.e., a cow made a MOOO sound, etc. This led to us in leading the class in "Old MacDonald Had a Farm." At first the students were reluctant to join in, but perseverance finally paid off.

**St. Jude Primary School (July 14)**

The smallest of the primary schools sponsored by Holy Cross Parish. This school only had approximately 480 students which were about evenly divided between boys and girls. It was felt that because of the area it served, the cost of tuition was a factor in keeping the enrollment low. An added concern, voiced by the Head Teacher, was the government plan to tax all private schools. It is still unclear as to how this tax would be factored; nevertheless, any amount would have to be passed on to the parents who were already straining to pay the current tuition rate. As with the other primary schools visited, the school follows the national curriculum. Materials (such as text books, paper, pencils, etc.) were in very limited supply. The low enrollment meant for more manageable class sizes. (See lesson observed in Primary 6 Social Studies class.)

**St. Jude Primary 6 - Social Studies**

**30 students in the class taught by a seminarian from the Diocese of Jinja**

**Tourism in East Africa**

- generates income
- creates employment

**Tourist attractions in East Africa**

- local tourists
- international tourists

**Physical features**

- lakes, mountains, rivers
- wildlife, game parts
- historical sites (Kasubi tombs, Ugandan martyrs)
- arts and crafts

### **Problems facing the tourism industry**

- poor transportation
- insecurity
- poor accommodation
- poor advertisements
- encroachment
- political instability
- shortage of funds to invest in tourism (*Idi Armin and Obote mentioned*)

### **Methodology:**

Instead of copying the notes immediately when they were written on the blackboard, students were asked to orally repeat what the teacher wrote on the board. He would highlight key ideas and ask questions to keep the students' attention. He tried to call on as many students as possible. (if he could not hear a student's response, he would say "Come again?" When he finished this portion of the class, the students then wrote the notes in their notebooks. When most of the students finished their notes, he asked the class to stand up for a break. After they sat down, he began a discussion on current affairs (events.)

### **St. Andrew Primary School (Wanyange)**

As with the other Holy Cross sponsored schools, we were afforded a warm welcome by the students, faculty and Head Teacher. This school had approximately the same enrollment as Holy Cross Primary School, but with class sizes that were a bit more practical. In a Primary 5 Social Studies class I visited, there were only 36 students; 20 boys and 16 girls. Without be repetitious, the school also had limited materials available for both teachers and students - but once again, it was clear that learning was taking place.

#### **St. Andrew Primary 4 - Social Studies**

**36 students (20 boys; 16 girls taught by a seminarian from the Diocese of Jinja  
(Ronald Mutabazi)**

Curriculum: local history of the district

Principal method of instruction: students copying the notes the teacher wrote on the board; during the note taking, teacher would ask questions assessing their comprehension of the material.

#### **Importance of Forests**

Trees are cut for wood fuel, i.e. firewood, charcoal.

They are a source of herbal medicine.

They are a source of timber.

They contribute to the beauty of the earth.

Forests are wind breaks.

*(When the teacher asked if there were any questions, students asked for the meaning of the words underlined.)*

### Dangers of the Forest

Forests keep dangerous animals, e.g. lions, tigers.  
They are breeding places for pest and disease vectors

### Grasslands

Grassland is a large area of land with tall or short grass. The grassland they can also be referred to as a Savannah.

In Uganda the grasslands are of two types, namely, dry savannah and wet savannah. The dry savannah receives little rainfall while the wet savannah receives a very or moderate rainfall. Most of the game parks in Uganda are located in the savannah grassland.

### Examples of Game Parks in Uganda

Murchison Falls National Park  
Queen Elizabeth National Game Park  
Bwindi National Park  
Mgahinga National Park

*After the students copied their notes, the teacher asked if there were any questions. This was followed by the teacher writing the following "Exercise" on the board. Students were to copy and answer each question. These notebooks would be collected by the teacher so the students' answers could be checked.*

### Exercise

1. Mention any two importance of forests to man.
2. Give any one danger of strong winds.
3. Mention any two wild animals that are dangerous to human life.
4. What are grasslands?
5. Give any two names that refer to grasslands.

### **Kalungami Primary School (UPE) (July 16)**

This primary school, at one time operated by Holy Cross parish, is now considered a government school, although there are still ties to the parish- i.e. the pastor will come and celebrate Mass on occasions. Located in the rural Jinja District, this school was surrounded by sugar cane fields and was the poorest of the schools that we had visited to date. The faculty included a Head Teacher (Ronald) and 12 teachers. Approximately 582 students were enrolled. Girls slightly outnumbered the boys and this was because families might keep the boys home to help with the harvesting of sugar cane. According to the Head Teacher, the school was understaffed; he would welcome 3 additional teachers. The children definitely looked poorer with many not in school uniforms since the parents could not afford them. Lusoga was taught in Primary 1 and 2. As in most schools, there were not enough textbooks or teacher supplies such as chalk and paper. Unlike the private schools, the teachers said that there were little or few opportunities for professional growth. Many of the teachers travelled long distances to teach at the school; therefore many could not bring their own children to attend the school. When asked how they handled special needs students, the Head Teacher replied not very well. Only 1 boy and 1 girl were

identified as special need students and there were few if any accommodations. During the recess break, I could not find one student who was wearing eye glasses. (I could not believe that all had 20/20 vision!) The students did not appear to be as disciplined as in the parish sponsored schools; several fights were noted during the break period. A Primary 6 English class was noted (24 students) where the lesson centered on learning “family relationships” i.e. father mother, children and their relatives. After the teacher wrote down the main themes of the lesson on the board, students were to “write for pleasure” incorporating the following:

1. Write down numbers of your family and their responsibilities in the home.
2. Think about the following: What does each member of your family do everyday?
3. List the members of the family:
  - 1.
  - 2.
  - 3.
  - 4.

### **Jinja Progressive Academy (July 17)**

Jinja Progressive Secondary School was founded in 2003 by Hajj Kitezala Swaibu, a Moslem. We arrived after an early morning rain that cleared the air and wetted down the dust. Although a private school that admits students of all faiths, the school has a definite Moslem influence as evidenced by the many girls who wore scarves that covered their heads. The school also had a mosque, that while still under construction, served as a place for prayer for the Moslem students.

The Executive Director, as well as the entire staff, was very proud of their students who score consistently high on the government exams - an important factor that adds to the prestige of the school. After a tour of the school facilities by the principal, the morning session afforded many of us an opportunity to talk to many of the faculty and students. For me, it was a great opportunity to talk with a “practice” teacher who had returned to her alma mater to do her student teaching. After completing her 8 weeks of “practice” teaching in her second year of university, she will return to her university studies and complete her last 8 weeks of “practice” teaching in her final year. A research project will complete her requirements for a teaching diploma.

This was one school at which faculty were very interested in sharing e-mails with the hope that it would bring added resources to the school. Students also approached our teacher candidates and were interested in securing their cell phone numbers. Unfortunately, I did not have time to visit a class when in session.

### **Jinja Senior Secondary School (July 21)**

A government school (partially funded by the government.)  
Mrs. Dianah Nyago, Headmistress

Tuition per semester: 200,000 shillings, one of the lowest in the country.

The largest government school in the country, established in 1948, with approximately 4,000 students. Enrollment could be higher, but more facilities needed.

Students are placed not by age, but by achievement as indicated in the exam taken at the end of Primary 7.

The school day begins at 7 AM.

Challenges of facing the school:

1. Getting the day students to arrive at the school on time...many travel long distances.
2. Collecting school fees.
3. Managing the size of classes - the largest have between 95 and 100 students.

School has a PTA and there is a general meeting once a year. Once a term parents are invited to meet their child's teacher WITH the student present. Due to the size of the school, these sessions are spread out throughout the year. If a parent does not show up, they have a 2 day suspension.

After Senior 4, students can branch off and take vocational subjects if they do not choose to attend a university.

Students can buy texts if they can afford to; most share texts when possible.

Observed two classes at this school:

One, taught by Oliva Namusake, was a S2 Geography class of approximately 100 students. She had good control over the class and primarily instructed by lecturing, asking the students to repeat key phrases and terms. Students did not take notes. Several students raised their hands to ask qualifying questions. Madame Namusake always took their questions seriously and answered them appropriately. The major topic dealt with the influence of geography on climate.

A perusal of student notebooks indicated they were extremely neat and very well organized.

Another class observed was an English Senior 3 class. There were about 75 students in this class. Although taught by a veteran teacher, he didn't seem to have the same control as Madame Namusake. He listed sentences on the board which they were to rewrite correctly. Samples include the following:

Sentence: Those who went here with me saw nothing important.

Corrected: Nobody who went there with me saw anything important.

Sentence: He sent me the full details because I was their guest of honor.

Corrected: He sent me the full details after all their guest of honor. (???)

Sentence: You shouldn't have bought the red socks.

Corrected: I'd rather not have had the red socks bought.

Sentence: Something is wrong in Fatima's house this week.

Corrected: Whatever is wrong in Fatima's house is not known.

Sentence: Luke could not manage to drive beyond Maska town.

Corrected: Only Luke could manage to drive up to Maska town.

Sentence: The prefect expects to have a good time at their party.  
*Use: looking forward*

Corrected: The prefects are looking forward to having a good time at their party.

### **Uthumann Islamic School in Masindi (July 25)** **Primary 6 Social Studies Lesson**

Founded in 2011; between 700 and 800 students. Pre-primary to Primary 7 level. Some classes had between 80 and 90 students. Those with multiple sections on a level were “streamed” (tracked based on ability.) Only 2-3 teachers out of 28 are Moslem. A total of 56 faculty and support staff. Some team teaching taking place. Challenges: dropout rate due to parents not affording school fees and getting students to improve their performance.

School fees - 155 schillings per semester for day students; 355 schillings for boarding students. School has sports teams for both boys and girls; equipment in short supply - also a challenge to get “trainers” (coaches) for the girls’ teams.

Food (breakfast) and lunch included in school fees for day students. Head teacher was proud to introduce fruit juice for breakfast --porridge made the students too sleepy during class time! CRE (Christian Religious Education) included in Islamic Studies. School will be on recess for a month for the celebration of IDE (the end of Ramadan.) Students to return on September 1<sup>st</sup>.

The teacher “lectured” the students about some of the highlights of the settlement of Kenya by the **“white” settlers. After the “lecture” which included an interchange between him and the students, the** students were to copy the following questions from the board and answer them in their notebooks. (Their notebooks were impeccably kept with all of their lessons. No scribbling or doodling was allowed!

Activity:

1. Give two steps that were taken by the British to establish colonial rule in Kenya.
2. Which place in Kenya was mainly occupied by the White settlers?
3. What was the first colonial administration in Kenya?
4. State any three ways how the white settlers affected the natives in Kenya.
5. Who was the leader of the White settlers in Kenya?
6. Why did the White settlers choose to settle in the Kenya highlands?
7. Give any two reasons the native Kenyans were not allowed to grow cash crops?

**St. John Bosco Primary School (P1-P6) (July 29)**

A private school sponsored by Soft Power Education

Located in a rural area, this has been one of the poorest schools that we visited to date. Nevertheless, we were warmly welcomed by the Head Teacher, Vincent, the staff and students.

The school was originally a parish school which was housed in the chapel. Soft Power built a permanent structure that included three classrooms and new latrines. The chapel, used for Sunday Mass, is used during the week as the site for the Primary 1 and 2 sections.

The students did not wear uniforms, and most did not wear any kind of footwear. Total enrollment was 156 students.

It is hoped that this will become a government school. The government will not sponsor any school that does not have permanent facilities. This is a double edge sword for the school as the head teacher and the teachers are not certified and the government would bring in their own head teacher and teaches.

**St. Joseph Busingiro Primary School (July 29)**

A government school that is rated among the best in the district, this school is also sponsored by Soft Power Education which built a new classroom wing as well as sanitary latrines. This school had the most crowded classrooms that we have seen to date. Some classes had about 130 students. Nonetheless, the faculty did a great job. This was attributed to the former head teacher who worked hard on faculty formation. The head teacher was not present when we visited - Deputy Teacher Thomas did a fine job in welcoming us.

**Water Trust**, a nonprofit organization, operating in the Masindi and Buliisa Districts since 2012 assists communities to provide a safe water supply and sanitation facilities. They also work with government schools (assigned by the District government) by helping these schools form school hygiene /health clubs as well as building pit latrines, installing water catchment tanks and constructing shallow wells and deeper bore holes for water.

On July 30 we visited **Kilanyi Muslim School** to view their facilities sponsored by Water Trust as well as the **Kihonda Village Well**.

**General concerns/questions raised by the faculty/head teachers while visiting the schools:**

Can Uganda provide a quality education for all?

Can children without decent clothing and food think about real learning?

How can a teacher effectively manage a class when there are little or poor structures provided (especially in rural areas)?

Special needs children are not given the attention they need.

Are there too many universities? Some offer very poor quality of education.

The lack of literacy still remains high.

On the secondary level, students are required to sit for far too many subject area tests. The number should be reduced to about 10 to allow for greater concentration in those areas and provide additional time for subjects/activities that interest the student.\*

\*This concern was raised in practically every school visited.

Education should prepare for the needs of Uganda NOW. There is a need for more career guidance. Methods of teaching need improvement - i.e. critical thinking skills should be taught. Education needs to include more practical matters.

In-service (or professional training) for teachers is generally found more in the private schools than in the government schools. This would take place during holidays when school is not in session.

In the national budget, approximately 2% is set aside for educational purposes; the army/military has over 50% of the budget. Throughout the country, more money is needed to improve the infrastructure, particularly roads.

**Lessons learned from Ugandan Education:**

- 1. A good teacher can make a difference in any education setting.  
(Methodology, love of children, love of learning)**
- 2. What can be accomplished with very limited resources (texts, maps, laboratory equipment, etc.)**
- 3. The vast amount of students who take their education very seriously -- especially in the secondary schools.**
- 4. Hospitality and the openness to share.**
- 5. A desire to grow professionally and learn from other educators.**