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PADER EMPOWERMENT PROJECT PROPOSAL

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Acronyms

BoD – Board of Directors
BoG – Board of Governors
CCF – Christian Counseling Fellowship
ECD – Early Childhood Development
GoU – Government of Uganda
HR – Human Resource(s)
ICT – Information and Communications Technology
IDP – Internally Displaced Persons
LRA – Lord’s Resistance Army
MoES – Ministry of Education and Sports (Uganda)
PEP – Pader Empowerment Project
PGA – Pader Girls Academy
PNUAA – Pacific Northwest Uganda North American Association
UNAA – Uganda North American Association
EXECUTIVE SUMMARY

This strategic plan provides recommendations for Pader Girls Academy (PGA) and its founding organization Christian Counseling Fellowship (CCF) in post-conflict northern Uganda. Emphasis has been placed on investments in local capacity, cooperation with regional partners, and the establishment of a sustainable, independent organizational model for the school. The plan contains recommendations for enhancing programs, expanding staffing, adjusting the governance structure, implementing a new management plan, creating training programs for staff, managers and governing boards, and increasing fundraising and evaluation efforts. Also attached are a funding proposal, budget model, and budget justification to support these efforts. This strategic plan is designed to assist PGA in prioritizing and planning over the next three to five years.

In pursuit of the mission and vision of CCF and PGA, the ultimate goal of this effort is to establish PGA as an independent, sustainable, and growing organization that serves its students and the surrounding community. Though limited international involvement will be necessary and beneficial, the focus is on strengthening PGA and expanding and developing local infrastructure, knowledge, and human capital.

For the organization’s leadership and upper management, the focus must be ensuring long-term institutional stability and continued growth. To achieve this aim, PGA must codify its independence through the creation of a Board of Governors, operational guidelines, and a clear organizational structure. Additionally, it will be necessary to implement a mentoring program for the existing leadership of the organizations to improve business management skills. This program will serve to help the future leadership to expand on their existing human capital and ensure a stable transition through the implementation of these recommendations over the next 3 years.

Four program areas have been designed in a three-year funding proposal, with programs to be implemented over the next 3 years. An evaluation and recommendations have been provided for the design and structure of these changes, as well as a unified grant proposal for programmatic development. Program designs and a unified grant proposal have also been provided covering the four key topic areas set by CCF, Early Childhood Education, Information and Computer Training, Agricultural Education, and Reproductive Health Education. For each program, meant to be implemented through the assistance of regional partners and donor organizations, timelines, budget models, and staffing needs have been analyzed and outlined in the proposal. Highlights of these programs include:

- The creation of an ICT training program with infrastructure and maintenance assistance.
- Establishing a high-quality, culturally appropriate, community-based early childhood education program to support the female students and their children.
- Improve the delivery of PGA’s O-level agriculture curriculum by providing additional opportunities for practical experience and increasing the professional capacity of the agriculture trainers.
- Implement an interactive reproductive and maternal health education program to address the needs of the vulnerable girls and communities in post-conflict northern Uganda.

Additional staffing recommendations have been provided. These include an initial hiring effort to fill existing gaps, training programs for new and current teachers, and new designs for compensation and evaluation programs. New hires would be sought immediately, with training and human resource changes following soon after and over the next 2 years. The training programs
provided in this report focus on new teachers, key managers, program leaders, and the Board of Governors.

The priority of the school is on improving the existing quality and capacity of their teachers and leadership. The first step will be the development of a teacher training program to assist the transition of new hires and ensure the continued quality and capacity of their teaching staff. The second focus will be on developing a training program to build upon and improve the capabilities of the Boards of CCF and PGA.

For the leadership of PGA and CCF, their boards, and the upper management of the organizations, recommendations have been developed to increase the institutional independence of PGA while concurrently ensuring long-term institutional stability and creating a base for future growth. Guidelines for the creation of an independent Board of Governors, operational procedures, and a modified organizational structure have been provided, as well as a mentoring program for the existing managers to be implemented over the next 3 years.

In the area of fundraising, PGA has seen several successes in the past, but an expansion of existing campaigns and new efforts will be required if the school is to further develop its programs. Establishment of a fundraising association or committee and registration as a 501 (c) (3) will provide new sources of funding and expand the network of supporters. Additionally, the creation of a fifth anniversary capital campaign would mark an excellent way to capitalize on the current public and media focus on the region.

Fundraising recommendations, models, and potential partners are included to encourage the expansion of new and existing campaigns to meet the school’s demand for growth. Guidelines for the establishment of a fundraising association are included and are intended to be implemented immediately to provide support for the programmatic efforts and expansion of PGA.

Step-by-step guidelines for planning program evaluations have also been included. PGA has historically relied on anecdotal data to present the impact the organization has had on students. The final section of this plan provides basic tools and recommendations for conducting more rigorous evaluations and increasing PGA’s evaluation capacity.
S.W.O.C. ANALYSIS

PGA has experienced tremendous growth during its first five years of operation due to the effort and support of the CCF staff, PGA staff and teachers, and the leadership of director Alice Achan. However, the organization is at an inflection point. Though the region has experienced six years of relative peace and stability, the needs of the community are changing and becoming more complex. PGA’s focus must switch from humanitarian and emergency relief to more sustainable development.

As the organization grows in this changing context, there will be a greater demand for transparency and accountability from donors, government, and citizens. This strategic planning document is intended to help PGA increase its capacity as an established and reputable organization by providing recommendations regarding management and governance, expanded programming, fundraising, and evaluation. All recommendations seek to build on the organization’s great strengths, address its weaknesses, seize new opportunities, and overcome potential challenges. This chart succinctly summarizes those internal and external factors affecting the implementation of the Pader Empowerment Project (page 113) and the Strategic Plan (page 11).

<table>
<thead>
<tr>
<th>Internal Strengths</th>
<th>Internal Weaknesses</th>
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<tr>
<td>• Visionary leadership</td>
<td>• Donor dependent</td>
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<tr>
<td>• Committed staff with local expertise</td>
<td>• Does not optimize annual fundraising appeals and international marketing opportunities</td>
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<td>• Strategic and productive partnerships</td>
<td>• Staff qualifications</td>
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<tr>
<td>• High level of investment in facilities</td>
<td>• No succession plan in place</td>
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<tr>
<td>• Fair and competitive staff salaries</td>
<td>• Diversity in the Board of Directors and Board of Governors is a value that is not fully actualized</td>
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<tr>
<td>• Resourceful, holistic, and ‘sustainable’ organizational mindset</td>
<td>• Lack of thorough and objective evaluation of programs and their impact</td>
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<tr>
<td>• Programming is responsive to regional community need and addresses service gaps where private sector, government and other organizations do no reach</td>
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<tr>
<th>External Opportunities</th>
<th>External Challenges</th>
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<tr>
<td>• The impact that the war has had on the region is receiving increased publicity</td>
<td>• Endemic instability in northern Uganda (i.e. food security, HIV/AIDS rates, malaria and other illness, lack of regional infrastructure)</td>
</tr>
<tr>
<td>• CCF/PGA, specifically, is receiving increased publicity</td>
<td>• Few schools offering A-level education and higher education in the region</td>
</tr>
<tr>
<td>• In the last few years, there has been a change in focus in development towards women and girls’ empowerment; a report released in 2011 showed that an “estimated 37 percent of surveyed European foundations made grants or operated programmes intended to benefit women and girls in 2009.”¹</td>
<td>• More aid is available for emergencies than for development assistance²</td>
</tr>
<tr>
<td>• The Office of the Prime Minister approved renewal of the Peace Recovery and Development Plan (PRDP)</td>
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Strategic plan
BACKGROUND INFORMATION

CONFLICT IN NORTHERN UGANDA

For 20 years, from 1986 to 2006, Joseph Kony and his rebel group, the Lord’s Resistance Army (LRA), waged a brutal insurgency against Uganda’s central government in which his forces slaughtered, raped, kidnapped, displaced, and otherwise terrorized civilians in northern Uganda. Pader District in the Acholi region received the brunt of the force. According to the 2005 Internally Displaced Persons Health and Mortality Survey, a staggering 90% of the Acholi region’s population (or 1.8 million people) was displaced. In Pader District alone, 320,000 people became internally displaced.3

The violence abated in 2006 and the LRA is now believed to be terrorizing and kidnapping in the Central African Republic. Joseph Kony and his commanders top the International Criminal Court’s wanted list and President Obama recently made headlines when he sent 100 elite troops on a mission to find Kony. As Ugandans return from internally displaced persons (IDP) camps to villages that were abandoned long ago, there is an immense need for infrastructure, water, food security, health care, education, economic and community development, and transitional justice in the region.

A WAR AGAINST GIRLS

During the conflict, abducted boys and girls alike were turned into laborers and combatants; girls were additionally offered as wives and domestic servants to LRA soldiers. Many girls missed educational opportunities. Women who returned from rebel captivity with children were disadvantaged in multiple ways. Most important, they attained significantly less schooling than their other abducted peers. Young women with children are mostly unable, disallowed or unwilling to attend school. Girls who returned from captivity with children are three-times less likely to return to school than those who do not conceive children in captivity, and ten times less likely to return to school than girls who were never abducted. There are few opportunities for these young women to catch-up in literacy or education. Only a small number of adult learning programs exist, and fewer still offer accelerated learning.4 Other girls lived in IDP camps where there was a breakdown of the social fabric and sexual violence was common. Since the conflict abated, sexual violence and marginalization of women in the North have become normalized.

Despite the existence of a Ministry of Rehabilitation in Uganda, few interventions have been established for these war survivors.5 Explorations of the roles of women in post-conflict situations lead to recommendations for training and sensitization programs for the Ugandan government, local leaders, policy makers and communities on the gendered effects of war and the services and policy changes that are needed.6

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CHRISTIAN COUNSELING FELLOWSHIP (CCF) FOUNDING

The Christian Counseling Fellowship (CCF) was founded in 2002 to address the plight of young mothers as they returned from LRA captivity and other vulnerable children who were victims of abuse, violence or exploitation during the 20 years of armed conflict. CCF has since broadened its vision, evolving from a narrowly-focused community-based organization to a multi-faceted NGO with a mission to respond to the plight of young mothers, orphans and vulnerable children in a holistic, regional manner. CCF provides a wide range of services in education, child protection, health care, and youth livelihoods. CCF is registered with the National NGO Board of Uganda, under the Ministry of Internal Affairs (Reg. No. 4766) and is a member of the Pader NGO Forum.

PADER GIRLS ACADEMY (PGA) FOUNDING

In pursuit of its mission, in 2007, CCF founded the Pader Girls Academy (PGA). Initially a reception center for girls who escaped or were rescued from LRA captivity, under the leadership of Alice Achan, and with funding from international donors, PGA was transformed into a secondary boarding school that fills a major void in service to girls affected by conflict: it is the only school in northern Uganda where girls who are pregnant or have children can be educated. PGA was founded to reintegrate and educate girls who were victims of sexual violence at the hands of the LRA or in IDP camps. PGA also welcomes girls who have become pregnant in the aftermath of the conflict; sexual violence in post-conflict communities is common, and in northern Uganda often seemingly consensual relationships have a distinctly coercive element and are rooted in the girls’ economic disempowerment. PGA is unique in that it houses and educates both the girls and their infants on its campus. In 2010, the Ugandan Ministry of Education and Sports (MoES) licensed PGA with registration certificate number ME/224847.

CCF AND PGA SERVICE AREA

CCF and PGA are headquartered in Pader District in northern Uganda. In 2000, the Government of Uganda (GoU) joined two sub-counties of Kitgum District, namely Agago and Aruu and turned them into a new administrative unit which was named Pader District. In 2010, the GoU then carved Agago sub-county out of Pader and turned it into another district called Agago. CCF operates in the two districts of Pader and Agago. Administratively, the two districts in which CCF operates have 23 sub-counties and four town councils.

PGA is located in Pader Town Council, approximately 450 km north of Kampala, the capital city of Uganda, and 110 km northeast of Gulu, the largest city in the North. According to the Uganda population census of 2002, the districts of Pader and Agago have over 293,679 people (147,200 females and 146,479 males).7 The majority of the inhabitants in the two districts are Acholi people who belong to the Luo nilotics. The 2010 population projection estimates that Pader and Agago now have 481,800 people (240,700 females and 241,100 males).8

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8 Ibid.
PGA VISION, MISSION AND VALUES

Vision: PGA envisions providing equal education opportunities to girls who cannot enroll in mainstream education because they have children, are too old for their grade level, and/or lack financial resources as a result of the conflict in northern Uganda.

Mission: To empower marginalized students to achieve their highest academic and skills development potential by promoting access to excellence and quality in education.

Values: PGA is a non-denominational organization that adheres to Christian principles and values of love, respect, peace and service to humanity. PGA believes that the organization should be transparent. PGA’s primary responsibility is to the target beneficiaries of its interventions. Beneficiaries have ample opportunity to voice their views on PGA actions and policies in an open and transparent manner. As a Christian-focused organization, PGA insists that its staff members and partners act with honesty and integrity and that they adhere to the highest standards of personal behavior and Christian ethics. PGA pledges to use its financial, physical and human resources wisely and prudently to improve services to its beneficiaries and the community it serves. PGA is accountable to its donors, its community and all other stakeholders for the resources that come into its possession and in all that it does as an organization.

EXTERNAL CONTEXT

Since 2006, 98% of the IDP camps have emptied. Despite stability in the region in recent years, returns have outpaced recovery planning and implementation. According to the 2012 Uganda Humanitarian Report, most IDPs have returned to villages offering few basic services such as water, health care and education. The GoU and its international partners began to implement recovery programs as late as 2008 and their impact is yet to be felt. The report finds, “there is general agreement that it will take many years to rehabilitate northern Uganda.”

Interventions during transitions can be problematic because crisis attention fades while community need becomes more complex and extends over longer time periods. For example, in Pader Town, the Norwegian Refugee Council, UN-OCHA, and Save the Children closed their field offices in 2011. Support is dwindling while the need for services and human capacity in the region remain great. Northern Uganda has little benefited from Uganda’s impressive rates of economic growth and poverty reduction in the past two decades. Indeed, northern residents are more than ten times as likely to be chronically poor as their fellow citizens in central Uganda.

Reproductive and Maternal Health and Sexual Violence: Although the LRA violence, mass displacement, and IDP camp relocation resulted in major threats to the health and safety of all northern Ugandans, girls and women suffered the worst of it. Sexual violence is widespread in northern Uganda and the LRA, in particular, institutionalized forced marriage and sexual slavery: nearly half of all LRA commanders had five or more forced wives; lower-ranking LRA soldiers

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10 Ibid. p. 3
11 Ibid.

Attendance is much lower at secondary levels and girls attend school at lower rates than boys.

The primary school completion rate is 30% in Pader District.

In 2007, Pader District had 13 of the 75 recommended level II health facilities, or 17% coverage, and trained health care workers were scarce, resulting in fair to poor ratings in the area of reproductive health services. Although the Ministry of Health prioritized reproductive health in 2006, as of one year later, reproductive health services accounted for less than 1% of the national health sector budget. In the 2010/2011 financial year, of the 32 northern districts that comprise the GoU Peace Recovery and Development Plan, Pader District ranked 22nd in health sector performance.

Early Childhood Education: Of nine Uganda regions, the North has the lowest proportion of children attending primary school; the primary school completion rate is 30% in Pader District. Attendance is much lower at secondary levels and girls attend school at lower rates than boys.

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13 Annan J et al., The State of Female Youth in Northern Uganda: Findings from the Survey of War-Affected Youth. April 2008
14 Ibid.
16 Ibid.
17 Ibid.
In 1999, the net enrollment of students age four to five in pre-primary school was 66,000. According to the 2008 Education for All Global Monitoring Report, Uganda regressed in expanding and improving early childhood care and education, especially for vulnerable and disadvantaged children.20 By the end of the 2005 academic year, net enrollment in pre-primary education had dropped to 30,000 children, which is 9% of four to five year olds in Uganda.21 The World Bank has indicated that pre-primary enrollment rates have increased in Uganda overall,22 but there is still a need throughout the country for more early childhood education centers and teacher training programs. This gap is most prominent in the northern districts where there are less than 25 centers for early childhood education and only a handful of training facilities, none of which are accredited or provide diplomas. In 2009, a mere 1% of all pre-primary schools in Uganda were located in the North.23 Recognizing this insufficiency, Gulu University has convened a task force to draft a learning framework for training early childhood education (ECE) teachers that is specific to the context of northern Uganda. In 2012, the training curriculum will be submitted to the National Council for Higher Education for approval.

With the global push for early education, ECE has emerged as a critical issue for the GoU and has been identified as a strategic objective of the Ministry of Education and Sports (MoES). Only 20 nursery schools were built using the Northern Uganda Social Action Fund24 and the MoES seeks private sector engagement to increase the provision of pre-primary education in the country.25

**Information and Communications Technology (ICT):** In 2008, just 7% of Uganda’s population had access to a computer, in contrast to the global access rate of 23%.26 The majority of Ugandans who have access to computers live in or around the capital city, Kampala, and rely almost exclusively on public Internet cafes. In a country of over 33 million people, it is estimated that there are 1.7 million personally-owned computers.27 Northern Uganda has lagged behind other regions in ICT access. In 2003, 28.5% of central Ugandans in rural areas were without mobile phones; in northern rural areas, 65.3% were without phones.28 The numbers for television set ownership were nearly identical: 30.7% without televisions in the central rural areas, and 65% without in the northern rural areas.29

A 2007 Uganda study found that a combination of use of ICT with improved education levels is associated with lower incidence of poverty.30 In recent years, the GoU has taken steps to address the “digital divide.” In 2005, ICT became a required subject for secondary students, as recommended by the MoES, however in many schools, especially in the North, this has become an unfunded mandate: schools without computers are expected to teach computer studies. In 2009, the GoU’s budget included support for expanding current ICT infrastructure, including a project that linked most of the country’s major towns through 1,500 km of optical fiber. But GoU

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21 Ibid.
27 IICD Uganda website. Available at: http://www.iicd.org/our-work/uganda
29 Ibid.
30 Ibid.
investment has not matched its stated commitment, and most ICT projects rely on private and foreign donor support.

**Agriculture:** The large-scale displacement, which forced northern Ugandans to uproot their lives and re-locate to IDP camps, lead to major economic and social disruptions, and a sudden health and safety crisis. Before the war, northern Ugandans typically owned farmland, lived on homesteads, and bred livestock; agricultural production was the predominant economic activity. During the war, people were forced to abandon their land and the LRA killed all of their livestock, robbing the Acholi of the only possessions that allowed them to make an income. Confined to IDP camps, they were stripped of their livelihoods. There was little safe and arable land in and around the camps, so food production was limited. The camps relied heavily on foreign aid to feed residents, a food source that was unreliable and unsustainable. In 2006, the World Food Programme (WFP) estimated that its food donations to IDP camps provided residents with just 60% of their daily nutritional needs. By April of 2007, due to budget shortfalls, WFP reduced food rations to cover just 40% of daily needs. Food insecurity became one of northern Uganda's biggest threats.

The end of the war did not result in an instant resumption of agricultural production and self-sustaining economic activity. Even as it became safe for people to leave the IDP camps, a good deal of those people were young and had never learned to farm; they had grown up in the camps and relied on casual labor and small projects for income – work that was sporadic and unprofitable – and were deprived of adequate educations and opportunities to learn new and productive trades. They have returned to villages and land that had been uncultivated for years. The Acholi sub-region went from an acute food and livelihood crisis to a moderate/borderline food secure classification in 2010. However, irregular rain patterns and the rise in food prices during 2011 continue to put the population at risk of food shortage. A 2007 UNDP report indicates that promotion of agriculture would directly benefit Uganda's poor and reduce mass poverty. The report recommends agricultural development especially in the post-conflict North as a strategy for reconstruction and sustainable human development that could significantly contribute to the development of the region and the national economy.

### THE EDUCATION SYSTEM IN UGANDA

The current structure of Uganda’s education system has been in effect since the publication of the Castle Commission report in 1963. The four-tier education system consists of seven years of primary education, followed by a four-year cycle of lower secondary (Ordinary or “O”-level), a two-year cycle of upper secondary (Advanced or “A”-level), after which there is two to five years of tertiary education. There is also an optional two-year pre-primary stage of education attended by three to five year olds. Selection and certification occur at the end of the primary education level, at the O-level of secondary school and at the A-level of secondary school by means of national examinations. These respectively include the primary school leaving examination, the Uganda Certificate of education and the Uganda Advanced Certificate of education. Alternative technical certificates also exist for students choosing the technical education track, including the Uganda

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33 Uganda Humanitarian Profile 2012. Government of Uganda. Available at: [http://reliefweb.int/node/467122](http://reliefweb.int/node/467122)


35 [http://www.sacmeq.org/education-uganda.htm](http://www.sacmeq.org/education-uganda.htm)
Junior Technical Certificates, which is taken at the end of 3-year post primary technical farm programs, and the Uganda Advanced Technical Certificate, which is taken at the end of post secondary technical programs.

By the late 1990s, primary education was universalized and private schools emerged and grew exponentially as a result of the second Education Act. Secondary education followed the same trend. Of the 4,666 secondary schools registered in 2009, 3,335 were private, 382 were community owned, and 949 were public.

Facilitated by the 1993 Local Government Statute and the 1997 Local Government Act (and its amendment in 2001), the civil service structure in Uganda has transformed from a highly centralized civil service model into a more decentralized structure. The more devolved administrative system enhances flexibility, transparency and accountability in service delivery. The current legislative framework places the management and provision of basic education largely in the hands of the district administration, while the MoES remains responsible for policy control and maintenance of standards through control of teacher education, curriculum and examinations. This allows local administrators to be creative in seeking solutions to problems with basic education delivery that are unique to their localities. Secondary, vocational, and tertiary education, however, continue to be managed by the MoES.

In addition, there are semi- or fully autonomous institutions operating under the MoES. These are the National Curriculum Development Centre (NCDC), the Uganda National Examinations Board (UNEB), the Education Standards Agency (ESA), Makerere University, the Education Service Commission (ESC), Mbarara University of Science and Technology (MUST), Gulu University, Kyambogo University and the National Health Service Training Colleges.

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39 http://www.sacmeq.org/education-uganda.htm
40 Ibid.
CURRENT SITUATION AND ACHIEVEMENTS

INTERNAL CONTEXT

PGA has a current enrollment of 460 students. Three-quarters of the students live on the school's campus, together with their 111 children. PGA is the only school in northern Uganda that accepts the enrollment of young mothers, despite the growing number of government-aided and private schools in Pader District in recent years. Student enrollment has increased each year since the school's inception while services are restricted by limited funding and resources.

CCF follows a rigorous and participatory student selection process for PGA enrollment. Selection begins at the sub-county level and involves the students and their parents, as well as the chairperson of the Local Council. School is in session Monday through Friday, from 8:00 am to 5:00 pm. There is a one-hour lunch break, and students have one hour for extracurricular activities in the evening. The school follows the Ministry of Education and Sports (MoES) calendar, which begins in January and operates on a three-term basis. Each term constitutes approximately 90 days, and when the school is not in session, most students return to their home villages.

Students receive basic instruction in hygiene, breastfeeding and HIV prevention. PGA works in partnership with the Pader Health Center to provide medication (when available) for HIV positive girls. PGA takes an active role in the lives of its students. On average, seven girls drop out each year, and CCF project officers visit the girls in their home villages to encourage them to return. This has been an effective tool in encouraging the girls to complete their educations. Although MoES policy states that secondary schools with boarding facilities should have double-decker beds in their boarding houses, PGA uses triple-decker beds. The dormitories, housing students and their children, are congested. PGA seeks more funding for additional dormitories, particularly since school administrators anticipate increased future enrollment.

Daycare has been provided for the children of PGA students since the school's inception, removing a barrier to learning for these young mothers. Provision of daycare contributes to the mothers’ classroom concentration and academic achievement. Daycare is provided for children ages three and under. The daycare center is staffed by 4 caregivers who tend to over 65 infants and have no formal training. The caretaker to child ratio is high compared to, for example, New York State in the US, where one qualified staff member is required for every five 18-to-36 month-olds. PGA launched an early childhood education program in 2011, which is detailed in the section on “PGA Academic Programs” below.

PGA suffers from intermittent food insecurity and tailors its agricultural programs to address this issue for the school itself while also increasing students’ abilities to produce food after they graduate. PGA has two demonstration plots, each about one acre in size, within walking distance of its campus, and a third larger plot of land approximately 11 km from the school. PGA has a limited supply of water with no water harvesting capabilities or storage facilities. There is also no livestock on the land. Electricity in Pader Town is scarce. A generator serves as the main source of power for PGA and its facilities. As the school grows, demand for electricity will increase. Power is likely to

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41 New York State Office of Children and Family Services, available at: http://www.ocfs.state.ny.us/main/childcare/regs/418_CDCCregs.asp#s8
remain a long-term challenge. Increased infrastructure investments are required for PGA to optimize use of its land and to maintain efficient operations.

PGA is unable to rely on enrollment income from its students as a result of pervasive poverty in northern Uganda and a target population that is particularly vulnerable and economically deprived. To cover operational expenses and continue to serve PGA students, CCF/PGA relies on financial support from a number of generous donor organizations. Despite this assistance, PGA is under pressure to enact strategies for long-term sustainability with an emphasis on income-generating activities and expansion of fundraising efforts.

**PGA ACADEMIC PROGRAMS**

**O-Level Secondary Education:** PGA follows the standard O-level curriculum established by the MoES and the National Curriculum Development Centre. O-levels require four years of study. Subjects of instruction include: English, mathematics, biology, chemistry, physics, agriculture, geography, history, religious studies, home economics, physical education, commerce, accounts, and fine arts. Teachers prepare students for national exams; students who pass are awarded a Uganda Certificate of Education.

**Vocational Training:** PGA offers vocational training in catering, hotel management and tailoring to help vulnerable girls acquire income-generating life skills. Instruction is conducted in four classrooms and a training workshop as well as at PGA’s guesthouse that was opened in 2012. PGA has established a restaurant in town where girls studying catering and hotel management can gain working experience and practice their new skills. Courses are between six and nine months in duration. The school intends to expand the vocational program to provide certificate courses for 180 students over the next three years. PGA will continue with tailor-made training, which offers courses that are adapted for organizations willing to sponsor disadvantaged children at a competitive rate. PGA will work with the organization, ZOA International, to strengthen this approach. When funding is available, PGA provides “starter kits” to help vocational track graduates start their own businesses. When funding is limited, PGA will give the starter kits to groups of 5 to 7 girls living in the same towns or sub-counties.

**Early Childhood Development:** In 2011, to provide more comprehensive and holistic care, PGA piloted an early childhood development (ECD) program that extends beyond daycare so that PGA mothers and their children could simultaneously receive quality education. The new pre-primary class consists of 46 students – those who are over the age of three who previously only attended daycare – who now receive instruction in English, numeracy, social studies, science and Christian and religious studies. The class is divided into three levels- baby class, middle class, and upper class- but due to the shortage in staff, the middle and upper classes are taught together. The two nursery teachers have both received certificates in ECD but still cite gaps in their own skill sets as challenges to effective classroom management and instruction. The 6-month vocational program disrupts instruction as children leave once their parents graduate and new students come in the middle of the semester.

PGA has an ECD building with two classrooms and a teacher office, and a mud hut serves as a classroom for middle- and upper-level nursery instruction. The rooms are bare; infants and caregivers sit on mats on the floor and small plastic chairs are used in the pre-primary class. Teachers lack learning aids and materials to facilitate lessons. PGA seeks to create materials for its classroom and to build its nascent ECD program with an emphasis on curriculum development and
teacher training.

**Accelerated Learning:** In 2008, PGA administered a six-month accelerated learning program for girls whose educations had been interrupted for extended periods and who had no other way of catching up academically. This was a particularly powerful intervention. Of 144 students who completed the program, 112 (79%) resumed and completed standard secondary studies. Twenty-one percent dropped out after the program due to early pregnancies, pressure from husbands not to return to school and other domestic demands. This pilot program was conducted for one year; PGA seeks to resume this successful program if sustainable funding can be secured.

**PGA NON-ACADEMIC PROGRAMS**

**Counseling Services:** The war in northern Uganda has had powerful negative social impacts. PGA provides counseling services to help students deal with difficulties arising from the trauma of war and sexual violence. Rape and sexual assaults that result in unwanted pregnancies and HIV/AIDS are some of the most challenging psychosocial issues for PGA students. Anxiety, depression and low self-esteem are common as is discrimination against the girls. PGA's counseling program aims to help the girls achieve: behavior changes; self-esteem and self-respect; respect for God; trusted relationships with PGA peers; a positive environment for studying; cleanliness; good hygiene; and satisfactory management of trauma, stress and depression. Methods of counseling include individual and group sessions, use of Scripture, use of music and dance, and teaching of repentance, forgiveness and salvation. When resources are available, students receive counseling several times each week from social workers. PGA teachers also receive basic training in psychosocial support to help them understand how post-traumatic stress may affect students' studies and day-to-day lives. Recently, PGA has had to cut back on counseling services due to funding constraints and only provides individual sessions for a select few students.

**Extracurricular Activities:** PGA offers extracurricular activities to contribute to students' health and fitness. Activities include games and sports, as well as general cleanliness activities, which occur on Saturdays. PGA participates in secondary school sport competitions at the district and national levels in football, basketball, volleyball and netball. The girls also participate in clubs for music, dance and drama, which include interschool competitions.

**ORGANIZATIONAL MANAGEMENT AND STRUCTURE**

CCF’s founder, Alice Achan, is the executive director of CCF and PGA. The CCF senior staff includes a deputy program director, finance and administration manager, human resource manager, program officer for education, program officer for livelihood, and program officer for protection.

PGA has a school director who is supported by head teachers from the secondary, vocational, and early childhood education programs. These head teachers each manage a team of teachers and tutors in their respective sections. The school employs a total of eighteen secondary teachers, five vocational tutors, and six child caregivers/nursery teachers. Other senior employees include a bursar who is responsible for the school's financial management, a warden who manages the school kitchen, and a clinical officer who oversees the school's maternity home, which is staffed by a nurse, midwives and a laboratory technician.
CCF provides PGA with management oversight, fundraising coordination, advocacy and general programming support. CCF has an approved and operational financial policy in place, and an approved logistics and fleet management policy to oversee assets and investments. In 2010, the organization reviewed its human resources policy in light of a growing staff and the shifting context from emergency to development. CCF ensures that requirements for the Uganda Revenue Authority and National Social Security Fund are met and engages a lawyer on a retainer basis to address legal matters. Evidence of CCF/PGA’s maturation comes from the fact that in October 2010, PGA was certified as a regional testing center by the Uganda National Examination Board.

BOARDS OF DIRECTORS AND GOVERNORS

CCF is managed by a seven-member Board of Directors (BoD). Membership includes two clergymen, a teacher, an accountant, a community leader (politician), a human resource specialist and a social worker. PGA is governed by an eleven-member Board of Governors (BoG), which creates school policy and monitors its performance. The BoG is elected annually with the BoG Chair nominated by, and participating as a member of, the BoD. The other members of the BoG were elected based on MoES guidelines for formation of boards for private educational institutions. The BoG chair is a well-known and –respected community leader in Pader District. Other board members represent the PGA Parent Committee, the education department, teachers and member of the private sector.

<table>
<thead>
<tr>
<th>CCF BOARD OF DIRECTORS</th>
<th>PGA BOARD OF GOVERNORS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rt Rev Macleod Baker Ochola II, Chairperson</td>
<td>Jolly Watmon, Chairperson</td>
</tr>
<tr>
<td>Pastor David Livingstone Okello, Vice Chairperson</td>
<td>Nyeko Lobo Opwonya, Vice Chairperson</td>
</tr>
<tr>
<td>Florence Komakech Lamunu, Treasurer</td>
<td>Lilly Rose Oyoo Angeyo, Treasurer</td>
</tr>
<tr>
<td>Jolly Watmon, Member and PGA Representative</td>
<td>Beatrice Atim, Secretary</td>
</tr>
<tr>
<td>Pauline Pauline, Member</td>
<td>Felix Latigo, PTA Representative</td>
</tr>
<tr>
<td>Faith Lajul, Member</td>
<td>Dafala Owani, PTA Treasurer</td>
</tr>
<tr>
<td>George Patel Okumu, Member</td>
<td>Gladies Achiro, Staff Representative</td>
</tr>
<tr>
<td></td>
<td>Boniface Ojuka, Staff Representative</td>
</tr>
<tr>
<td></td>
<td>Patrick Lumuba, LC3 Representative</td>
</tr>
<tr>
<td></td>
<td>Alfred Akena, LC5 Representative</td>
</tr>
<tr>
<td></td>
<td>Polline Akello, Alumni Representative</td>
</tr>
</tbody>
</table>

BoD and BoG membership is the same as when the organizations were founded; during those times, the security situation was fragile and there were few people willing to participate as board members. Board membership was largely based on willingness to participate.
BUDGET

The approved PGA budget for the 2012 academic year totals approximately 400,000 (USD) or 988,000,000 (UGX). The majority of funds, as seen below, are allotted for investments in facilities though PGA is unlikely to have the capital to make all of these investments in 2012.

MINISTRY OF EDUCATION AND SPORTS (MoES)

As a registered private secondary school, PGA is obligated to follow MoES guidelines for curriculum and school administration. MoES guidelines and circulars come in the form of radio and television announcements as well as in local newspapers. Updates that are urgent generally come to CCF/PGA via telephone call. For major undertakings, such as petitioning the MoES for initial registration as a secondary school, PGA worked directly with the central MoES offices in Kampala. This included visits by CCF/PGA staff to Kampala as well as site visits by Ministry staff to PGA’s campus. For more ordinary MoES business, CCF/PGA interacts primarily with the local district office.

DONORS AND PARTNERSHIPS

CCF/PGA has a history of successful partnerships at both the local and regional level. The organization has working relationships with the Pader District Government and central government, local members of parliament, the police department, local churches, the office of the Resident District Commissioner, and the Ugandan army. CCF/PGA has also developed productive and strategic partnerships with international donors. PGA has hosted missionaries and volunteers from Australia, New Zealand, Canada, Sweden and the United States. It has received grants and development assistance from large non-profit organizations (Save the Children, Uganda Fund, World Vision, ZOA International, War Child, International Aid Services, COOPI), multi-lateral (UN World Food Programme, UNICEF, European Union), bi-lateral aid agencies (AusAID), and several foreign churches. Alice and her staff work hard to maintain collegial and open relationships with these donors and as a result they have gained the confidence of its supporting agencies. There is a true sense of partnership. Trusting Alice’s leadership and the competence of PGA staff to effectively delineate locally identified priorities, implement the project and steward the funds, the donor
agencies relinquish some control and share the power to shape a strategy serving the Pader and Agago District communities.

The supportive nature of CCF/PGA donor relationships is evidenced by the donors' response to a recent organizational crisis involving the former school director of PGA. When the former PGA director contacted CCF/PGA donors with caustic accusations against Alice and CCF/PGA after his contract was not renewed, CCF/PGA responded rapidly and according to their established Human Resource policies, and they handled the situation with transparency. The contacted donors responded in overwhelming support of CCF/PGA and confirmed that they would stand with the CCF/PGA management, BoD, and BoG while the matter was being handled.

**HUMAN RESOURCE SYSTEM**

PGA implements CCF's Human Resource (HR) policies at the school. This model provides for the basic procedures of human resource management including recruitment, performance management, compensation and conflict management. CCF's human resource policies are consistent with Uganda's *Employment Act, Human Rights Act*, and other relevant national legislation.

Recruitment and selection procedures are based upon the principles of appointment on merit and provision of equal employment opportunity. PGA aims to appoint the candidate whose skills and experience best fit the needs of a vacant position. Applicants are sought through labor unions, media advertisements, internal advertisement, sourcing from other institutions, and employment agencies. Top candidates are short-listed by a selection committee and invited for interviews. PGA provides a basic orientation detailing the history, objectives, and activities of CCF/PGA to all new employees and does not provide training beyond that.

All staff members are expected to achieve performance objectives as established with their supervisors. In addition to measures of these performance objectives, a review of a staff member's accomplishments is conducted at the end of each working period. Typically, the supervisors arrange the time and location, and give the employees adequate preparation time. The content of the performance review includes unit goals, work plans, and previous performance reviews.

PGA’s compensation system is based on responsibilities outlined in job descriptions, working environment, and organizational payment policies. Competitive salaries commensurate with qualification are provided. Salary raises are based on merit and recommended through the annual performance review. Staff may receive a maximum monthly reimbursement of 50,000 (UGX) for medical expenses. PGA also provides staff with uniforms, and protective gear such as gloves, gumboots and raincoats as necessary.

PGA has an established and functioning conflict management procedure which respects the rights of staff while still conforming to the governing, managing and staff structures of CCF/PGA. Staff are encouraged to discuss job problems with their immediate supervisor prior to submitting a formal grievance letter. In the case the problem cannot be addressed with a supervisor, the human resource policy clearly outlines measures that ensure the formal grievance will be addressed in a timely, fair, and transparent manner.
IMPACT

Since 2002, Alice Achan has worked relentlessly to restore the broken lives of children affected by violence and abuse. CCF/PGA has helped to reunite hundreds of children with their families and has provided invaluable support to the region by educating, rehabilitating and training the most vulnerable girls. In 2012, PGA was able to increase its enrollment to 460 students, which is up from 301 students in 2011 and 259 students in 2010. In 2011, PGA students earned 4 of the top 5 highest scores from Pader District on national O-level exams.

Upon entering the school, many of the girls reflect on the great hardship they have endured with frustration and sadness. In documented interviews, they describe their years in captivity: the laborious walks through the harsh bush terrain; the consistent lack of food and water; being forced to drink their own urine; and – most tragically – being made to kill people, not with guns but with knives and axes. They then describe their lives at PGA: how they feel safe for the first time ever; how they help raise each other’s babies; how they are making plans for the future; and how they finally have hope. PGA is changing lives.

Still, there is a need for measures of impact that are not strictly anecdotal and qualitative. Corporate donors, large foundations, and aid agencies are increasingly demanding metrics. Implementing impact evaluations is a strategy that PGA could use to strengthen organizational accountability and transparency. Objective evaluations could provide PGA with insight on whether its programs are achieving their desired outcomes or whether they are having negative and unexpected outcomes that would require an adjustment in strategy. PGA developed terms of reference for a consultant to conduct an evaluation of PGA that would clearly document and provide an analysis of the unique secondary school model. It will be important for PGA to move forward with this endeavor.
SUSTAINABILITY and BUILDING LOCAL CAPACITY

PGA has experienced tremendous growth during its first five years of operation due to the effort and support of the CCF staff, PGA staff and teachers, and the leadership of the organizations' director Alice Achan. The services provided to the girls and the surrounding communities have been integral to the post-conflict recovery of Pader District. To ensure the school's long-term sustainability and its ongoing fulfillment of the Ministry of Education and Sports (MoES) guidelines and curriculum requirements, it will be necessary for both CCF and PGA to continuously 1) evaluate and define their respective roles and responsibilities in their partnerships; 2) ensure that their organizational structures evolve in ways that support their collaborative work; and 3) support the development of strong leaders within both organizations. With clear priorities and strong leadership, CCF and PGA can develop new initiatives and optimize opportunities to enhance and expand programming and services to meet the needs of PGA students and other northern Ugandan communities.

Training and mentoring for teachers, administrators, and the boards of directors and governors will help retain qualified and dedicated staff whilst also improving local capacity and human capital. CCF/PGA will continue to support development of local capacity of individuals and services in the post-conflict region. Reliance on local expertise will be paramount to PGA's success. In particular, PGA must leverage the existing knowledge of the challenges facing those served by PGA, as well as of the broader obstacles facing the organization and other related organizations in northern Uganda.

To strengthen the organization and its programs, and to meet the changing needs of the girls and the region, PGA must build its educational programs, facilities, and staffing sustainably. A financial model that works to ensure a balance between PGA's expenses and revenues while providing adequate funds for priority programs in the face of hard budget constraints will be essential. For this to be possible PGA must seek new fundraising strategies and partners; in particular, expansion of fundraising efforts abroad will attract new supporters while increasing the school's visibility among the international community.

PGA is on the cusp of a multi-year effort which will serve to address multiple objectives. The organization hopes to develop new academic programming and expand the service portfolio that it provides to the local community. Moreover, it aims to create additional professional opportunities for its students through new business start-ups in Pader and partnerships with universities. Finally, in service of these aims it hopes to enlarge its financial base. These efforts require a transition in the organization's management structure and likely also a change in leadership. For young NGOs, such periods of change can create instability. The purpose of this strategic plan is to provide recommendations that will minimize disruption to the organization's functioning during a period in which the organizational structure, programming, management, and leadership are set to undergo transition. A clear plan that rationalizes governance structure and expands program activity whilst simultaneously supports management and strengthens the financial base of the organization will enable PGA to meet the growing needs in the Pader District. The following sections address these needs and objectives.
GOVERNANCE STRUCTURE AND ORGANIZATIONAL MANAGEMENT

To comprehensively pursue its educational mission and adhere to MoES policies, PGA must achieve a greater degree of independence from CCF; CCF should support this in its capacity. Though CCF and PGA were founded by the same vision and leader, share resources and are driven by the same overarching mission, it will be necessary to maintain autonomy in key structures and management positions if PGA is to be successful. PGA must further develop its own operational procedures, board guidelines, and organizational structure; in particular the organization should develop independent financial and human resource policies. This will aid both organizations in better serving the girls and wider community, and contribute to PGA’s growth and stability.

The position of PGA school director is essential if the organization is to successfully navigate the challenges facing it in the medium run. Currently the PGA head teacher serves as the interim school director; such an overlap of roles and transient nature is not ideal. It has been challenging for CCF/PGA to adequately fill this position in the past. Candidates from outside northern Uganda have had difficulty understanding the local context and have become frustrated in the resource-scarce setting. In its search for a new PGA director, CCF should seek candidates with local knowledge and with at least five years of leadership experience in a school setting. The candidate should be a strong leader with a flexible approach and should be able to work in partnership with CCF staff whilst also maintaining a clear autonomous vision for PGA. For assistance in this endeavor, PGA should reach out to its existing contacts at Gulu University. Gulu University Vice Chancellor Nyeko Penmogi has demonstrated enthusiasm for the work of PGA and has shown interest in strengthening the partnership between the two education institutions. PGA would do well to leverage Gulu University’s professional networks in northern Uganda which could be of help in identifying qualified candidates for the school’s director.

GOVERNANCE OPERATION AND PROCEDURES

*CCF Board of Directors*: The primary responsibility of the CCF Board of Directors (BoD) is to oversee and review the activities of both CCF and its sister organization PGA, and furthermore to provide guidance on the future direction of the organizations. The BoD is currently comprised of seven members, though the Board’s own rules and regulations allow the number of members to increase or decrease as dictated by operational requirements. The members of the BoD follow guidelines regarding their roles, responsibilities, and tenure as set by CCF. These guidelines are also followed by PGA’s Board of Governors (BoG), though they are supplemental to the guidelines outlined by MoES for private secondary schools.

The main responsibilities of the BoD, as outlined in CCF financial and human resource manuals, include: 1) appointing an external auditor at the end of each financial year; 2) reviewing quarterly financial statements and bi-annual consolidated management accounts; 3) approving grants and large capital projects; 4) reviewing and responding to formal grievances; 5) participating in disciplinary committee meetings; and finally 6) reviewing and approving changes in organizational policies. The responsibilities and duties of individual board members are clearly defined within this wider remit. The chair of the BoD requests official meetings and provides direction and leadership for the organization whilst overseeing and advising on the activities of the executive director. In the Chair’s absence the Vice President fulfills these executive responsibilities. The BoD’s Secretary records the minutes of board meetings, while the Treasurer oversees financial concerns and ensures that the funds of CCF are allocated in accordance with organizational regulations and needs. Lastly, the Treasurer and Chair are signatories of the CCF bank account.
PGA Board of Governors: PGA is managed by an eleven-member Board of Governors (BoG) which is comprised of parents, administrators, teachers, a former student and a member of the private sector. The BoG is supported by the Board of Directors (BoD) and members of the BoG are selected on an annual basis. The chair of the BoG is selected by the BoD; the remaining 10 members are selected based on MoES guidelines for board conduct outlined in the Education Act. The BoG, headed by a respected community member, makes policies and monitors the performance of the school, however due to the annual basis of board member selection, members are not fully oriented on their roles.

Board Development: When deciding on the composition of the BoG and BoD, the management teams of CCF and PGA have stated that they value personal and academic diversity. However, BoD membership has been the same since CCF’s founding and all members of the BoD and BoG are Ugandan. Both organizations should act on their valorization of diversity and seek out new members for the two boards. Recruiting more international members and well-established professionals bringing diverse perspectives and experiences can help expand professional networks both within and without Uganda and raise the profile of the organizations.

CCF should also strengthen its guidelines for the election and operation of the BoD. Further, PGA’s BoG should have its own guidelines that are more specific to the school and that incorporate the MoES guidelines for which they are responsible for adhering to. It is important that potential board members share and adhere to the mission and vision of the two organizations, and that they contribute to the mission of the organization and perform their duties as required. Regulations should be put in place to ensure continued and consistent member participation in BoD activities. Within the guidelines, there should be formalized procedures for removing BoD members from their positions if they fail to serve accordingly. More information about developing a board manual with guidelines for board conduct is detailed in the Board Member Training section on page 34.

PGA should also seek to enhance the management and leadership skills of members of the board to ensure continued professionalism within the organization. While CCF’s board is academically diverse, PGA’s board is made up of more local community representatives, teachers, and CCF staff. Thus, this report has two recommendations for board development: 1) PGA should provide increased management training opportunities for existing board members and 2) diversify its board by pursuing members with more international and management experience. Such board development could increase PGA’s network and attract diverse donors. It could also promote increased creativity and innovation in a period of transition and growth. The Training section on page 29 details the specifics of such a training system.

NEW SUSTAINABLE HUMAN RESOURCE MODEL

The development of human capital in northern Uganda has been severely hindered as a result of more than two decades of conflict in the region. As PGA seeks to expand and fulfill its overarching mission, it will need to strengthen its human capital stock by retaining existing staff where possible and attracting new and qualified teachers. Currently, PGA lacks employee training programs and suffers from a shortage of teachers and staff. This hinders the school’s ability to effectively educate its student. In this section of the strategic plan, recommendations are made for a comprehensive human resource management system. Such a human resource system would institute a recruitment process to fill open positions and ensure consistent training and feedback for teachers, staff, and the BoD and BoG.
An effective human resource management system employs four key components: 1) a recruitment strategy using targeted advertising methods to fill vacant positions; 2) a training program to ensure the development of knowledge and skills among teachers and staff; 3) a system of performance management to provide employees with frequent and constructive feedback; and 4) a competitive compensation package to better serve and retain employees. Since PGA currently provides competitive salaries in comparison to other NGOs and secondary schools operating in the surrounding area (4), this section will provide specific guidelines to strengthen PGA’s human resource management and development procedures in the other three areas (1-3). It will also expand on training models for two targeted staff groups, CCF/PGA management and the two organizational boards (BoD/BoG). Specific training systems for teachers will be included in the Teacher Training section on page 36.

Currently, CCF employs a human resource (HR) manager who is responsible for HR management in both CCF and PGA. It is recommended that PGA hire its own HR manager so as to ensure more consistent management and support for PGA staff in the long term. As mentioned previously, PGA should also develop its own HR policies and manual. Appendices I and II provide a 360-degree performance appraisal form and a board self-evaluation form (described in the Performance Management section starting on page 31) to assist the organization in evaluating the effectiveness of its personnel system.

### STAFFING and RECRUITMENT

Between the two organizations, CCF and PGA currently employ 67 staff members, including teachers and support staff (see Table 1). However, PGA plans to expand its educational programs in four areas during the next three years. As a result, the organization will need to recruit, hire, train, and underwrite salaries for 6 additional staff, increasing the total number at CCF and PGA to 83. In addition, 10 PGA teachers and 4 CCF administrators will receive stipends for their participation in the implementation of the Pader Empowerment Project (PEP). Details of PEP can be found in the funding proposal and budget justification starting on page 113. There is also an immediate need for recruiting a school director, 2 english teachers, and 1 teacher each for the following courses: math, chemistry, biology, physics, agriculture, business. This would bring the school up to the advisable 2 teachers per subject and increase the total number of secondary teachers at PGA to 27.

<table>
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<tr>
<th>POSITION</th>
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<tr>
<td>CCF Executive Director</td>
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<tr>
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<tr>
<td>CCF Program Officer</td>
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<td>Teachers (Secondary)</td>
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<tr>
<td>Tutors</td>
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<td>Clinical officer</td>
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<td>Mid wives</td>
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<td>Nurse</td>
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</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>67</strong></td>
</tr>
</tbody>
</table>
PGA requires that its head teacher possess both an undergraduate and postgraduate university degree in the area of education management; the organization also requires that its teachers possess at least an undergraduate university degree. To recruit qualified teachers for its new positions, PGA can recruit within northern Uganda before expanding the search to other parts of the country. The recruitment process must be sensitive to certain qualities that staff must possess if they are to match both the function and mission of the organization. In particular, teachers must have a working knowledge of the challenges faced by educational institutions in the post-conflict North. Similarly, recruited staff must also have sufficient training in working with vulnerable students in a resource-scarce environment.

Current recruitment tools include radio advertisements and word of mouth. Historically, PGA had struggled with retaining staff; however, in recent years the school has worked to resolve this issue by focusing on recruiting locally-based staff. In this context, it has also become clear that local employees better understand the difficult conditions that the region faces. Leveraging local knowledge has thus helped to facilitate an environment that can meet the needs of PGA students. As far as possible, given other constraints, PGA should continue to pursue local recruitment strategies.

In its pursuit of qualified and locally-sourced staff, PGA should utilize local community networks to expand and deepen the reach of its advertisement. This would require that the organization 1) conducts a needs assessment, 2) conducts comprehensive job analyses, and 3) develops functional and specific job descriptions for new and vacant positions. The first of these, the needs assessment, would include evaluating the financial and programmatic viability of a job within the current organizational context. The second, the job analysis procedure, would assess and determine the requirements necessary of a vacant position. Such requirements may include specific educational qualifications and work experience, mental and physical health standards, personal characteristics, or expertise in specific subject areas or in operating specific equipment. Finally, PGA should develop corresponding job descriptions for new positions that include the requirements identified in the job analysis as well as job responsibilities, training opportunities, salary, organizational background, and application procedures.

To successfully undertake this recruitment system in a sustained manner, PGA will need to develop an HR manual; however, for the short term, PGA may continue to use the CCF HR manual as a guiding document. In the short term, much of this work could be done by the current CCF human resource manager in collaboration with a PGA staff member focusing on HR issues. However, in order to promote increased accountability, it is recommended that an independent PGA HR manager be hired when sufficient funds become available.

**TRAINING**

The CCF HR manual states that the organization is committed to providing opportunities for staff training and development. However, due to a lack of available funds, training has not been provided beyond basic orientation. CCF/PGA should therefore seek cost-effective training solutions. The organizations could consider cost-sharing and related collaboration with other organizations operating in and around Pader (see appendix IV). Moreover, management should consider discussing the implementation of increased training programs with current donors to attract targeted funds. However training is supported, a customized and targeted training program for board members, senior management, teachers and other staff is essential if the organization is to grow in a sustainable fashion.
Successful training programs in organizations such as PGA and CCF are designed in such a way so as to ensure effective knowledge transfer. For this to be the case, it is important that PGA take into account the following steps (Chart 1):

1. Conduct a needs assessment to understand the gap between ideal and actual skills and knowledge levels;

2. Identify and understand the trainee population in terms of background, learning styles, and readiness to utilize the training programs;

3. Design instructional models that align with skills/knowledge gaps;

4. Shape the learning environment by effectively mobilizing resources and support in the organization;

5. Deliver training programs that are relevant and meaningful to the trainee population;

6. Facilitate learning to ensure that knowledge and skills are transferred on the job; and

7. Evaluate, revise and improve the training programs based on feedback from various perspectives and on impact measurements.

**Needs Analysis/ Trainee Targeting:** An effective needs analysis begins with identifying the weak nodes of organizational performance. Among the drivers of organizational distress, poor work environments or facilities, lack of motivation and incentives, or inadequate staff skills and knowledge are paramount. Considering CCF/PGA’s current financial condition, select members of the BoD and BoG and managers from CCF and PGA need to identify the source of such problems and initiate training programs that respond to the most pressing and salient needs. This can be accomplished by collecting and analyzing data from staff interviews, performance reviews and job observations. The training programs, then, need to strengthen the targeted skills of employees that would lead to improvements in overall job performance. Furthermore, CCF/PGA need to assess the feasibility of training programs based on the availability of resources.

Training programs are particularly recommended for the following target groups within the organization: 1) recently hired teachers for new priority programs and general academic programming, 2) current teachers participating in new priority programs, 3) members of the senior management team, and 4) members of the CCF and PGA executive boards. Training programs must respond to the backgrounds, roles and needs of each group. Specific training models for these groups are described in the Senior Management Training (page 32), Board Member Training (page 34), and Teacher Training (page 36) sections.
**Instructional Design and Training:** Effective instructional design includes identifying and clarifying training objectives and learning outcomes, and determining an efficient sequence and training schedule. Therefore, based on the outcomes of the needs assessment and personnel analyses (detailed above), PGA can develop appropriate and achievable training objectives, instructional nodes, and their sequencing. Training should provide opportunities for staff to practice learned skills and techniques by reviewing and analyzing relevant case examples and by participating in simulation activities. Since few published cases are available that are relevant to the organizational context of PGA, cases should be created and tested prior to the commencement of training activities. Such cases may include PGA-specific examples where teachers and staff practice conflict management skills, appropriate pedagogy, and responses to difficult students. Lastly, feedback mechanisms should be established to evaluate trainee performance in the simulations and to help identify areas of need for future trainings.

Effective training programs should be designed and presented in a manner that motivates and encourages employee participation. PGA can frame training programs as opportunities to advance skills and abilities, and as key steps in professional development. Training can also incorporate individualized action plans that facilitators help trainees to create. These plans will set concrete and realistic application goals, outlining necessary resources and support, anticipated obstacles, potential solutions, and timetables of realistic deadlines. The use of individualized action plans may help to better frame training as a valuable asset to both the individual and the organization.

** Evaluation and Revision of PGA Training Programs:** An effective evaluation system must be developed and employed to ensure that the quality of the training provided is updated where necessary and thereby improved. There are different levels of evaluation that can be employed, with immediate trainee reaction the most fundamental of these. Trainee reaction consists of measuring affective (e.g. satisfaction with course structure, instructor, materials) and utility (e.g. relevance to job) dimensions of the training program. Such data can be collected through post-training surveys; examples of training surveys relevant to the case of PGA are included in appendix III. To further assess the impact of training programs, another survey can be implemented three to six months following the training program’s completion. The trainee reaction survey and the six-month follow up would preferably be coupled with routine behavioral observations and performance appraisals. Together these evaluations may help to better capture the behavioral impact of the training program by assessing how much trainees are using what they have learned from their training sessions in their daily activities. The human resource manager or supervisors should conduct these performance appraisals, behavioral observations, and surveys.

**PERFORMANCE MANAGEMENT**

**Planning:** Planning is the process of setting performance expectations and providing resources and instructions to staff members in service of the organization’s specific objectives. Performance appraisal is the process of assessing and recording staff performance with the purpose of making judgments about staff that affect future decisions. The first step of planning is to ensure that staff performance appraisal plans are measurable and achievable. They must also remain flexible to account for changing circumstances and new program objectives.

Performance appraisal plans can increase employee motivation to perform effectively, increase employee esteem and clarity of purpose, define job functions and responsibilities, develop improved communication between appraisal participants, and increase self-awareness among employees.
Rating: In a general sense, rating means evaluating employee performance against predetermined standards and assigning a summary rating of record. Performance appraisal forms should be based on work performed throughout the entire appraisal period. A 360-degree performance appraisal form is recommended. In this performance appraisal system employees receive confidential and anonymous feedback from colleagues. It includes the employee’s supervisors, peers, and students. The appraisal forms should include questions that are measured on a rating scale, as well as some space for comments by the individual evaluating the subject. When executed properly, “360” is a highly effective professional development tool as it provides understanding of how one is perceived and areas for potential improvement. A template 360-degree performance appraisal form is attached in appendix I.

Self-Evaluation: A thorough annual evaluation process is a useful way to identify issues of concern regarding Board governance, staff training, and to explore ways to increase staff members' involvement and satisfaction. An effective evaluation will lead to concrete plans to address the concerns identified through the process, so that the evaluation leads to measurable improvements in overall performance. A recommended board self-evaluation form is attached in appendix II.

SENIOR MANAGEMENT TRAINING

Organizations are liable to take on the character of their leader or founder. This phenomenon, where the founder and leader’s mindset becomes the organizational mindset, is often referred to as Founder’s Syndrome. It occurs when an individual (or small group of individuals) is solely responsible for nurturing the organization through tough times and, through this process, the organization comes to rely on the founder’s leadership and decision-making authority. This presents a problem as the organization matures and the organizational structure becomes more complex. Decision-making mechanisms must change and reflect the organization’s growth; they must allow for more shared responsibility and authority. If the founder were to leave tomorrow, it is important that the organization is able to sustain itself without his/her support. In the case of PGA and CFF, Alice Achan serves both as the Executive Director and Founder; her leadership and prescient decision-making have played a monumental role in the organizations’ past growth and success. Alice’s clear vision, understanding of the students' traumatic experiences and her strong personal values are embedded within the organizational culture of both CFF and PGA.

However, the crucial role that Alice has played thus far conversely leaves the organizations open to the institutional symptoms of Founder’s Syndrome. The staff have come to rely heavily on her leadership and support for both the day-to-day operations of the school and the strategic vision of the organizations. There is therefore an appropriate need for efficacious succession planning as it is important that the organizations’ programs continue on beyond Alice’s tenure as Executive Director. Ensuring institutional stability over the medium run period of transition and growth as well as over the long run require that the organizations invest in existing human capital so as to prepare future leaders. Specifically this will be achieved by targeting personnel and investing in competencies and skills required if they are to take up a leadership position in the future.

Due to the geographic, social, economic, and political conditions in Uganda and the Pader district more specifically, it would be difficult to seek an outsider as a replacement for the Executive Director of PGA or CCF. It is clear that the existing staff of CCF and PGA have a well-developed understanding of the environment, conditions, context and community in which the organization operates; this knowledge base has been developed over years of both professional and personal experience in the field. However, senior staff members lack adequate practical experience and
training in organizational management. Therefore, a model has been developed that has key members of the CCF/PGA management teams participating in a two-year Management Mentoring Program (MMP), with the necessary steps outlined below. The objective of the Management Mentoring Program is to enhance management and leadership skills of senior staff to develop local capacity, address succession challenges and ensure continued professionalism and growth of the organization. It is important to note that this program recognizes that the managers will not engage in this mentorship program outside of the organization, but will be implementing it within Pader to allow the managers to remain active at CCF and PGA throughout the course of the program.

**Description of Activities:** To increase the institutional capacity of CCF and PGA, the MMP should recruit outside expertise to provide intensive mentoring to senior staff members in a one-on-one and group setting to raise their skill sets. It is recommended that the MMP hire one consultant from the Uganda Management Institute in Kampala or a similar Uganda-based management consulting firm and one consultant from outside Uganda. Both consultants should show proven ability to work in resource-scarce regions and demonstrate a commitment to CCF/PGA’s mission and values. The Ugandan consultant should provide mentoring on-site twice annually; the international consultant will provide mentoring on-site once annually; communication and monitoring via Skype and email will occur throughout the year. The draft project proposal (page 113) seeks funding for air and ground transportation, accommodation, and consultant stipends necessary to support this strategy.

It is recommended that the consultants first conduct a needs assessment of the senior staff with respect to executive management skills; the program will then be tailored to address the specific needs identified for CCF/PGA staff. The consultants will evaluate the individual skills of MMP participants and will help each one develop a monitoring plan for follow-up mentoring. The skills the MMP will focus on should include the following: leadership and team building; project management; communication skills; professional writing; external relations; meeting management; conflict management; strategic thinking. A brief description of the above listed skills can be found below. Upon completion, senior managers will have the ability to transfer these skills to teachers, other staff, and incoming managers to further develop local capacity and to promote PGA sustainability efforts. Monitoring and evaluation (M&E) mechanisms for the program include surveys, supervisor performance appraisals an below.

Upon completion, senior managers will have the ability to transfer these skills to teachers, other staff, and incoming managers to further develop local capacity and to promote PGA sustainability efforts. Monitoring and evaluation (M&E) mechanisms for the program include surveys, supervisor performance appraisals and self-evaluation reports. The M&E plan for the Management Mentoring Program is further detailed in the grant proposal.

- **Leadership and team building-** a true leader inspires a team to follow his/her vision. Leadership skills and experience can be acquired and enhanced through mentorship. The designated senior level staff members will acquire skills that allow them to effectively motivate staff and work toward a unified vision and mission.

- **Project management-** PGA needs leaders who are able to envision, design, and implement projects that will enhance organizational capacity and effectiveness. It is important that leaders are able to initiate, manage, and evaluate such an initiative while properly mobilizing necessary resources.

- **Communication skills-** Well-developed communication skills are needed to ensure the support and continued involvement of staff, donors, partners, and the surrounding communities. A mixture of the traditional skills of active listening, respect, and public speaking with modern skills of social media management and electronic communication will assist the leadership of PGA in achieving their aims.
• Professional/management writing- Developing professional writing skills is instrumental in ensuring clear and effective inter- and intra-organizational communication. Training on the preparation of reports, grant proposals, and public relations documents will be a key element of the program.

• External relations- The ability to work well with team members and external partners is paramount for managers in both the public and private sectors. Training should focus on developing and maintaining professional relationships with outside partners, external communications, and public relations.

• Meeting management- Improve the manager’s ability to conduct and prepare productive meetings within the organization and with external partners.

• Conflict management- Teach managers tools and techniques to resolve conflict and reconcile the parties involved. Negotiation and mediation techniques should be explored using dialogues, team building, role-playing and case studies. Negotiating gender in the workplace should also be highlighted.

• Strategic thinking- Further developing problem solving skills will enhance the existing knowledge and skills of CCF/PGA’s senior official staff in dealing with political, social, and administrative challenges faced by the organizations.

BOARD MEMBER TRAINING

Another potential consequence of Founder's Syndrome, described above, is a detached and inactive board of directors. When an organization experiences Founder's Syndrome, board members' vision may become myopic, deferring full governance responsibility to the founder or executive director, in this case Alice. Relying solely on the vision and management of the founder threatens long-term sustainability. An active, informed and committed board is essential to the success of any organization. For this reason, it is recommended that CCF and PGA provide training opportunities to the BoD and BoG members beyond orientation. Training will help to strengthen members' management skills, remind them of their responsibilities, and keep them up-to-date on changing policies regulating board conduct and school administration. Details of the recommended BoD/BoG training program are outlined below.

Furthermore, separate comprehensive board manuals should be developed for CCF and PGA to reflect the varying responsibilities of the BoD and BoG. A board manual helps to orient new board members to the organization and the general structure and workings of the board itself. It also serves as a constant resource and working tool for board members throughout their terms where materials and policies can be added, removed or updated. A comprehensive board manual may include the following: brief biographies of current board members; a statement of board responsibilities; information about the organization including history, programs, articles of incorporation and bylaws; the most recent strategic plan; minutes from recent board meetings; an organizational chart; a description of all policies pertaining to the board and staff including a conflict of interest policy; and financial policies, the annual budget and recently audited financial statements. Expectations and roles for board members should be clearly detailed in terms of level of involvement, meeting attendance, and expectations for conducting fundraising and outreach on behalf of CCF or PGA. The BoG manual should integrate all board regulations detailed by the
Ministry of Education and Sports (MoES). Maintaining and updating the manuals will be an important part of ensuring board members are kept up-to-date and involved.

**Description of Activities:** It is recommended that CCF/PGA continue to provide each new board member with introductory training relevant and instructive in the context of the organization. The objective of the orientation will be to inform new board members of the context and needs of the organization, cover the contents of the board manual, and to provide new board members with the opportunity to ask questions and gain clarity on the organization and board responsibilities. Considering the annual rotation for the PGA BoG, new board members should be considered and contacted several months prior to their expected terms of service. This will allow PGA to implement a board mentor system, where prospective board members can interact with current board members who have volunteered to act as temporary mentors prior to orientation. This formal mentor system will smooth the board transition process and help new board members to become contributing and productive members more quickly than would otherwise be the case.

In addition to orientation, all board members should participate in at least one training program annually where appropriate. It is recommended that the Chairs and Treasurers of both the BoD and BoG participate in the Management Mentoring Program so as to serve as a resource and a facilitator of board training sessions. If other commitments limit their full involvement in MMP, selected board members can participate in lessons relevant to their expertise, whether it fundraising, program planning and evaluation or finance management. Full board training may include board retreats or presentations conducted at board meetings by external experts and/or board members with expertise in a specific management area. Skills that should be focused on include: strategic planning, fundraising, program development, and financial management. A brief description of topics recommended for board training can be found below in Table 2. At the conclusion of the orientation, board retreats and other trainings, board members will fill out both a self-evaluation form and training evaluation form (appendices II and III). Evaluations will be reviewed by the Board Chairs or another designee as determined by the BoD and BoG.

**Table 2. BOARD TRAINING TOPICS**

<table>
<thead>
<tr>
<th>Topic</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategic Planning</strong></td>
<td>• Developing a high quality strategic plan</td>
</tr>
<tr>
<td></td>
<td>• Turning the plan into action</td>
</tr>
<tr>
<td></td>
<td>• How to evaluate the effectiveness of the strategic plan</td>
</tr>
<tr>
<td><strong>Program Development</strong></td>
<td>• Details and origins of ongoing programs</td>
</tr>
<tr>
<td></td>
<td>• Do programs meet the students’ needs</td>
</tr>
<tr>
<td></td>
<td>• Areas of growth and improvement</td>
</tr>
<tr>
<td></td>
<td>• Opportunities for developing new programs</td>
</tr>
<tr>
<td></td>
<td>• Selecting teams for designing/implementing programs</td>
</tr>
<tr>
<td></td>
<td>• Seeking funding for current and future programs (understanding how PGA programming strengths align with donor priorities)</td>
</tr>
<tr>
<td><strong>Financial Management</strong></td>
<td>• Equip board members with financial literacy to understand PGA’s financial status and analyze financial statements</td>
</tr>
<tr>
<td></td>
<td>• Creation and use of budget models</td>
</tr>
<tr>
<td></td>
<td>• Setting and monitoring budgets</td>
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</tbody>
</table>
PGA was founded with the aim of educating young girls that had been the victims of sexual violence at the hands of the LRA or as a consequence of their residing in Internally Displaced Persons camps. This education both served an academic function, but also hoped to reintegrate them back into society as they had been rejected from their own communities and otherwise marginalized and stigmatized by Ugandan society and culture. PGA also specifically welcomes girls who have become pregnant as a result of the conflict in the region. Sexual violence in post-conflict communities is common; even apparently consensual relationships often have a coercive element to them and are rooted in the victims’ economic disempowerment. PGA is the only school in northern Uganda that takes account of this fact, providing education and housing to victims of sexual violence in a way that also accommodates for the girls’ children. It is therefore crucial for the organization's future success that incoming teaching staff are fully-equipped to work with victims of sexual violence and their children.

The victims of sexual violence in northern Uganda face residual disadvantages which serve to undermine learning outcomes. Firstly, many of the girls at PGA suffer from post-traumatic stress disorder (PTSD) as a result of the conflict in the region, and this disorder often has associated learning difficulties. PTSD can have long-term negative impacts on memory and attention which greatly hinders academic achievement in the classroom. Secondly, motherhood activities often compete with learning activities for a students time: student-mothers are frequently distracted by the responsibilities of motherhood and removed from the classroom due to childcare duties. Such disruptions of the classroom teaching environment pose a challenge to teachers. Therefore, it is crucial that PGA offers incoming teachers with a training program that provides alternative teaching methods that account for the unique challenges facing student mothers.

**Description of Activities:** New teachers will need to have an astute understanding of the context of the north and the challenges the region faces in post-conflict recovery, particularly in regard to education. Though PGA already pursues local recruitment strategies, it will be important for the school to hire teachers with specific training in post-conflict education development. Gulu University's teacher training program provides such specialized training and will serve as a great resource. In addition to recruiting teachers with a more specific educational background, it is recommended that PGA continue to provide each new teacher with introductory training relevant
and instructive in the context of the organization. The objective of the orientation will be to familiarize teachers with the context and needs of the school, expose them to the complexities of teaching vulnerable mothers and/or traumatized girls, and to introduce them to alternative teaching methods. Similar to the board trainings, PGA should implement a teacher mentor system where newly hired teachers can interact with and shadow current teachers. The mentor system and orientation sessions should begin at least 2 months before new teachers assume full responsibilities. The details of possible training content for the orientation is outlined in Table 3. All teachers should be routinely observed and assessed so as to inform constructive feedback with their supervisors. As part of this process, teacher evaluation forms should be filled out by all students at the halfway point and at the end of each course. The mid-term evaluation would aim to highlight areas of concern and potential improvement such that teachers can respond and work towards the final evaluation in a productive and structured manner.

**Table 3. POSSIBLE AGENDA, TRAINING TOPICS, AND INSTRUCTORS**

<table>
<thead>
<tr>
<th>AGENDA</th>
<th>TRAINING CONTENT</th>
<th>INSTRUCTOR</th>
</tr>
</thead>
</table>
| **Orientation Objectives** | • Introduce orientation schedule  
  • Emphasize importance of this orientation/ training sessions to motivate teachers | Officer(s) assigned to the training program |
| **General** | | |
| **Introduction to CCF/PGA and Staff** | • Share the school history, mission, vision, and values  
  • Introduce PGA staff and teachers  
  • Introduce school policies | Senior management team |
| **Introduction to the Programs** | • Introduce the current programs that PGA provides such as standard secondary education, vocational training, accelerated learning, early childhood day care center, nonacademic programs (counseling services, extracurricular activities, reproductive health) | Senior management team |
| **School Facilities and Resources** | • Provide information on AV equipment, medical facilities, day care center, transportation, multi-purpose hall, computer lab, library, guest house, farms/gardens  
  • Explain accommodation services for teachers (e.g. meal plan, residence options) | Warden |
| **Career Development Opportunities for Teachers** | • Introduce new training options (e.g. training in PEP program areas)  
  • Share possible future career tracks | Senior management team |
| **School Administration** | | |
| **Management Structure** | • Instruct on governance structure of CCF and PGA, and designated responsibilities  
  • Explain required communication with administrative officers | Senior management team/ Head teachers |
| **Responsibilities Assigned to Respective Teachers** | • Assign each instructor to classroom and students  
  • Assign what subjects to teach and instruct on Ministry of Education requirements  
  • Learn necessary documentation requirements | Senior management team/ Head teachers |
### Ministry of Education and Sports Policy Overview

<table>
<thead>
<tr>
<th>Present the MoES policy and its application</th>
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</table>

### School Education

#### Psychological Education and Alternative Teaching Methods

| • Inform teachers on possible effects of trauma that students may encounter in academic performance, classroom behavior, and relationships |
| • Instruct teachers on monitoring students to identify their special needs in school, seeking necessary support from PGA, providing structured educational activities, incorporating topics on justice, peace and democracy, pedagogical training in the specific context in post-conflict, and student referral options |

#### Teaching Materials

| • Learn the required and optional materials |
| • Exercise how they might use the materials and get feedback from senior teachers |
| • Discuss effective teaching methods to utilize the materials |

#### Teacher Mentoring

| • Assist in senior teachers’ classes to observe the teaching experience with the girls |

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Psychological education and alternative teaching methods are important for this orientation plan. Teachers need to critically assess childrens’ needs and provide appropriate psychological interventions so that the girls can confidently engage in their learning environment (see Table 4). Some educational materials and tool kits on this topic can also be found using the following resources:

- **Psychosocial Teacher Training by IRC (2004)**
- **Guidebook for Planning Education in emergencies and Reconstruction by UNESCO (2006)**
- **Training Manual for Teachers by The Association of Volunteers in International Services, USA, Inc. (Kampala, Uganda) (2003)**

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### Table 4. Children’s Needs and Possible Psychosocial Interventions

<table>
<thead>
<tr>
<th></th>
<th>Possible Psychological Intervention(^{48})</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Sense of Belonging</td>
<td>Establish an educational structure where children feel included</td>
</tr>
<tr>
<td></td>
<td>Promote the restoration of culture and traditional practices of childcare, whenever possible</td>
</tr>
<tr>
<td>Relationships with Peers</td>
<td>Provide a dependable, interactive routine, through school or other organized educational activities</td>
</tr>
<tr>
<td></td>
<td>Offer group and team activities (i.e., sports, drama etc.) that require cooperation and dependence on one another</td>
</tr>
<tr>
<td>Personal Attachment</td>
<td>Enlist teachers that can form appropriate caring relationships with children</td>
</tr>
<tr>
<td></td>
<td>Provide opportunities for social integration and unity by teaching and showing respect for all cultural values, regardless of different backgrounds</td>
</tr>
<tr>
<td>Intellectual Stimulation</td>
<td>Enhance child development by providing a variety of educational experiences</td>
</tr>
<tr>
<td>Physical Stimulation</td>
<td>Encourage recreational and creative activities, both traditional and new, through games, sports, music, and dance</td>
</tr>
<tr>
<td>To Feel Valued</td>
<td>Create opportunities for expression through discussions, drawing, writing, drama, music and other arts which promote pride and confidence</td>
</tr>
<tr>
<td></td>
<td>Recognize, encourage and praise children; eye contact is important</td>
</tr>
</tbody>
</table>

\(^{48}\) REPSSI and TPO Uganda (2010)
THE FUTURE: EXPANDED PROGRAMMING

PGA ACADEMIC PROGRAMMING

PGA seeks to increase its capacity and influence by providing improved and expanded educational programming for its students in order to increase opportunities for employment, continued training and/or higher education. The implementation of advanced level education (A-levels) will be critical in this endeavor. Additionally, by developing new programming PGA hopes to expand its reach beyond its students. With new and improved programs in the areas of reproductive and maternal health, early childhood development, Information and Communications Technology (ICT), and agriculture, PGA will educate local professionals and students and make a greater impact in the community. In this section, the goals of these four proposed priority programs are presented. The rationale and recommended model of implementation for the A-level program is also provided.

A-LEVELS

PGA’s mission is to educate and prepare the region’s most vulnerable young women, and in service of that aim they currently provide vocational and O-level classes. However, once these girls graduate from the organization there are few work opportunities and no A-level schools for them to progress into. In the past year, PGA students earned 4 of the top 5 highest scores from Pader District on national O-level exams. Several top-performing students are now studying in Kampala, but fees in Kampala are expensive and PGA will be unable to send all students who pass the exam to continue their studies outside of the District. This represents a challenge to the organization as it undermines their overarching objective of empowering and furthering the interests of young women in northern Uganda.

PGA should build on its mission and become the first secondary school in Pader District to offer two-year A-level education to girls. According to MoES guidelines, students who pass the national exams at this level would be awarded a Uganda Advanced Certificate of Education. This advanced certificate would allow PGA students to more easily transition to tertiary education programs and would generally increase post-PGA opportunities. At the same time, by filling the district’s education gap, PGA’s prestige would be enhanced in the region.

The implementation of an A-level program will require additional teachers, facilities and resources. Considering the immediate need for O-level teachers, the recruitment of A-level teachers will be a long-term goal. However, recruiting and hiring secondary teachers who are capable of teaching both at the A-level and O-level will simplify the implementation of the A-level program when the time arises. PGA should consider this when hiring the 8 new teachers recommended in the Staffing and Recruitment section on page 28. These 8 teachers can assist in planning and preparing for the first year of implementation once funding is secured to build new facilities for the A-level program.

Since the school is restricted by limited funding and resources, it is recommended that PGA start the A-level program by accepting only those PGA students who have passed their O-level exams and qualify to enter Senior 5. This provides PGA with an extra year to secure additional funding and to recruit qualified teacher candidates for the A-level program. As funds become available, PGA can
begin to hire teachers and purchase Senior 6 textbooks with the objective of having the A-level program fully operating within two years of its implementation.

**PRIORITY PROGRAMMING**

In support of its effort to increase technical and human capacity both on PGA’s campus and in northern Uganda, PGA seeks to expand its programming in five priority areas. In partnership with the Cornell Institute of Public Affairs, PGA has developed *The Pader Empowerment Project*, a proposal that seeks funding to train 189 teachers, students and professionals from throughout Pader and Gulu Districts in four program areas: reproductive and maternal health, early childhood development (ECD), Information and Communications Technology (ICT), and agriculture. Trainings will be conducted in partnership with Gulu University. Each program is designed to have a direct and immediate impact on PGA and the surrounding community, and each uniquely addresses service and capacity gaps in the North. The goals for each program area are detailed below. More details regarding the need for these four programs, a description of key activities, and the monitoring and evaluation plan can be found in the proposal starting on page 113.

The proposed reproductive and maternal health education program will:

- Educate PGA students with quality health information
- Conduct education and outreach efforts using a community approach inclusive of boys and men with the aim of decreasing gender-based violence
- Establish a nursing scholarship program that provides livelihood options for PGA graduates while simultaneously addressing the need for health professionals in the North

The proposed ECD program will:

- Train teachers and PGA parents to support the social, emotional, cognitive, and physical development of children at PGA and in Pader District
- Establish an ECD scholarship program that provides livelihood options for PGA graduates while simultaneously addressing the need for ECD professionals in the North

The proposed ICT program will:

- Train teachers to implement an ICT curriculum
- Bridge the “digital divide” by helping students and community members acquire basic computer skills and access information

The proposed agriculture program will:

- Create the infrastructure needed to increase agricultural productivity and enhance agricultural education on PGA land
- Launch an agribusiness program, which will generate revenue for PGA and livelihood options for PGA graduates
The Future: Fundraising

Fundraising Committee

In establishing Pader Girl’s Academy as an independent and sustainable organization, developing and maintaining relationships with donors will be a key focus for the school and its partners. PGA and CCF have done well in this area to date, but to fully realize the mission and vision of the organization, pursue its strategic goals, and ensure long-term sustainability, additional grants and donations will be required. Presented here are potential fundraising models, campaigns, and actions, which PGA may pursue to connect with a wider network of supporters and secure new sources of capital. Where possible, necessary steps and prospective partners are identified and outlined as actionable items.

Challenges

Despite PGA’s incredible success in developing institutional capacity, programs, and strong relationships with current donors, the recent international focus on northern Uganda presents an excellent opportunity to build awareness of PGA among the philanthropic community and potential partners. In doing so, PGA could hope to improve the organization’s domestic and international fundraising efforts. To date, grants and partnerships with NGOs such as the Uganda Fund have accounted for the majority of PGA’s incoming capital. While funding from large donors and partners provides an excellent base, it is often limited in its scope, usage, and restricted by donor guidelines. Additionally, although private donations may be made through partners’ websites, some funders may find the indirect nature of this transaction off-putting, and question the lack of an independent PGA fundraising arm. A self-standing PGA fundraising web site would also increase awareness of PGA’s programs and funding needs. Finally, the lack of a legal standing internationally limits PGA’s access to publicity, partners, and direct institutional support from groups outside of Uganda.

Strategies

To improve PGA’s international access, public standing, and support, it is recommended that the organization endeavor to achieve a legal status as an international non-profit organization. With the recent publicity in the United States concerning the war in northern Uganda, this represents an ideal moment to increase fundraising efforts in the US over the next year. An initial effort should be made to ensure the establishment of PGA as an independent entity under the US 501 (c) 3 tax guidelines. This status would provide access to new donors, new partners, and legal protections that would significantly increase the fundraising capacity of PGA.

There are two avenues toward this goal, each with its own risks and rewards. First, CCF/PGA could establish an official office or mailing address in the United States. PGA would then follow a process of incorporation determined by the state of the official office /mailing address. Following incorporation, this new wing of CCF/PGA would be able to pursue recognition as a social welfare organization with 501 (c) 3 tax-exempt status. The general process for this recognition is outlined

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49 Donations to PGA can be made at [http://www.ugandafund.org/Empowering_Education_and_Long-term_Institutions.htm](http://www.ugandafund.org/Empowering_Education_and_Long-term_Institutions.htm) in honor of Richard Pierre Claude
Below, beginning on page 44. Though the creation of an official office would help to improve control of international fundraising efforts, it should be noted that this process would be costly and time-consuming, and is not likely to be feasible for CCF/PGA within the next three years.

However, there is a more feasible alternative that the organization could follow in the short run. PGA could create a fundraising committee or association based in the US. This body would represent the organization and direct its international fundraising efforts and public relation campaigns. Though the process varies by State, the establishment of such an association generally requires two confirmed members, Articles of Association (signed, dated, and notarized), by-laws, and registration within the home state. An model Fundraising Committee Plan been provided in appendix V. Once established, this committee would register as a 501 (c) (3), establish a bank account, and could begin fundraising.

Recommended fundraising strategies associated with each of these alternative paths are detailed below.

ADVANTAGES and DISADVANTAGES

Establishment as a 501 (c) (3) provides benefits to donors and the organization with official and private recognition, increased access to funds, and tax protections and exemptions.50 This standing improves credibility with the international donor community and allows interested parties to make tax-deductible donations. Recognition as a 501 (c) (3) organization would allow PGA to pursue new partnerships. PGA would gain access to grants from private foundations in the US that are required to donate to 501(c) (3) institutions for charitable purposes including funding networks and non-profit cooperative organizations such as Do Unto Others (DUO)52 that often restrict membership to recognized 501 (c) (3) public charities. PGA may also seek inclusion in campaigns such as the Combined Federal Campaign (CFC), which links potential private donors in the public sector with non-profit organizations.

However, 501 (c ) (3) status also comes with costs. PGA will face application and user fees ranging from $400-$850 (US) in registering as a 501 (c) (3). Additionally, the process will be time-consuming and will require the efforts of several key staff members in Uganda and volunteers in the US. Maintaining this new wing of PGA will require consistent communication and upkeep, and possibly involve annual reports to the IRS to maintain its status as a smaller charity.53 Reports on fundraising and expenditures will have to be filed on an annual or semi-annual basis which, though tedious, will help to establish within the organization expertise, experience, and a valuable source of collected records to use in conjunction with grant proposals and future planning efforts.

A US fundraising association or committee would also require significant volunteer efforts; the concomitant benefit associated with this disadvantage is that administrative costs could be kept to a minimum, which would make it attractive to potential donors. This strategy offers the quickest

51 Typically to 501 (c) (3) public organizations and typically receive a tax-exempt status locally, for the state, and federally.
52 DUO is a nonprofit federation that pre-screens high quality national charities working in every area of the world to ease the suffering of people who have been affected by war, natural disaster, famine, and epidemic. The group lists and publicizes these charities among potential donors through fundraising drives and web-based donations.
The optimal strategy for PGA to follow would be the establishment of a new fundraising association based in the United States, with a model outlined below, charged with providing international support to the organization's efforts in Uganda. This process would provide the benefits of official recognition while limiting the amount of time and capital required. Though this strategy will likely rely on volunteers to serve as members of the fundraising body, it is likely that PGA will find several qualified individuals willing to donate time, energy, and connections to the organization, especially given the strengths of PGA's programs, its plans for expansion, and the recent publicity concerning the need for recovery in post-conflict northern Uganda. Finally, not wishing to redirect the current human resources and capital of PGA from needed areas in the school and its new programs, this strategy would provide the greatest benefits given the costs. Outlined below are potential steps PGA could follow in pursuing this strategy.

Steps in Formation

*Identify Potential Members of the Association/Committee:* The first step in establishing a fundraising association/committee will be to identify and determine an internal coordinator at PGA or CCF who will lead this project and reach out to potential committee members. Committee members themselves should be sought on the basis of their experience, networks, and professional qualifications. Committee member selection processes and a list of potential candidates are detailed in the *Committee Members* section on page 47.

*Registration as an Association:* Registration requirements for associations vary by state, but share several general steps. First, the group must develop *Articles of Association,* which establish the unified purpose, mission, and vision of the organization. Two individuals are required to form an association; these individuals must sign, date, and notarize the articles. Additionally, *by-laws* should be established; however this is not required in all states. Establishment of the association’s by-laws will clarify expectations and procedures for the new association and its members. In the United States, by-laws should include provisions for issues such as non-discrimination to satisfy the 501 (c) (3) application requirements. The new association would then *register with the state in which it is based for tax- exempt status and formal recognition.* In New York, for example, an organization raising less than $25,000 (USD) annually and staffed by volunteers is qualified for a Schedule E exemption, avoiding state taxes.

*Registration with the IRS:* Once recognized in its state, the new association must then *register with the IRS as a Social Welfare organization.* This involves filing *Exemption Application Form 1024,* and will require a review of the *Articles of Association and the by-laws.* The association must also fill out *Form SS-4* to receive an employer identification number (*EIN*). CCF/PGA would likely fill out *Form 2848* to provide *power of attorney to this fundraising body* so that it is recognized as a legal agent of CCF/PGA acting in the US.

*Registration as a 501(c)(3):* After completing the preceding steps, the association will be eligible to *fill out Form 1023 to apply for 501 (c) (3) status.* New organizations applying for the first time are required to present a budget for year one (start-up costs), and a projected two-year budget. If the
organization will be receiving gross-receipts of less than an average of $10,000 (USD) annually over a four-year period, it will be required to pay a $400 (USD) user fee with the application; if above $10,000 (USD), the group must pay $850 (USD). However, it is possible that through Form 8718 an all-volunteer organization may be eligible for a user-fee exemption. Following the completion of these forms and payment of the user fees, the IRS will review the application and confirm or deny 501 (c) (3) status.

**Later Stages:** Following recognition as a 501 (c) (3), the fundraising committee would play two key roles. First, it would direct public relations and fundraising efforts in the US on behalf of PGA. Specific fundraising strategies and recommendations in this regard are outlined below. However, in addition, this fundraising body would be responsible for maintenance of the 501 (c) (3) status as required, which may include yearly reports to the IRS.

Contact between a coordinator in Uganda and the fundraising committee will be integral to success and sustainability of this fundraising strategy. This coordinator will update the committee on recent news, provide images and testimonials to be used in public campaigns, and direct the efforts of the fundraisers by identifying desired projects and needed investments.

**Steps after Formation**

Following PGA's registration as a 501 (C) (3) non-profit and the formation of the fundraising association, the school would be ready to legally receive funding as a charitable organization in the United States.

The association/committee could adopt one of two different models as the foundation for a US-based fundraising committee.

This model depicts steps that PGA would need to undertake as it actively looks for candidates in the United States who have the experience needed to serve on the school's US-based fundraising committee. With the list of plausible contacts, PGA would need to select one of its members as an outreach coordinator, taking charge of building networks with academic professionals, NGO members, and other potential committee members. To do so, PGA would need to carry out the following steps:

1. Set targets and time frames. For example, PGA could set a goal of forming the fundraising committee within 6 months.

2. PGA should prepare a clearly defined outline of its expectations, including documentation that provides clear communication for contacts. In order to do this, PGA could use the e-mail template provided in appendix VI. The school will also want to include information on its mission, current situation and future goals.

3. Contact media sources and other contacts: some US-based radio stations, web-pages, and churches offer some service announcements. PGA could use media sources to expand its fundraising potential, advertising through use of newsletters, e-mail, and also by sending out proposal letters to contacts.

4. PGA must follow-up with potential US-based committee members. It might be possible for PGA to recruit existing donors to its US-based committee, based on the fact that the donors have
already demonstrated their commitment to PGA by investing funds. If time permits, they may be interested in helping even further.

5. Keep records of all the ongoing messages regarding fundraising collaborations. This would help PGA track the details of the fundraising process.

6. As well as reaching out to contacts, PGA could also follow-up with uncommitted members who agreed to help if needed, or who were previously unsure.

7. After PGA establishes its US-based fundraising committee, the school would need to compile a membership list of all recruited volunteer members, and the members could gather together on forming the fundraising committee.

In addition to establishing a US-based fundraising committee, PGA could also consider setting up a university-based fundraising committee, which would be incorporated as an integral part of the official committee. A university committee would allow PGA to leverage already existing professional and academic networks within US universities and thereby expand both its frame of reference and resource base.

ADVANTAGES and DISADVANTAGES

By contacting individuals, PGA can deliver individual messages to specific people at an affordable cost. In addition, this method broadens PGA's donor base. If PGA is successful in incorporating prominent individuals from other related organizations into its own fundraising committee, the organization could leverage this expanded network and knowledge of potential funds to expand.

However, practically speaking the logistics of approaching individuals or prominent members in related organizations can take a longer time. Building relationships with individuals as potential committee members is costly and has the potential to result in only small returns per individual recruited. There is also the risk of asymmetric information: PGA could face difficulties in assessing each individual's qualifications, and there will always be a risk for recruiting members who do not share the same vision as PGA.

As an alternative to recruiting individual members, establishing a campus-based fundraising committee with members at several universities has many advantages. Such a strategy would take advantage of existing outreach and volunteer networks and awareness of northern Uganda's plight as a result of the recent Kony 2012 media coverage, which could increase the potential size of the committee. If the committee collaborates with groups such as university alumni networks, members of these networks would be able to target a larger pool of potential donors and supporters across a larger area through their existing membership networks. Awareness-raising activities would also be served by the existing networks that a campus-based committee would bring; in particular, a campus-based committee could leverage social networks such as Facebook and Twitter that have become increasingly important tools in awareness-campaigns. Moreover, such a group could provide support for the organization by encouraging online donations from the members of their existing networks. For this to be possible, PGA would have to ensure that they had an online facility for donations. They could also organize on-campus fundraising events as well as off-campus events in their local communities.
One advantage of basing membership of the fundraising committee at universities is to maintain a relatively stable number of members because there would be new students entering the university each year, and faculty members remain stable. However, this could also be disadvantageous given the turnover of student leadership in such student volunteer organizations given the 4-year cycle of graduation and subsequent churn of members. Inexperienced new members could face difficulties in taking on leadership roles and adjusting their work to the committee. Although it could be a challenge to integrate new students or faculty members into the fundraising committee, the constant rotation of new people will also serve as a continuous source of new perspectives and innovative ideas. This could benefit the committee and help raise awareness and funds for PGA.

Though recruitment for a university-based fundraising committee has the potential to be an easier task than individual recruitment as a natural consequence of the existing and immediate network at the university, PGA may run into obstacles in the initiation of the committee. Universities have strict policies that serve to protect the school and its staff from misconduct and lawsuits. The context of the post-conflict North likely presents a number of risk management concerns for university administrations. If a serious accident occurs at PGA and the affected party decides to file a lawsuit, a given university (for example, Cornell University) may risk being named as a co-defendant. Such legal risks may deter universities from becoming involved and may complicate the initiation of a university-based fundraising committee.

**COMMITTEE MEMBERS**

One of the most important aspects of creating a fundraising committee is member selection. This section provides a guide for finding the right people and identifies some potential members.

*Engaging Prospective Committee Members*: Committee members should be people who bring a particular strength or skill set to the committee. For example, PGA will likely want some members to be individuals with a wealth of contacts. These contacts would preferably have demonstrated in the past that they are willing to donate to non-profit organizations similar to PGA. In another example, PGA may want its committee members to have a particular area of expertise. This expertise should be in areas relevant to the work of PGA, such as northern Uganda, recovery in post-conflict regions, trauma and violence, vulnerable girls, non-profit management, grant-writing and fundraising, or in programmatic areas, including agriculture, technology, early childhood education, girls education, reproductive health, small and start-up businesses, and institutional sustainability. Regardless of their field of expertise, all committee members should believe in PGA’s mission and be committed to driving it forward.54

To engage prospective committee members, PGA can 1) identify potential supporters using existing resources; 2) prepare committee information and marketing materials; and 3) forge a connection with potential committee members through personal contact:

One possible resource for identifying potential supporters of PGA and fundraising committee members is the Ugandan Diaspora Magazine.55 The magazine profiles prominent Ugandans living abroad, and these profiles may reveal qualified candidates for the fundraising committee. Another potential resource is the Uganda North American Association (UNAA),56 a community organization

55 For more information on the Ugandan Diaspora Magazine please consult: http://www.ugandandiaspora.com/
56 For more information on the UNAA: http://www.unaa.org/
for Ugandans and friends in North America, with an emphasis on stimulating and encouraging acquaintance and fellowship among members in North America, Canada, United Kingdom and Uganda.

After identifying potential members of the committee, the next step is to prepare committee materials to introduce prospective committee members to PGA, describe committee responsibilities and fundraising expectations (refer to appendix V). PGA may want to require that committee members make their own donations to ensure that they are fully committed to helping the school. Initially, such small donations may be necessary while PGA is in the beginning stages of establishing its reputation and institutional presence in the U.S.

When reaching out to prospective fundraising committee members, PGA may want to send a packet of information in advance and then follow-up with a phone call. When between twelve and twenty people have agreed to serve on the committee, PGA will want to assemble the members together and assist in initiating operations. The fundraising committee is expected to be in control of its own operations shortly thereafter.

**COMMITTEE CANDIDATES**

The following list includes potential candidates for an initial PGA fundraising committee. This list is just a preliminary blueprint, but it provides representative examples of potential board members and their skills that would be helpful to PGA:

- **N'Dri T. Assié-Lumumba** – Professor with the Africana Studies and Research Center at Cornell University: Assié-Lumumba’s research interests include African and Diaspora education, gender studies and education finance. She has formerly served as Director of the Cornell Program on Gender and Global Change and as the Director of Graduate Studies of Africana Studies at Cornell University.
- **Dr. Frederick Balagadde** – Professor at Stanford University School of Medicine and Co-Inventor of Microfluidic Device: Balagadde is currently working on a microfluidic device, a technology that has the possibility to become a powerful tool in the effort to fight infectious disease in developing countries.
- **Dr. Sally Brown Bassett** - President and Co-Founder of the Women Like Us Foundation: After traveling to over 130 countries, Bassett founded the Women Like Us Foundation, an organization that has funded global sustainable humanitarian projects in Central America and Africa, including an elementary school and birthing center in Uganda.
- **Barbara B. Brown** – Director of Outreach for Boston University’s African Studies Center: Brown’s research interests focus mostly on Southern Africa, and she has worked extensively in six different African countries. She recently co-authored React and Respond: The Phenomenon of Kony 2012, a guidebook for teaching about issues that were raised by Kony 2012.
- **Ellen L. Cohen** – Director of Education for the Association of Reproductive Health Professionals (ARHP): In addition to her role in overseeing ARHP’s education development initiatives, Cohen is a member of the Alliance for Continuing Medical Education, and she has 29 years of professional education program experience.
- **Khalil Demir** – Executive Director of the Zakat Foundation of America: Demir has worked in a variety of humanitarian organizations, including working in Kurdish refugee camps. In 2001, he founded the Zakat Foundation, an international organization
that aids charitable people in donating to causes, including donations to an emergency flood relief plan in Uganda.

- **Brenda Kalema** – Vice President of the Ugandan North American Association (UNAA): In addition to the volunteer support that she gives to the UNAA, Kalema works as regional operations director at Ameriprise Financial (formerly American Express).

- **Stephen Katende** – Chairman of the Pacific Northwest Ugandan American Association: In addition to chairing the PNUAA, an organization that seeks to enrich the lives of Ugandan Americans while encouraging the retention of their rich Ugandan heritage, he works for the United States Army's Central Command at Fort Lewis, WA.

- **Derreck Kayongo** – Global Soap Project CEO: Once a child refugee, Kayongo has since held leadership positions in some of the world’s most established NGOs. He now lives in Atlanta and heads an organization which repurposes partially-used soap from hotels into new soap for disadvantaged populations in Africa. He was listed as a Top 10 CNN Hero in 2011.

- **Cheryl L. Keyes** – Professor of Ethnomusicology with the University of California-Los Angeles African Studies Center: Keyes’s research interests include African popular culture, the African Diaspora, and African music. She recently won an National Association for the Advancement of Colored People Image Award in the category of “Outstanding World Music Album.”

- **Mathias Kiwanuka** – Linebacker for the New York Giants: Kiwanuka is a Ugandan-American who has travelled to Uganda repeatedly in an effort to bring clean, running water to a school in the village where his mother’s family lived, donating his time and money.

- **Dr. Samuel B. Mukasa** - Dean of the College of Engineering and Physical Sciences at the University of New Hampshire: A Ugandan-American, Mukasa formerly chaired the Office of Polar Programs Advisory Board at the National Science Foundation and advised the Dean of the College of Literature, Science and the Arts at the University of Michigan on issues of gender and race.

- **Rose Nanyonga** - Anti-Child Sacrifice Advocate and Ambassador for the Poor: After being forced to leave her Ugandan village in 1989 as a young girl, Nanyonga is now working toward her Ph.D at Yale University, while advocating for more Ugandan women to enter the medical profession. She also currently serves on the board for Narrow Road, a nonprofit organization that fights to alleviate poverty in Uganda and Honduras.

- **Dr. Christiane Northrup, M.D.** – Physician and Women’s Health Expert: Dr. Northrup is one of the world’s leading experts on women’s health and wellness, selling over 3 million books on the subject. Northrup practiced obstetrics and gynecology for over 25 years.

- **Samite** – Musician and Co-Founder of Musicians for World Harmony: Samite is a world-renowned Ugandan musician who lives in New York City. Born and raised in Uganda, Samite fled the country in 1982 as a political refugee. He also co-founded Musicians for World Harmony, a nonprofit that introduces music to African orphans.

- **Deborah J. Stewart** – Early Childhood Education Expert and Advocate: Stewart has been an early childhood education teacher, curriculum developer, director and consultant. She now focuses most of her time on advocating for increased access to early childhood education.

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COMMITTEE FUNDRAISING METHODS

One of the fundraising committee’s first goals should be to draft a fundraising plan that includes the organization and coordination of several fundraising strategies. A representative list of fundraising strategies are detailed below:

**Capital Campaign:** PGA, as part of its fifth anniversary in 2012, launched an anniversary fundraising campaign. In support of this effort, the fundraising committee can organize a capital campaign around a target goal. A capital campaign is often used to launch a new program or build a new facility. For PGA, this can be done as part of the fifth anniversary campaign or a tenth anniversary campaign in 2017.

Conducting a capital campaign presents PGA with the opportunity to raise large sums of money for specific and defined purposes. Without an organized campaign, completing frontloaded and capital-intensive projects, such as the construction of a building, can be difficult. However, conducting a capital campaign is challenging as it takes a great deal of time, effort and commitment from the organization and from all those who are involved. Capital campaigns can be burdensome on fundraisers due to the need for raising a large sum of money in a short period of time, usually three to five years. With the need for PGA to implement an A-level program, it is recommended that PGA take full advantage of the opportunity that the school’s anniversary presents and conduct a capital campaign for A-level infrastructure. Questions that PGA should consider before conducting this capital campaign, or any future capital campaign, are presented in appendix VII.

**PGA and Committee Website:** Once established, it is recommended that the fundraising committee assist PGA in developing a stand-alone website for the organization as a means to present a public face to donors. The committee can then create a webpage or website for its activities that is linked to PGA’s website. One example of how this committee website might look is Farm Africa’s fundraising website [http://www.farmafrica.org.uk/](http://www.farmafrica.org.uk/). This webpage includes fundraising ideas for volunteers (e.g. sponsored marathons, wedding/celebration donations) and a sidebar that includes a list of dollar amounts and corresponding activities or supplies that they would cover. The sidebar with a list of PGA needs could include the costs for a specified amount of seed, textbooks, learning materials, or the cost to educate and feed one girl at PGA. Another example of a single donation webpage is Keep a Child Alive’s donation page found at [http://keepachildalive.org/](http://keepachildalive.org/). Both websites are simple and thorough and serve as a useful and indicative template for developing an effective method for donor communication and engagement between the fundraising committee and potential donors.

A website has the potential to be one of the committee’s most powerful and cost-effective tools for raising funds for PGA. A website would serve as an important source of information for donors and provide a facility for private individuals to donate to the organization directly. However, such a fundraising website faces the challenge that it can require a great amount of time to set up and maintain. One possible solution to this challenge could be requiring that one of PGA’s current paid staff members maintain the website after it is set up instead of a volunteer committee member. However, PGA’s staff members are already over-tasked and this could be difficult to coordinate between a U.S.-based committee and a PGA staff member in Uganda.

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As previously noted, an online donation facility could provide the fundraising committee with an online presence from its inception. There are multiple online donation platforms that can be used to increase awareness of a cause while also providing an avenue for increased fundraising. In addition to creating its own website, PGA’s fundraising committee could use one of the following recommended platforms to advertise for the school.

Causes.com[^60](http://www.causes.com/) is one website that would provide a smaller, yet appropriate entry point to new donors for the organization. While it may be unlikely that PGA would receive large donations through Causes, the platform can help to motivate a larger audience to get involved. Donations are captured in a donor-advised fund and transferred to the charity on a scheduled basis (once, or twice, per month). Traditionally, the donor’s identity is not revealed to the recipient organization. The donor receives a receipt from the donor-advised fund, not the recipient organization. The website is not intended to be a substitute for creating one’s own website; rather it can serve as a starting point, or supplemental site, for raising awareness and capital.

A second possible platform is FirstGiving.com[^61]. Similar to Causes, FirstGiving allows non-profit organizations to create fundraising profiles and enables individual supporters to create personal fundraising pages. The fundraising committee could direct interested volunteers to this website, and then volunteers could raise funds for PGA autonomously. Whilst the service is not free, the associated costs are not prohibitive: for every donation through FirstGiving, the website requires a 4.25% transaction fee and there is also an annual fee of $500 to maintain a given profile.

Because the committee will need an avenue for funneling donations and coordinating its various programs, it is recommended that a website be created. Once the fundraising committee is organized, it will want to explore the websites suggested above, and start working on the creation of its own website.

Furthermore, it is recommended that the committee review the possible services detailed below as they could be useful in helping to create a fundraising website:

- **BlackbaudNow:**
  - http://www.bbnow.com/
  - No hosting setup fee
  - No monthly hosting fee
  - You simply pay 4.95% + $0.30/transaction
  - Use can use your own domain name or the hosting service’s domain.

- **4aGoodCause:**
  - http://www.4agoodcause.com/
  - There is set-up fee, transaction fee, and a monthly hosting fee
  - One advantage of using this hosting service is that they already partner with two payment gateways, which would allow the committee to accept credit cards over the Internet. Gateways, which are services that would allow the committee to accept credit cards over the Internet. A payment gateway does for a website what a swipe terminal does for a physical store: it encrypts the credit card data and sends it securely over the payment network. 4aGoodCause page will communicate with the


payment gateway to process credit cards online. The two payment gateways that
4aGoodCause partners with are Dharma Merchant Services and Authorize.net.
  o In addition to Dharma Merchant Services and Authorize.net, the committee could
use 4aGoodCause to connect to many different payment gateways (i.e. Paypal,
PayFlow Pro, AgroFire, Sage payments, LinkPoint, USA Epay, YourPay, or Chase
Orbital).

The fundraising committee must choose from these host services and include the following items
on its website:
  • A rating from an agency, such as Charity Navigator or the Better Business Bureau;
  • A Donor Privacy Policy;
  • A list of fundraising committee members and CCF/PGA board members;
  • Audited financial statements and PGA’s Form 990;
  • A list of key PGA staff.

Depending on which hosting service it chooses to use, the fundraising committee may also want to
set up a PayPal button on its website. PayPal donation buttons are a convenient and cost-effective
solution for collecting donations online. To use the button, simply copy and paste a Donate Button
html-code on to the desired website, blog, or email. Donations go directly into the organization’s
PayPal account for easy tracking. An organization using this feature can even accept credit card
payments. There are neither monthly or set-up fees associated with the Pay Pal button, as processing fees are paid when donations are received.

To begin with, the committee should use Causes.com as its initial fundraising platform as there is no
initiation or annual fee required and this will help to keep cost outlays low. The committee will
need to rely on volunteers in order to organize its first efforts, and this website provides a mass-
messaging service for communicating to volunteers and supporters. Once the committee has agreed
on what its own website will consist of, a website should be formed under the same hosting service
that PGA is on. 4aGoodCause is likely the best hosting service due to its use of pre-existing payment
services. Once a website has been established, the committee will be able to begin coordinating a
large range of its other activities, such as a sponsorship program or special events.

PARTNERS

Joining a fundraising partnership could provide a way for the committee to fundraise if it is having a
difficult time fundraising on its own. One possible fundraising partnership that might benefit PGA is
Aid for Africa, a partnership of over 80 charities dedicated to finding solutions to Africa’s challenges.
According to Ed Sulzberger, Executive Director for African Children’s Haven, Inc., Aid for Africa has
been an instrumental fundraising partner for his organization. The partnership has several other
membership organizations in Uganda, and PGA’s mission would align with this group. The steps to
apply to join Aid for Africa are listed below.

  o Prior to joining Aid for Africa, PGA would have to satisfy the following eligibility
requirements:
    o Recognition as an IRS-designated 501(c)(3) tax-exempt organization;
    o provide services in at least 15 different states or one foreign country over the
three-year period immediately preceding the application;
To join Aid for Africa, PGA would need to complete the following steps:

- Successfully complete its goal of registering as a 501(c)(3) organization in the US;
- Submit a copy of its IRS Form 990, the school’s most recent audited financial statements, a copy of an IRS letter that grants PGA its non-profit organization status, a copy of PGA’s annual report, and a summary of PGA’s program activities over the previous three years.62

If PGA completes the above-listed steps, qualifies, and is accepted, PGA could particularly benefit from the Aid for Africa Girls Education Fund, a special fund that increases education among African girls and young women. Donations made to Aid for Africa through this fund would be distributed to PGA.63

A fundraising partnership would allow the fundraising committee to turn its focus away from individual donations and focus more of its attention on other activities, such as special events, as the partnership organization would funnel individual donations to PGA. One challenge presented to PGA by using a fundraising partnership is that it would take some control away from the organization, which would not exist if the committee is tasked with all fundraising activities. Because a fundraising partnership takes an amount of control away from PGA and its committee, it is not recommended that a fundraising partnership be pursued unless the committee is having a difficult time in securing large individual donations. It is a strategy that could be pursued in the future as needed and once 501 (c) (3) status is achieved.

OTHER FUNDRAISING STRATEGIES

Individual Donations Campaign: An individual campaign is different from a capital campaign in that PGA would not necessarily be fundraising for a specific project or facility. Instead, an individual donations campaign is conducted annually and the proceeds support general operating activities. Fundraising campaigns that seek out individual donors either through targeted advertising, telemarketing, or mail can be very successful. One successful model that PGA’s fundraising committee could pursue is the system used by Growth Through Learning (GTL),64 a nonprofit organization that awards scholarships to girls in Africa. In 2011, GTL awarded 390 scholarships to

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64 For more information on Growth Through Learning Please Consult: http://growththroughlearning.org/
girls in Africa, and they have awarded 294 scholarships to Ugandan girls since the organization was founded.

Over 90 percent of GTL’s funding comes from individual donations. GTL’s fundraising system involves creating a list of prospective donors that is renewed each year. Initial donor lists come from board member contacts. The current list includes 300 contacts; in 2011 the organization had a 50 percent donor response rate, and donations are currently 25 percent ahead of 2012 projections.

According to GTL’s Executive Director, Alex Matthews, the key to his organization’s successful fundraising system is tailoring personal messages to individual donors. As annual appeal letters are sent to contacts, GTL uses a sophisticated mail merge system that includes references to the specific amount of funds that a donor had given in previous years and other references to personal information. If the donor’s name was received by a GTL board member or contact, that board member or contact sends a second personal message to the donor. If a donor contributed large amounts in the past, a personal handwritten letter is sent the following year. Storytelling is also integral to GTL’s fundraising campaign. Letters to donors include spotlights on individual girls that highlight GTL’s impact.

Matthews suggests that organizations pay constant attention to the academic literature surrounding fundraising so that they are able to change their system as new information becomes available. Examples include the International Journal of Nonprofit and Voluntary Sector Marketing and the Nonprofit Management and Leadership Journal.

Individual donation campaigns can be a large boost to the committee’s fundraising efforts, however, they can also be difficult if committee members do not have the correct set of contacts and are having a difficult time in starting their fundraising efforts. Even without a large list of contacts, individual donations campaigns can provide an easy way to fundraise through the committee’s website portal. Because of this and other reasons already stated, it is recommended that the fundraising committee undertake an individual donations campaign on an annual basis.

**Mass Marketing:** The momentum surrounding the Kony 2012 campaign has demonstrated how powerful mass marketing can be. With the Christian Counseling Fellowship, PGA’s parent organization, being mentioned as a possible alternative to Kony 2012 in an article from The Washington Post, the fundraising committee should take advantage of the opportunity to initiate a mass marketing campaign. Though a mass marketing campaign could be targeted to any specific location or group, it may be best to target people living in the US who have ties to Uganda. One possible media outlet that PGA’s fundraising committee could advertise through is The Ugandan Diaspora magazine, which recognizes the contributions of Ugandans living abroad and also encourages philanthropic work by cultivating ideas, training, and expertise among Ugandans living abroad. A full-page advertisement in the magazine costs $1,000, while a half-page advertisement is $600 and a quarter-page advertisement is $300.

A second media outlet that the fundraising committee could advertise through is Radio Uganda Boston, an online radio station targeted at Ugandans living abroad that promotes community

outreach, networking and development. Prices for advertising with the radio station range from $99.99 to $499.99, depending on the type and length of the advertisement.67

Given the costs, marketing through either of these two outlets may not be realistic option within the next year. However, it will be important for PGA to continue to pursue local advertising channels and to continuously keep their donors informed through social media and written communications. Donors respond to progress, and PGA has made tremendous progress in the past few years. Consistent communication about organizational successes and challenges will ensure that donors stay up-to-date and involved.

**Merchandising:** Selling products made by PGA's vocational students is one way to earn both name recognition and funds. The fundraising committee could coordinate with stores in the US, such as clothing boutiques, yoga studios or gift stores, to carry these items, or items could be sold through PGA's website and/or the committee's website.

One downside to this fundraising method would be difficulty in coordinating the shipping and ordering systems. Coordinating these systems could possibly require a large amount of time from PGA staff and fundraising committee members, and this large amount of time may not be available. A more practical option at present would be for the fundraising committee to sell these products at events after receiving them directly from PGA. The products could also be handed out as appreciation gifts for large donations to the school.

Another option would be to approach stores and hotels in Gulu, Kampala or other large cities. Hotel gift shops may be interested in carrying vocational students' crafts in exchange for a portion of the profits. Also, in an effort to make cities clean, many stores are promoting the use of reusable bags. PGA staff could approach large grocery stores, such as Nakumatt in Kampala, about selling the cloth bags created by students. At each venue, information about PGA should be provided with the products to make buyers aware of the source and the cause.

**Planned Giving:** Planned gifts are those gifts that are set aside by donors to be given in a single amount during the lifetime of the donor, in installment payments, or when the donor has died as part of the donor's estate. These gifts can be cash or appreciated assets. The fundraising committee could arrange and coordinate these planned gifts.68

Planned giving, in all of its varied forms, can provide substantial benefits to both charities and donors. However, marketing and building a successful planned giving program is a lengthy process, requiring intensive use of scarce resources (staff time and marketing expenses). As with all legal and tax planning questions, competent counsel should be consulted prior to engaging in specific gift arrangements. Donors should also be strongly encouraged to seek independent counsel on any complex gift or estate planning matters.

**Regular or Annual Giving:** This fundraising method would provide a stream of financial support to help sustain PGA's annual operating expenses. The fundraising committee could coordinate a membership program through its website. Appreciation gifts made by PGA students could be given to members. An example of regular or annual giving could be subscription to membership

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programs, such as Amnesty International’s membership program. In return for contributions, Amnesty International gives its members opportunities to receive newsletters targeted to their specific interest, lead activist opportunities, and learn more about opportunities to volunteer.

**Special Events:** Special events are one way to quickly raise large sums. For instance, the Arlington Academy of Hope in Uganda holds an annual gala, which invites attention from significant past donors and potential new donors. PGA’s US-based fundraising committee could organize a large annual event in a city that houses a large amount of significant donors. It is recommended the committee host such an event each year in one of the U.S.’s multicultural hubs, such as New York, Washington, DC, or Los Angeles. The location of the event would depend on who the committee members are, where they are from, and where most of their contacts reside.

Not all special events are required to be big enough to attract large donors. The fundraising committee could also assist in the coordination of small events that are then organized by outside volunteer groups. College campuses are one tool that can be used for small events. For example, the Women in Public Policy group at the Cornell Institute of Public Affairs organized a bake sale in early 2012, which raised over $200 for PGA. The fundraising committee could offer assistance to smaller events like these, including providing fundraising kits or signage. The Fundraising Authority offers a ten-step guide to successful fundraising events on its website. The steps include: deciding what the purpose of the event is, establishing a fundraising goal, setting a strict budget of expenses for holding an event, setting up a small host committee for the event, determining the event’s target audience, marketing the event, and formally thanking those who attended the event.

**Sponsorship Program:** A sponsorship program for PGA could involve donations from individual donors to support students. The fundraising committee could coordinate a sponsorship program through its website or PGA’s website and promote the program through media advertising and coordination with outside volunteers. PGA envisions a sponsorship program with the price of $150/student per year which is advertised as the “Adopt a Girl” Campaign in the Annual Report. This amount covers educational, healthcare, housing and food costs for a mother and baby for one year.

One example of a successful sponsorship program is that of Arlington Academy of Hope. Coordinated by two development staffers, this program offers individual donors the opportunity to sponsor a student for $360 each year during the student’s primary school years. Donors are then asked to donate $1,000 each year to cover the student’s secondary school costs. PGA’s US fundraising committee could coordinate a similar program by requesting that donors sponsor a student throughout their schooling. This could potentially save the school a large amount of money.

Although a sponsorship program can provide a substantial source of cash flow, it also comes with potential challenges. For instance, if the student who someone is sponsoring drops out of PGA, then funds from the donor may end, and the donor may not donate to PGA again. Of course, this kind of situation can be avoided by including girls in the sponsorship program who are not at high-risk of dropping out. Though a sponsorship program may come with some challenges, it is recommended that the fundraising committee assist PGA in expanding the sponsorship program detailed above.

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70 For more information on the Arlington Academy of Hope please consult: http://aahuganda.org/.

This will provide a continuous source of cash flow to the school, and it is a source that is much-needed.

**Student Volunteer Groups:** One method of fundraising that may be particularly effective for the fundraising committee as it seeks to build a base of volunteers could be student volunteer groups. These groups could be coordinated and organized by committee members, and may be particularly successful if organized at the alma maters of committee members. PGA fundraising committee members could also reach out to existing student groups that focus on Ugandan matters. An example of such a group is Friends of Northern Uganda\(^2\) at the University of California, Berkeley campus.

**Volunteer Fundraising Kit:** As part of its effort to urge more volunteers to participate in fundraising for PGA, it is recommended that the fundraising committee create a volunteer fundraising kit. The kit could be displayed on PGA’s website, the fundraising committee’s website, or it could be used as a handout to volunteers throughout the US.

One fundraising kit model is that of Save the Children.\(^3\) This kit includes information for volunteers on the impact that their fundraising efforts are having on the lives of individuals, showcasing biographical descriptions. The kit also includes information on how certain currency amounts can help the organization (£50 can buy 25 blankets to keep babies suffering from pneumonia warm). Another helpful section includes testimonials from other volunteers who have fundraised for Save the Children. This information could encourage volunteers to fundraise, along with illustrating what impact their fundraising efforts and personal donations will have.

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THE FUTURE: PROGRAM EVALUATION

EVALUATION CAPACITY

Before beginning any evaluation, it is important to understand PGA’s evaluation capacity. An organization’s evaluation capacity is determined by the organization’s human resources, financial resources, information and technology resources, and history of evaluation. Currently, PGA’s evaluation capacity is limited due to underdevelopment in the region as a result of the conflict. Scarce funding has historically hindered PGA’s ability to allocate resources to evaluation. There is no staff member specifically responsible for evaluation so PGA largely relies on external contractors, volunteers, and donors to conduct evaluations. At PGA, few staff have expertise related to evaluation and there are limited training opportunities offered in this area in the northern Uganda region. Furthermore, staff have minimal access to computers and evaluation software, presenting an additional barrier to comprehensive organization and program evaluation.

PGA has done well with the resources it does have and uses anecdotal and qualitative measures to report the great impact the school has had on its students to donors. While these measures are valuable, donors are increasingly demanding quantitative performance metrics. Objective evaluations could provide PGA with insight on whether its programs are achieving their desired outcomes or whether they are having negative and unexpected outcomes that would require an adjustment in strategy. Such metrics should also strive to capture the great impact PGA has on the community. PGA has already developed terms of reference for a consultant to conduct an evaluation that would provide an analysis of their unique secondary school model. Its next steps will be to identify an evaluation consultant, begin a dialogue of how PGA would like to conduct the evaluation and sign a memorandum of understanding. Though each evaluation consultant will have a different strategy, included below are suggestions for how to conduct evaluations for PGA projects at different developmental stages. These suggestions will help PGA staff to negotiate current objectives and plans with the evaluation consultant. In the event that there are insufficient funds to hire an external evaluator, this section will explain evaluation concepts and exercises, and outline the steps necessary for PGA to begin implementing evaluations immediately. As discussed further in the analysis plan, it would be beneficial to have a full-time staff member on site who is capable of taking responsibility for the data analysis components of evaluation. PGA should seek to resolve this problem in the long-term by recruiting an individual who is capable of fulfilling this role.

The procedures outlined in this section were adapted from The Systems Evaluation Protocol by Trochim et al. which can be accessed in its entirety at: https://core.human.cornell.edu/research/systems/protocol/index.cfm. At the end of the description of each step, suggestions are provided about how to implement them first for the new programs detailed in the grant proposal provided in Section XX and second for the existing programs at PGA. Evaluation plans will differ for the Pader Empowerment Project (PEP) programs and current programs due to the fact that these programs are at different developmental stages.
EVALUATION PLANNING: STAGE 1 — PREPARATION

The preparation phase of an evaluation involves identifying those who will be involved in the evaluation and establishing their respective roles. The purpose of the preparation phase is to ensure that expectations are clear and that all evaluation participants are acquainted and on board with the evaluation process. The preparation phase for PGA involves four individual steps:

Enter the System

The evaluation process begins with the evaluation leader becoming familiar with the organization and the objectives for the current evaluation, whether this leader be an existing staff member or external consultant.

Pader Empowerment Project: In the case of the new programs proposed in the Pader Empowerment Project proposal (PEP), the costs of an external consultant are included in the requested budget. In this case, PGA will need to identify an external consultant and discuss and agree upon his/her evaluation approach.

Current Programs: Considering existing budget constraints, it would be most cost effective to identify a staff member within the organization to assume leadership responsibilities for an evaluation of current programs. This will require the head teacher to review current staff skills and responsibilities and determine who has the time and ability to take on more work. As it is likely that all staff are currently overextended, the leader’s responsibilities may need to be shared by several staff members. Furthermore, PGA should consider renumeration or non-percuniary benefits (for example additional holiday time, flexible hours, health care, day care) that they could provide these staff for assuming additional responsibilities. However, in the long-term, PGA should develop an evaluation policy and include evaluation responsibilities in all job descriptions. Ideally, programmatic evaluations should be conducted annually as consistent tracking of outcome data will make the implementation of these future evaluations more accessible.

Another short-term option would be to reach out to universities that currently support PGA. Many graduate programs require students to take on practical projects. For example, at the Cornell Institute for Public Affairs, students have the option of participating in an international Capstone course and several new evaluation courses within the program have practical project components. In addition, students who have taken evaluation courses in their first year of courses may seek to practice the skills they have learned. These students may be interested in a summer internship at PGA where they could spend up to 3 months planning and implementing an evaluation. Though this would still require PGA staff participation, an external evaluation leader would reduce their time commitments dramatically.

Memorandum of Understanding (MOU)

The evaluation leader, in collaboration with other identified key decision makers, will negotiate, identify, and outline responsibilities and expectations for all evaluation participants and include them in a written MOU. Specifically, a comprehensive MOU should include: project goals, a list of evaluation team members and their expected responsibilities and time commitments, an evaluation timeline, and the evaluation budget. An MOU is important because it signals commitment from all participating parties and it can be revisited throughout the evaluation process as a reminder of individual roles and expectations. The MOU is intended to prevent any misunderstandings over...
time and can be revised as necessary if it is determined that some roles and expectations have evolved. A Memorandum of Understanding template is included in appendix VIII.

**Pader Empowerment Project:** An MOU for PEP should be signed with Gulu University and all other organizations partnering in the five programs’ implementation. An MOU should also be signed with the evaluation consultant funded through the proposal.

**Current Programs:** An MOU should be signed with the external evaluation consultant, in the case that one is hired. As program evaluation becomes more engrained in the everyday operations of PGA and internal operations become more common, it may be useful for the evaluation leader to sign an MOU with the PGA head teacher so that he/she is on board with the goals and timing of the evaluation.

**Internal Stakeholders**

Internal stakeholders are all members of the organization or program that is being evaluated. In the planning phase, all internal stakeholders should be invited to an introductory meeting. This meeting will serve as a forum for all staff members to understand the purpose of the evaluation, the evaluation process and what they can expect as a result of their participation. It will also provide a space for internal stakeholders to ask questions or express concerns. Not all internal stakeholders will be involved in every step of the evaluation, but it is important for all staff to know what an evaluation entails and to support its implementation.

**Pader Empowerment Project:** For PEP, the internal stakeholders would include all PGA staff and Gulu University administrators and staff involved in the project’s planning and implementation.

**Current Programs:** In the case of PGA, internal stakeholders will include directors, principals, administrative staff, teachers and ancillary staff such as cooks and matrons.

**Working Group**

The working group consists of all people, both internal and external, who are directly involved in evaluation planning, implementation and utilization. The details of who will be a part of the working group should be determined before the MOU is signed. To assist in the process of who will be part of the working group, PGA should consider the questions74 listed below:

- Who needs to be present in order to obtain a complete picture of everything and everyone involved in and affected by PGA and its programs, and the roles of key players?
- Who cares about the programs, and why?
- Is there anyone who might be upset to later find out that they were not included in a conversation about evaluation?
- Who from PGA is able to participate in this process? The significant time required to participate should be carefully considered.

**Pader Empowerment Project:** The working group for PEP will be the external evaluation consultants and newly hired project officer funded by the grant, the designated project managers at Gulu University, the three-person PGA/CCF monitoring and evaluation panel, and the accountable

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supervisor in each of the five program areas. Details of how the monitoring and evaluation panel will be formed and who will be the accountable supervisor in each of the program areas is further detailed in the proposal starting on page 113.

**Current Programs:** When preparing to evaluate PGA in its entirety, it will be important to consider the questions listed above. Those responsible for determining the working group should also carefully consider which PGA programs will be excluded from the PEP evaluation. For example, the vocational and O-level academic programs are not included in the PEP proposal and managers in these program areas should be included in the working group. Representatives from ancillary staff groups may also be part of the working group depending on the objective of the evaluation.

**EVALUATION PLANNING: STAGE 2 – MODELING**

In contrast to the preparation phase, the modeling phase of an evaluation focuses more on the specific programs being evaluated as opposed to the organization as a whole. However, some overlap may exist if multiple programs are being evaluated within the organization. For example, when evaluating both the O-level and vocational programs within PGA it will be important for PGA to follow the steps in the modeling phase for each of these programs separately. Though both programs serve a similar purpose and stakeholders in the context of the organization, there are differences in outcomes that the evaluation should seek to capture. The modeling phase for PGA involves seven steps that may be performed in sequence or simultaneously: stakeholder analysis, program review, boundary analysis, lifecycle analysis, logic model, pathway model, evaluation scope.

**Stakeholder Analysis**

According to Trochim, et al., the goal of the stakeholder analysis is to “identify all of the potential people and/or organizations that have a stake in the program and its evaluation and to begin to understand their perspectives on the program and its evaluation.” 75 Specifically, a stakeholder analysis helps managers and staff clearly articulate whom the program will affect and also who may have the greatest impact on the program itself. The stakeholder analysis is particularly useful for embryonic programs without a fully defined program model. However, it may also be useful for a developed organization like PGA as it can help to identify stakeholders who may have been overlooked in the initial

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phase of program development or new people or organizations which have now become stakeholders due to the organization's growth.

In order to conduct a stakeholder analysis, the evaluation leader should conduct a brainstorming exercise with the working group. This exercise is most effective using a stakeholder map similar to the image shown on the previous page (page 61). The stakeholder map is a visual depiction of the stakeholders and their relationship to the program. The stakeholders most centrally involved with the program should be at the center of the map, and others who are more remotely related should be at the outer circles. The evaluation leader can facilitate the stakeholder analysis by asking a series of questions similar to those listed below. The working group then weighs the stakeholders' interests and/or involvement in the program and places them on the map accordingly. A few stakeholder analysis facilitating questions are:

- Who benefits from the program?
- Who is responsible for the program?
- Who takes part in the program?
- Who experiences the program indirectly?
- Who has to pay for it?
- Who else cares about the program that might be outside its more immediate activities?

**Pader Empowerment Project:** The stakeholders for PEP include, but are not limited to: PGA students and their children, participating PGA and CCF staff, participating Gulu University students and staff, other PGA and CCF staff, other Gulu University staff, the CCF Board of Directors, the PGA Board of Governors, Pader town residents, local government, district government, the funding agency, and the community members participating in curriculum development activities.

**Current Programs:** The stakeholders for the O-level and vocational programs include, but are not limited to: PGA students and their children, CCF and PGA staff, the CCF Board of Directors, the PGA Board of Governors, Pader town residents, contracted workers, local government, district government, national government, and funding agencies.

**Program Review**

The program review is a collaborative exercise that is conducted with the goal of gaining a firmer understanding of the components and characteristics of the program and its supporting organization. The evaluation leader facilitates a discussion that pushes the working group to identify why the program exists, what are its specific activities, who participates in these activities, and when and where the program takes place. Listing all program components on a blackboard is an exciting way to see visually all that the organization has accomplished. After completing the program boundary analysis (the following step described), the program components can be put together to form a comprehensive program description that can be used for program marketing materials.

For a mature organization like PGA, the program review step may at first look seem redundant. The reasons underlying the organization's programs are decidedly clear: there are limited educational opportunities for vulnerable girls in the region and PGA's mission is to fill this gap in services. Despite its seeming unimportance, this step will inform subsequent evaluation exercises. In

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76 Ibid., page 11.
addition, succinct program descriptions will help to communicate and rationalize the importance of each of PGA’s individual programs to donors.

**Pader Empowerment Project:** The following is a sample project description that may emerge from the program review process:

*The Pader Empowerment Project was designed to increase technical and human capacity both on PGA’s campus and in northern Uganda by establishing training and education programs in management, reproductive and maternal health, early childhood development, information and communications technology, and agriculture.*

**Current Programs:** An example of a succinct organization description for PGA would be:

*PGA is an organization in Pader District that strives to engage and empower vulnerable girls in the area to become educated, responsible, self-actualizing and self-sufficient through the provision of holistic educational training and community outreach activities.*

**Boundary Analysis**

A boundary analysis expands on the program review exercise by defining, structuring and labeling different components of a program. Specifically, the program boundary analysis is intended to help clarify what is “in the program” and what is “outside of the program.” Similar to the program review, the boundary analysis can at first look seem unnecessary. However, what often emerges from this exercise is the reality that not all staff and stakeholders are on the same page about the specific activities of the program. For this reason, it is often important to conduct the program boundary analysis with more stakeholders than simply the evaluation working group. The boundary analysis also helps to clarify which program components are within the scope of the present evaluation and which components should be set aside and evaluated at a later date.

To conduct a boundary analysis, it is useful to draw two columns on a blackboard with one column labeled as “in” and one column labeled as “out.” Begin to ask participants what activities and outcomes are within the scope of the program. Ask staff what it is they do and ask other program stakeholders how they experience the program. If it is not possible to involve stakeholders identified in the stakeholder analysis, ask participants to describe how they would perceive the program if they were in the other stakeholders’ position. You will likely find that stakeholders have varying perspectives of the program. For example, it may be possible that some stakeholders believe that the proposed reproductive and maternal health program will increase community health while others may believe it will simply increase the health of PGA students. Sometimes disagreements in definitions will be sensitive or controversial. It is important to approach these disagreements mindfully, to question the values that underly the differences in thought, and, as a group, seek to reconcile these differing views in a meaningful way. Reflecting back on the previous example, the group may decide that the reproductive health program will only increase the health of PGA students and at this point *increasing the health of the community* would be placed in the “out” column. The boundary analysis and program review activities will guide the working group in creating a succinct description of the program that includes important program information, context and goals. These two steps will also inform the logic and pathway model exercises.

**Pader Empowerment Project:** For PEP, there may be differing opinions about what is a part of the project and what is not. For example, some of the working group may believe that monitoring and
evaluation of program activities is an important part of the project, while others may believe monitoring and evaluation falls outside of the boundaries of program activities. Another example is presented above in reference to the reproductive and maternal health program. What is within or outside the boundaries of the program influences the logic model (page 65) and subsequent steps in evaluation planning. This step can be revisited as the boundaries may change as the working team works through the planning process.

**Current Programs:** For current programs, there may be differing opinions about which activities and outcomes should be included in the program model. Some specific activities that may present a debate are: meals prepared by cooks, attending weekend worship, cleaning dorms and facilities. As mentioned above, this step can and should be revisited throughout the planning process.

**Lifecycle Analysis**

All programs have a developmental trajectory ranging from nascent through developing to established. Through time, program staff, administrators and funders make decisions to refine the program’s content and strategy and adapt to changing internal and external contexts in order to advance the program and ensure its sustainability. However, a program’s evolution is not always linear, nor is a program’s goal always to ensure sustainability. Particular strategies may emerge as futile and the utility of the program as a whole may diminish. This allows there to be a back and forth movement between particular phases of development, stability in one phase without movement forward, or the termination of the program in its entirety. The four phases in a program lifecycle are initiation, development, stability and dissemination as characterized in the graphic above.

Before beginning any evaluation, it is important to assess the maturity of a program as it helps clarify the program model and influences the content of the evaluation plan. If a program is in the initial phases of implementation, it is in the best interest of the implementing staff to first clearly delineate their program model and then to understand if the program is being implemented accordingly. To understand if the program is being implemented accordingly, evaluations should focus on process and implementation assessments that provide rapid feedback that will be used to refine the program model and assess participant and facilitator satisfaction. As the program

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matures and the program model solidifies, the staff may begin to evaluate the program’s effect on participants, its success in achieving its stated objectives and potentially even its larger impact on society. For any program, determining the developmental phase is a critical step as it serves as the foundation of the evolving evaluation plan. A chart that outlines program and evaluation lifecycle phases and their alignment is provided in appendix IX.78

**Pader Empowerment Project:** The five new PEP programs, all in the initial implementation phase, would benefit most from process and implementation evaluations and basic post-only satisfaction surveys in the first year. Evaluations in this phase rely more on qualitative measures and open-ended questions asked after the first cycle of the program is complete.

In the second year of the PEP programs’ implementation, process, implementation and satisfaction assessments will still be conducted but the evaluation scope will expand to examine the extent to which selected outcomes are present or absent.79 In the third year, the evaluation will likely focus on assessing changes in outcomes by using unmatched pretests and posttests. If the programs exist beyond the three years funded by the proposal, the programs will continue through the evaluation cycle according to the programs’ lifecycle phase. Depending on each program’s independent success in the future, the program and evaluation lifecycle phase may vary for each of the five proposed programs. The specifics of all of the above evaluation strategies will be elaborated on further in the evaluation design section on page 79.

**Current Programs:** Determining the evaluation strategy for current programs will be a more complex process requiring careful consideration by current staff. PGA is an established organization with formal written procedures and protocol guiding its implementation. PGA tracks student progress and graduate statistics using documentation data and participant and facilitator interviews. Evaluations have historically been qualitative and focus on selected outcomes, such as the students’ satisfaction with the program. Drawing on this information and using the program and evaluation lifecycle chart in appendix IX, it can be concluded that PGA is in the stability phase of its program lifecycle (phase IIIB) and in the initiation phase of its evaluation lifecycle (phase IB). Therefore, PGA’s program and lifecycle phases are misaligned for the vocational and 0-level programs.

Though alignment is ideal, it is common for programs to have program and evaluation lifecycles which are not aligned. *PGA should make alignment a key goal of evaluation planning moving forward.* Considering the large discrepancy between program and evaluation lifecycles for PGA’s current programs, it is important to note that achieving alignment may take more than one evaluation cycle (i.e., more than one year). Staff evaluation capacity, the feasibility of different approaches in PGA’s current context, and external mandates from donors will dictate how quickly the organization can work towards alignment.

**Logic Model**

Logic models are graphical and textual representations of a program. A logic model concisely expresses a program’s theory of change by listing the program’s inputs, activities, outputs, and short-, medium- and long-term outcomes in an organized and coherent manner. The logic model is then framed within the program's specific context and assumptions. The logic modeling process

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79 Ibid.
forces the working group and program implementers to articulate what they are trying to do and how they are trying to do it. The process of creating a logic model can bring to light issues or disconnects that program designers might not have previously recognized when planning the program, and it can inspire new program implementation ideas. Furthermore, the logic model is a critical tool in determining the evaluation plan. A logic model template (appendix X) and worksheet (appendix XI) are provided in the appendices and can serve as important tools to help facilitate the process by concisely explaining each component of the logic model. Definitions of each logic model component and examples of what may be included under each component for both the Pader Empowerment Project and current programs are provided in Table 5 below.

**Table 5. Logic Model Definitions and Corresponding Program Examples**

<table>
<thead>
<tr>
<th>Inputs</th>
<th>A brief list of resources needed to facilitate the program. Key resources may include staff, funding, curriculum, teaching materials, outside partners, and facilities.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Gulu University, PGA teachers, money requested in grant, classrooms, the guest house</td>
</tr>
<tr>
<td>PEP</td>
<td>Current</td>
</tr>
<tr>
<td></td>
<td><strong>Activities</strong></td>
</tr>
<tr>
<td></td>
<td>A complete and understandable list of all of the program activities that reach people who are participating or those who are targeted. Activities may include workshops, school courses, extracurriculars, advocacy campaigns and other non-administrative events. How narrowly or broadly an activity is defined is dependent on the nature of the program and the level of detail provided in the rest of the logic model.</td>
</tr>
<tr>
<td></td>
<td>Management mentoring program participants are evaluated and a monitoring plan is developed with management consultants; A six week reproductive and maternal health course is taught each quarter; Gulu School Attachment Program at PGA</td>
</tr>
<tr>
<td>PEP</td>
<td>Current</td>
</tr>
<tr>
<td></td>
<td><strong>Outputs</strong></td>
</tr>
<tr>
<td></td>
<td>Outputs are the quantifiable results achieved by implementing program activities. Specifically, if something is done by a participant it should be listed as an output. If an activity has an effect on a participant then it should be listed as an outcome. Not all activities will generate outputs.</td>
</tr>
<tr>
<td></td>
<td># of CCF/PGA management who receive management training for 12 weeks; # of students who complete reproductive and maternal health program; # of scholarships awarded to PGA students for ECD certificate</td>
</tr>
<tr>
<td>PEP</td>
<td>Current</td>
</tr>
</tbody>
</table>

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## Assumptions

Assumptions represent the preconceptions and held beliefs concerning the program's likelihood of success. The assumptions provide essential information for understanding why and how the program functions as is suggested in the logic model.

<table>
<thead>
<tr>
<th>Assumptions</th>
<th>PEP</th>
<th>Current</th>
</tr>
</thead>
<tbody>
<tr>
<td>The project will receive funding; 12 weeks of management training is sufficient to improve management skills</td>
<td>Current</td>
<td>The northern Uganda region will maintain relative stability; the vocational curriculum is appropriate for the intended audience</td>
</tr>
</tbody>
</table>

## Context

Context is the social, cultural, political and physical environment in which the program takes place. Much of this information will be included in the program description and therefore should only be mentioned in this section again briefly.

<table>
<thead>
<tr>
<th>Context</th>
<th>PEP</th>
<th>Current</th>
</tr>
</thead>
<tbody>
<tr>
<td>Post-conflict northern Uganda; rural environment</td>
<td>Current</td>
<td>Post-conflict northern Uganda; rural environment</td>
</tr>
</tbody>
</table>

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## Outcomes

Outcomes are effects on or changes in knowledge, skills, attitude, behavior or performance experienced by program participants, their communities, and/or society that can be linked to program activities. Short-term (ST) outcomes are the earliest outcomes that are directly and most logically connected to the program activities. Specifically, ST outcomes may include even the smallest changes in knowledge, attitudes, skills, opinions, aspirations and motivations.

**Short-term Outcomes**

- Improved computer skills; Enhanced knowledge of management techniques; Increased agriculture knowledge and skills; Improved knowledge of nutrition; Improved parenting skills; Improved ECD curriculum

**PEP**

- Current

**Medium-term Outcomes**

- Improved maternal and child nutrition; Increased program efficiency (as a result of management mentoring); Increase in practice of safe sex; Increased motivation to farm; Increased motivation to become an ECD teacher

**PEP**

- Current

**Long-term Outcomes**

- A reduction in HIV/AIDS infection; A reduction in sexual violence and abuse; Improved ECD programs; Food security; A reduction in child mortality rate

**PEP**

- Current

**PEP**

- Current

**Increased motivation to continue with advanced education; Increased motivation to pursue entrepreneurial endeavors; Increased self-esteem; Increased funding for girls education from government**

**Increased women's employment; Increased opportunities for women**
To begin the logic model process, the working group should schedule a two to three hour meeting. One member should facilitate the exercise by first describing what a logic model is, highlighting its utility in evaluation, and then guiding the entire team through the process using the documents provided in appendices X and XI. Six columns should be drawn on a chalkboard and labeled from left to right: inputs, activities, outputs, short-term outcomes, medium-term outcomes, and long-term outcomes. Starting with inputs, the working group should begin discussing what each component entails for the specific program being discussed. Individual inputs, activities, outputs, and outcomes should be written on a piece of paper and taped into its appropriate column. This allows the ideas to be added, removed or moved from column-to-column as necessary. The logic model is complete when the entire group is comfortable with the program model represented on the blackboard. This model should then be copied onto another paper and filed in a safe place as it will be referred to continuously through the duration of the evaluation. If possible, a member of the working group should create a copy on the computer using Microsoft Word, Microsoft Excel or other similar software.

**Pader Empowerment Project:** It may be beneficial for the working group to conduct the logic model exercise separately for the programs under PEP (i.e. management mentoring, reproductive and maternal health, early childhood development, ICT, and agriculture programs). These logic models can be adjusted as the programs develop and grow. However, creating logic models for all new programs will be time consuming for responsible staff and PGA may find it to be more manageable to create one logic model for PEP in its first year to ensure its proper implementation. In the first and second year of implementation when the evaluations begin to focus more on outcomes, a detailed logic model for each program may prove useful. The strategy that PGA chooses for evaluation of PEP will likely be influenced by the funder’s demands and the evaluation consultant.

**Current Programs:** As mentioned previously, it may be beneficial for the working group to conduct the logic model exercise for the existing O-level and vocational programs separately. The two programs, though similar in structure, are serving slightly different populations and have varying objectives. Creating logic models for the programs separately will provide for a more comprehensive evaluation now and into the future.

**Pathway Model**

A pathway model is a visual program model that can be created once a program has been expressed as a columnar logic model. Pathway models employ arrows to articulate clear and direct linkages between activities and outcomes. The arrows represent “if...then...” statements, such as “if a student participates in the six week reproductive and maternal health course, then this will lead to the student’s improved parenting skills.” If the short-term (ST) outcome of “improved parenting skills” is achieved, then this ST outcome would link to a medium-term (MT) outcome that would then, ideally, link to a long-term (LT) outcome. In essence, the pathway model “tells the story of how the program works, in a way that can’t be captured in the columnar logic model. Together, the logic model and pathway model present a very informative, concise picture of the program and how it is believed to work.”

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One key difference between logic and pathway models is that pathway models begin with activities, and do not include inputs, outputs, assumptions or contexts. Inputs, as well as assumptions and contexts, are presumed to be understood by this stage of program assessment. Outputs are not shown because they are simply the immediate byproducts demonstrating that an activity did indeed occur. By omitting the outputs from the pathway model, the working group and program implementers are forced to focus on outcomes and results-oriented management.

Creating a logic model can be difficult and the working group may find that the program model is complex with many arrows crossing paths and causing confusion in the visual model. Furthermore, pathways will often be moved or erased in the modeling process. For these reasons, it will be useful for the working group to create a copy of the logic model on the computer that can be adapted and transformed into a pathway model. As mentioned previously, this can be done using Microsoft software. Arrows can be drawn on the chart in either Microsoft Word, Excel or PowerPoint by going to “Insert” on the menu bar and clicking on “Shape.” After selecting and inserting the arrow shape, the arrow can be dragged, placed and redirected so that it points to the desired outcome. An example of a pathway model for a hypothetical program is provided in the image below. Only a single pathway is shown for clarity. More pathways from activities to long-term outcomes would be drawn on a complete pathway model.

Once completed, the working group can “mine the model” to determine critical areas for evaluation. Mining the model is the process of inferring priorities from the model pathways after its design. Typically, activities or outcomes with the most arrows flowing in and/or emanating out from them should be flagged as areas that merit evaluation, since much of the program’s theory of change

From Trochim, et al. (2012)
clearly rests on their realization. These highly active areas in the model are referred to as “hubs.” The working group should also look closely at the pathway model and identify gaps. Gaps occur when an activity does not lead to any outcomes or when an outcome has no preceding activity linked to it. If gaps are identified, it is important to analyze why these gaps exist. Perhaps an outcome or activity was simply left out of the model. Or, perhaps a specific activity does not address any program goals or, alternatively, a desired program outcome has no activity implemented that will lead to it. If an activity or outcome is disconnected, the working group should revisit the boundary analysis (page 63). Discuss whether the disconnected activity is needed considering the program goals and whether another activity needs to be implemented to address the disconnected outcome. Step-by-step instructions for “mining the model” can be found in appendix XII.

**Pader Empowerment Project:** A sample pathway was created using the activities, and short-, medium-, and long-term outcomes from the logic model examples for PEP provided in Table 5 (page 66).

![Pathway for Pader Empowerment Project](image)

**Current Programs:** A sample pathway was created using the activities, and short-, medium-, and long-term outcomes from the logic model examples for current programs provided in Table 5 (page 66).

![Pathway for Current Programs](image)

**Evaluation Scope**

An evaluation that attempts to assess every activity and outcome on a logic model would be immensely challenging and time consuming, especially for a small organization like PGA with limited financial and human resources. In any given evaluation cycle, PGA should only attempt to assess activities and outcomes that are most important, relevant and feasible. Determining the evaluation scope relates back to the program and evaluation lifecycle analyses. Typically, when a program is in the earlier lifecycle phase the evaluation will focus on assessing program activities located on the left side of the pathway model. As the program matures, evaluations will move right on the pathway model and begin to assess more ST and MT outcomes.
It is also useful to look at the logic model when considering the evaluation scope. Reviewing categories in the logic model will help the evaluation team critically assess how much time and resources will be feasibly available to conduct a specific evaluation. Too broad of a scope in a particular evaluation threatens the utility and credibility of the information that will be generated. A narrow and accurate evaluation leads to a more useful and credible evaluation in the eyes of both internal and external stakeholders.

Lastly, the working group should revisit the stakeholder analysis and assess stakeholders’ interest in the evaluation of certain key pathways that were drawn in the pathway model. Weight the importance of evaluating certain activities and outcomes based on those stakeholders placed closest to the center of the stakeholder map (most important and interested) and move out to those placed further away (not as important or interested). Determining the most important pathways to stakeholders may influence the evaluation scope.

**Pader Empowerment Project:** As mentioned in the evaluation lifecycle analysis, the working group may find that the Pader Empowerment Project would benefit most from evaluating the implementation of project activities before moving to the evaluation of outcomes. However, donors may have strict evaluation protocol and may require PGA to evaluate outcomes in the first year. This would influence the project’s evaluation scope year-to-year as funders are critical stakeholders, particularly in the project’s pilot phase.

**Current Programs:** PGA will have more flexibility with the evaluation of its current programs. Since the current programs are at a more advanced lifecycle stage, PGA should look at the key pathways and "hubs" that were identified in the pathway model and weigh them against the stakeholder analysis. In the examples of potential outcomes for the O-level and vocational programs listed in Table 5 (page 66), one stands out as a potential hub. Considering the activities and goals of PGA, it can be inferred that “increased self-esteem” is an important outcome for both the vocational and O-level programs. Perhaps the focus of the initial evaluation will focus on the activities that lead to increased self-esteem and on assessing individual students’ level of self-esteem. This will ultimately have to be determined by the working group however, for the purpose of this report, an evaluation focused on assessing program activities effects on self-esteem will be the focus of subsequent examples related to evaluation of current programs.

**EVALUATION PLANNING: STAGE 3 – EVALUATION PLAN DEVELOPMENT**

After the program model has been clearly defined, the working group can begin to focus on creating an evaluation plan that will guide the implementation of the evaluation. Creating an evaluation plan is important because it serves as a detailed guiding document that will be particularly useful for staff new to evaluation. Having an evaluation plan also reflects the organization’s competence and commitment to evaluation, and it establishes credibility with stakeholders, particularly donors. When evaluation becomes engrained into PGA’s routine operations, the working group will spend less time on the two prior stages of planning and modeling, making revisions to the analyses and models based on the program’s development and previous evaluation results, and then advancing to the evaluation plan development phase rapidly. The planning and modeling stages become the base of the evaluation and influence each component of an evaluation plan. This evaluation plan stage includes development of: an evaluation purpose statement, evaluation questions, a sampling
plan, measures and measurement strategies, an analysis plan, a reporting plan and an implementation plan and schedule.

**Evaluation Purpose Statement**

The evaluation purpose statement is a short description of the rationale behind the current evaluation and the overall goal the organization hopes to achieve through its implementation. The evaluation purpose statement defines the boundaries of the evaluation which will vary depending upon the program and evaluation lifecycle phases. The evaluation purpose statement should be written prior to beginning any other steps in the evaluation planning phase, but it should be revisited and edited, as necessary, throughout the planning process.

**Pader Empowerment Project:** If the Pader Empowerment Project focuses on conducting a process and implementation evaluation in its first year, the evaluation purpose statement may read:

*The purpose of this evaluation is to assess whether all five programs of the Pader Empowerment Project are being implemented as planned.*

If the implementing staff begins to focus on evaluating whether activities are associated with intended outcomes in years two and three of the project, the evaluation purpose statement may read:

*The purpose of this evaluation is to assess the degree to which the five programs appear to be related to key outcomes of interest.*

**Current Programs:** Continuing with the assumption that the current programs at PGA are in the stability phase and thus require more outcomes-based evaluations, the evaluation purpose statement would read similar to the second example provided for the Pader Empowerment Project. However, since the programs are more advanced than PEP, the vocational and O-level programs may want to move beyond assessing whether activities and outcomes are associated to assess how effective activities are in developing key outcomes. A sample evaluation purpose statement for O-level program may read:

*The purpose of this evaluation is to assess the effectiveness of O-level program activities on the development of self-esteem in participants.*

**Evaluation Questions**

Evaluation questions are the questions about the program that the evaluation seeks to address. Evaluation questions are not the questions asked in surveys, interviews or questionnaires. They are broad and measureable questions that inform and shape each section of the evaluation plan. For example, an evaluation question may be “is the program being implemented as planned?” or “does the program have an effect on outcome X?” Most evaluations will have one to five evaluation questions.

The program and evaluation lifecycle phases greatly influence the development of effective evaluation questions. As previously mentioned, the ultimate goal is to align the program lifecycle and evaluation lifecycle, which can potentially take several evaluation cycles to achieve. In the case
of misalignment, the evaluation lifecycle phase will more greatly influence the evaluation questions and consequently the evaluation plan until alignment is achieved.

Phase one of the evaluation lifecycle (typically associated with programs in lifecycle phase one, “initiation”) focuses on process and implementation. Evaluation questions during this stage might ask how well an activity is being implemented or to what extent participants are satisfied with a given activity. Process and implementation questions also inquire about the utility of program handouts or the program curriculum. They can also ask general observational questions that begin to capture program outcomes. Such a question would inquire about the extent which participants demonstrated a particular program outcome.

Phase two of the evaluation lifecycle (typically associated with programs in lifecycle phase two, “development”) focuses on “changes in outcomes associated with participation in the program.” The outcomes evaluated are typically the more accessible short-term outcomes. It is important to pay attention to the phrasing of the question. Questions for phase two evaluations should not seek to assess whether the program caused change, they should seek to assess whether a program is associated with change. Questions might ask if program participation is associated with a change in outcome X or how participants’ level of outcome X compares to the level of outcome X in non-participants.

In phase three of the evaluation cycle (typically associate with programs in lifecycle phase three, “stability”), the evaluation questions can begin to explore causality. Phase three questions require the program to have been in existence for an extended period of time as they need longitudinal data in order to be answered. Questions from this stage seek to assess the program’s effectiveness. Evaluation questions may ask to what extent program participation causes outcome X or causes change in outcome X.

Finally, phase four of the evaluation lifecycle (typically associated with programs in lifecycle phase four, “dissemination”) focuses on the extent to which program results can be generalized. This type of evaluation only takes place when the program has clearly demonstrated its effectiveness through many evaluation cycles and has reached a point in its development where dissemination to other locations or contexts is appropriate. An evaluation question from this stage might ask if the program can be replicated in multiple locations with similar results. Questions might also ask whether participation in the program has the same effects on participants of varying age, gender or ethnicity.

**Pader Empowerment Project:** Questions for PEP will vary depending upon the scope of the evaluation decided upon by PGA, the evaluation consultants and the funding agency. If PGA were to conduct an evaluation according to the structure described in this report, PGA would have the option of evaluating the project in its entirety or by each individual program. It may not be feasible to conduct detailed evaluations of each program, especially in the first year of implementation. Building on the previous logic model recommendation (page 68), it may be most beneficial for the working group to look at the project as a whole and conduct a process and implementation evaluation. In years two and three, the working group may choose to conduct logic models for each individual program and then seek to answer one evaluation question concerning key activities or outcomes for each program. Some examples of how evaluation questions may look for each evaluation cycle (each year) are:

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83 Ibid, page 41.
Year I

1. Were the five programs implemented as planned?
2. To what extent were participants satisfied with the training element of each program?
3. How useful was the training curriculum for each of the five programs?
4. To what extent were Gulu University participants satisfied with the School Attachment Program?

Year II

1. To what extent do participants in the reproductive and maternal health course demonstrate improved parenting skills?
2. Is participation in the improved agriculture course associated with participants' increased agriculture knowledge and skills?
3. Is participation in the new ICT course associated with participants' improved computer skills?
4. To what extent do participants in the management mentoring program demonstrate enhanced knowledge of management techniques?
5. How well was the new early childhood education curriculum implemented?

Year III

1. To what extent does participation in the reproductive and maternal health program cause changes in participants' parenting skills?
2. How do first-year agriculture participants' levels of motivation to farm compare to second year participants' levels of motivation to farm?
3. To what extent does participation in the ICT course cause changes in participants' ICT knowledge?
4. To what extent does participation in the management mentoring program cause increased program efficiency?
5. How do participants' levels of motivation to become an ECD teacher compare to non-participants' motivation to become an ECD teacher?

Current Programs: Since it has been inferred that PGA's current O-level and vocational programs have reached some level of stability but that the evaluation lifecycle has remained stagnant at the process and implementation phase, the evaluation questions should focus on addressing the discrepancy. This means that instead of assessing causality, the evaluation should focus on assessing changes in outcomes that are associated with specific program activities. This does not mean that questions about causality cannot be asked. It may be clear to PGA that certain outcomes are associated with program activities and a causality question may be feasible. Furthermore, if PGA has yet to more formally assess specific activities' implementation, it may also be beneficial to add one implementation question. Some evaluation question examples for the O-level and vocational programs are:

1. How well is the O-level curriculum implemented?
2. How well is the after-school tutoring program implemented?
3. To what extent do participants in the after-school tutoring program demonstrate improved performance in O-level courses?
4. Is participation in the vocational program associated with increased motivation to pursue entrepreneurial endeavors?
5. To what extent does participation in the O-level and vocational programs cause improved self-esteem?

It should be noted that the above listed evaluation questions for PEP and current programs are just examples. When the working group goes through the evaluation process, it is likely that the evaluation questions will look different. An evaluation question worksheet is attached in appendix XIII that can be used by the evaluation leader to help guide the working group.

Measures and Measurement

After deciding upon evaluation questions, the remainder of the evaluation plan focuses on constructing a strategy to address them. Measurement is perhaps the most complex step in this evaluation planning process. This section will attempt to help simplify the process of developing a measurement plan for PGA’s programs. For a more detailed look at the levels and types of measurements, there is an abundance of resources on the web. The following resource is particularly useful: http://socialresearchmethods.net/kb/measure.php.

To begin, the working group must carefully consider what exactly needs to be measured. This can be done by revisiting the evaluation questions. Each evaluation question provides information that will influence the choice in measure. For example, look first at the following question concerning the current O-level program:

To what extent do participants in the after-school tutoring program demonstrate improved performance in O-level courses?

This question consists of two variables. Variables are the elements of the question that are perceived to influence or are influenced by some other element. In this question, the variables are participation in the after-school tutoring program and performance in O-level courses. Once the variables are identified, they will need to be defined. While participation in the after-school tutoring program is clear, the working group may find they all have varying ideas of what improved performance looks like. The same is true for other variables found in the example evaluation questions provided above, such as, self-esteem, knowledge, satisfaction and parenting skills. In order to confirm appropriate working definitions for ill-defined variables, it may be useful to hold a meeting with representatives from different stakeholder groups. Teachers and students may provide some clarity on what improved performance looks like to them in the specific context of the classroom. The end-result will be a mutually agreed upon definition for the purpose of the program evaluation.

After identifying and defining all of the variables, the working group will consider the indicators that point to the presence of the individual variables. For variables like participation, the indicator is easier to identify as it is directly observable. In this case, the indicator would be an individual’s attendance record for classes, the after-school tutoring program, or other training programs. Thinking of indicators for more abstract variables (also called constructs) such as performance, knowledge and self-esteem is more challenging as they are not directly observable. To assist in the process of identifying indicators for such abstract variables it may be helpful for the working group to visualize how it might be embodied. For example, performance may be a students level of involvement in class and/or their test and homework grades. Knowledge may be a students ability to explain and apply certain learned concepts. Self-esteem may entail the student taking on more leadership roles, initiating discussion of new ideas in the classroom, or referring to herself in
positive terms. There can be more than one indicator for variables. It is the job of the measurement instrument(s) to attempt to capture all of the identified indicators that the working group would like to measure. A table is provided in appendix XIV to help the evaluation leader facilitate the process of identifying variables and measurement options for each evaluation question. When this chart is complete, the working group may find that some variables can be measured similarly and that the same measurement can be used.

Finding an appropriate measurement for indicators is often quite challenging. There are many strategies that can be employed including surveys, tests, observations, focus groups, and interviews. Existing program data can also prove to be helpful for specific variables. These measures all fall into three general categories: (1) demographic or descriptive; (2) process; (3) outcome. Demographic or descriptive measures simply count the events and/or participants and track their characteristics. Process measures document “the type or quality of the program event or interaction,” and outcome measures capture the associated or causal change that occurred within an individual, group, or community due to program activities. The measurement strategy should align with the program and evaluation lifecycle phases. Specific measures can either be researched and located within existing literature, be adapted from existing measures or developed new, or they may be already in use within the organization.

**Pader Empowerment Project:** After the variables for the individual evaluation questions have been identified, defined and assigned a measurement option, the working group for the Pader Empowerment Project should review all measurement instruments that have been used in CCF and PGA and assess whether some can be applied to the PEP evaluation questions. This will be an important first step as creating new surveys, tests and other measures can be a time consuming process. The working group should also review what specific measurement strategies and instruments Gulu University has used for their related programs. These measurement strategies and instruments can be adapted to fit the specific context of PEP programs.

Another option would be for the working group to contact other organizations with similar programs and infer about their measurement strategies. A list of organizations working in the area is included in appendix IV. It is also possible that the funder will have a measurement strategy or tool that they would like PGA to use.

To provide examples of how measurement strategies align with evaluation questions and lifecycle phases, recommended evaluation strategies for select sample evaluation questions can be found below. Examples from Year III were excluded as these measurement strategies will be more complex and described in more detail in the *Evaluation Design* section on page 79.

Year I

1. Were the five programs implemented as planned?
   - Demographic/descriptive measures documenting how often the program activities were implemented and who participated.
2. To what extent were participants satisfied with the training element of each program?
   - A process measure, such as a survey with open-ended questions administered after the training program, to document participant satisfaction.

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85 Ibid., page 45.
3. How useful was the training curriculum for each of the five programs?
   • A process measure, such as a survey with open-ended questions, administered after the training program, to document participant and trainer satisfaction with the curriculum.

Year II

1. To what extent do participants in the reproductive and maternal health course demonstrate improved parenting skills?
   • An outcome measure, such as an observational checklist, a focus group, or structured interview, that occurs before and after the program to document changes in parenting behaviors (parenting skills would be defined by the working group).

2. Is participation in the improved agriculture course associated with participants’ increased agriculture knowledge and skills?
   • An outcome measure, such as a test, survey or observational checklist, administered before and after the program and assesses agriculture knowledge and skills. The observational checklist would be completed by the agriculture teacher about the student.

Current Programs: For current programs, it may be in PGA's best interest to use existing administrative data and develop new measurement instruments. The new instruments will draw on the unique knowledge that PGA staff and teachers have concerning the context of the school and the population it serves. For outcomes that are difficult to define and have abstract indicators, the working group may find it helpful to conduct a literature review. Simply searching for “self-esteem indicators” or indicators for other ill-defined outcomes will provide examples from previous studies in diverse contexts. These indicators can be adapted to fit the context of PGA. Gulu University and other organizations operating in the area may also have researched indicators for some of the variables that PGA would like to assess.

Below are some examples of measurement strategies for select sample evaluation questions:

1. How well is the O-level curriculum implemented?
   • Demographic/descriptive measures documenting how often the program activities were implemented and who participated;
   • And, a process measure, such as a survey with open-ended questions, administered, ideally, at mid-term and at the end of the semester to document teachers' satisfaction with the curriculum and students' satisfaction with the teachers

2. To what extent do participants in the after-school tutoring program demonstrate improved performance in O-level courses?
   • An outcome measure, such as a survey or observational checklist, administered before and after the program and assesses student performance in class. The survey could be students perception of performance and the observational checklist would be completed by the teacher about the student. Existing data such as test scores, homework grades, and class participation grades could also be used (performance would be defined by the working group).

3. Is participation in the vocational program associated with increased motivation to pursue entrepreneurial endeavors?
• An outcome measure, such as an observational checklist, a focus group, or structured interview, that occurs before and after the program to document changes in motivation (motivation would be defined by the working group).

Sampling Plan

The next element of the evaluation plan requires a description of where the working group intends to draw their data from. The source of data is referred to as the sample, and the process of selecting this sample from the larger population of interest is referred to as sampling. Samples are not always drawn from people, though this is most typical. Samples can also be drawn from documents, events, organizations or groups. The primary objective when selecting a sample is to make it representative of the population. This is done so that the evaluation results can be generalized back to the larger population from which the sample was chosen. There are two major sampling strategies that can be used and which influence the likelihood that the chosen sample is representative of the larger population. The two main sampling strategies are probability sampling and non-probability sampling. Probability sampling techniques, explained in greater detail below, allow the working group to be most certain that their sample is representative of the population as they rely on a random selection method. In contrast, non-probability sampling techniques do not rely on random selection and select the sample more purposely.

There are two main probability sampling techniques that PGA could employ in an evaluation: simple random sampling and cluster random sampling. Simple random sampling is a technique that gives every member (or element) of the population the same probability of being selected for the sample. For example, if the working group decided they would only evaluate a subset of students in the O-level program, they could take a program roster and assign each student a number. Using the random number function on Excel or choosing numbers randomly from a hat would fulfill the requirements for a random sample. Cluster random sampling is similar to simple random sampling but involves two stages. It involves taking a random sample from a larger group, such as a sample of secondary schools in the region, and then takes another sample from within this selection of schools, such as a random sample of students.

There are also two main non-probability sampling techniques: convenience sampling and purposive sampling. "Convenience sampling is a technique whereby the sample is selected based on convenience and ease of access rather than based on representativeness." For example, if PGA would like to assess students who participated in counseling, the working group would be sensitive about who they assessed. They may only interview those who are open and willing to share their experience and therefore, the sample would be of convenience and not representative of all those who participated in counseling. Purposive sampling is when a sample is selected deliberately. Samples are often selected deliberately with programs in the earlier phases of their lifecycle and are done to gain knowledge about how a program works for a population with specific characteristics of interest.

When determining the sample, the evaluation leader should guide the working group in determining the exact population that each evaluation question seeks to study. If the evaluation question asks about the effects of a certain activity or program on parenting skills, the population of interest would be the mothers, not the children. The sampling plan should include a description of the exact

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87 Ibid., page 50.
population of interest for each question and should describe how many of the population will be sampled for the evaluation. Not all evaluations will use assess a subset of the population. If it is feasible, the evaluation sample can include all program participants.

**Pader Empowerment Project:** Due to the small number of participants expected in each program, there probably will be no need to select a sample as it is feasible to assess all participants. The only program where a sampling strategy may be useful is for the Reproductive and Maternal Health Program. This is because this program was designed to reach a larger population, specifically through the educational outreach programs which intend to reach 3,600 males in Pader District. The informality of the educational outreach events may make the use of probability sampling techniques challenging. In this case, the convenience sampling technique would be the most feasible.

**Current Programs:** PGA has historically used non-probability sampling techniques by interviewing students who seem the most willing to share their stories and those students who have made the most progress. These stories have been useful in demonstrating the great impact PGA has on its students, however, it is recommended that PGA plan and implement more rigorous evaluations. If the working group determines that assessing each student at the school will be too challenging, they should take a simple random sample of the students. This can be done several ways for both the O-level program and vocational program. One sampling strategy would be to take a random sample from the entire enrollment list for the O-level program and then also from the entire enrollment list for the vocational program. Another sampling strategy for the O-level program would be to take a random sample from each of the four grades (Seniors 1-4) so that the sample’s composition is representative of the school’s composition. The comparable sampling strategy for the vocational program would be to take a random sample from each of the vocational tracks offered (catering, tailoring, hotel management).

**Evaluation Design**

The purpose of an evaluation design is to illustrate the structure of an evaluation in terms of measurement, sampling and scheduling. Like most of the steps in the evaluation plan development stage, the evaluation design is greatly influenced by the program and evaluation lifecycle phases. If a program is stable and the evaluation questions seek to make claims about causality, an evaluation design that assesses change is necessary. This could be done by administering an evaluative survey before and after the implementation of the program (i.e., pre-/post-). New programs would not benefit from evaluation questions or an evaluation design that assess change because program planners are still trying to determine if the program is being implemented properly and assessing whether changes should be made in the program structure to ensure the greatest impact on participants. These examples demonstrate the importance of aligning the claims that the evaluation seeks to make about the program or program activity with the evaluation design.

There are four questions that should be considered when assessing the exact claim that the evaluation question is seeking to make:

1. **Time order:** Does the evaluation design need to demonstrate that the program or activity ("cause") **happened before** the outcome ("effect") being assessed?
2. **Covariation:** Does the evaluation design need to demonstrate that **changes** in the program or activity ("cause") are **related to changes** in the outcome ("effect")?
3. **Rules out other possible causes:** Does the evaluation design need to **rule out other potential causes** so that the program is the only reasonable explanation for the outcome ("effect") being assessed?
4. Shows change: Does the evaluation design need to demonstrate that change occurred?

Based on the answers to the above four questions, the working group can align the evaluation claims with the evaluation design using Table 6 provided below:

**Table 6. Aligning Claims with Designs**

<table>
<thead>
<tr>
<th>Associated Claim</th>
<th>Design where X=program O=observation</th>
<th>Time Order?</th>
<th>Covariation?</th>
<th>Rules out other possible causes?</th>
<th>Shows change?</th>
<th>Program lifecycle phase it may be appropriate for</th>
</tr>
</thead>
<tbody>
<tr>
<td>After program, these participants show desired levels of outcome Z in this setting and context.</td>
<td>X O (post-only)</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>IIB</td>
</tr>
<tr>
<td>According to these participants, in this setting and context, the program is associated with a change on outcome Z.</td>
<td>X O&lt;sub&gt;post&lt;/sub&gt;/O&lt;sub&gt;pre&lt;/sub&gt; (retrospective &quot;post- then pre-&quot;)</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
<td>IIA</td>
<td></td>
</tr>
<tr>
<td>Participation in the program is associated with a change in outcome Z in this setting and context, with these participants.</td>
<td>O X O (simple pre-post)</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>IIB</td>
<td></td>
</tr>
<tr>
<td>The program is effective in this setting and context, with these participants.</td>
<td>O X O O (pre-post with comparison group)</td>
<td>Yes</td>
<td>Yes</td>
<td>Somewhat</td>
<td>Yes</td>
<td>IIA</td>
</tr>
<tr>
<td>The program is effective in this setting and context, with these participants. It may also be effective in other settings and contexts, with other participants.</td>
<td>R O X O R O O (pre/post with random assignment)</td>
<td>Yes</td>
<td>Yes</td>
<td>Mostly</td>
<td>Yes</td>
<td>IIB</td>
</tr>
</tbody>
</table>

Complex design structures such as the one employed here can be simplified through the use of annotated notation. The above table uses the following notation to describe elements of the design process. A key for this notation is provided below:

- X: Activity or Program, with distinguishing subscripts to indicate the specific activity or program.
- O: Observations or Measures, with distinguishing subscripts to indicate whether they took place before or after the associated activity.

From Trochim, et al. (2012)
• R: The groups that did nor did not participate in the activity or program are randomly defined.
• N: The groups that did or did not participate in the activity or program are not randomly defined.

With reference to the above table, the notation implies the following for each row:

• *Row 1: X O* – The activity is implemented and then a post-test is administered for the group of interest.
• *Row 2: X O* _post/O_pre – The activity is implemented and then a post-test and a retrospective pre-test is administered for the group of interest. A retrospective pre-test, though administered after the activity, asks participants to reflect on what they believe their knowledge or skill level was before the activity.
• *Row 3: O X O* – A pre-test is administered then the activity is implemented and followed by a post-test for the group of interest.
• *Row 4: N O X O* – A pre-test and a post-test with a non-random comparison group.
  N O O
• *Row 5: R O X O* – A pre-test and a post-test with a random comparison group.
  R O O

*Pader Empowerment Project:* This section builds on the sample evaluation questions and measurement strategies provided in the previous section. These are just examples but will help PGA to visualize how an evaluation design may look based on the evaluation questions asked. Sample Pader Empowerment Project Year III evaluation questions and measurement strategies are included.

**Year I**

1. Were the five programs implemented as planned?
   • **Post-test (X O)**
2. To what extent were participants satisfied with the training element of each program?
   • **Post-test (X O)**
3. How useful was the training curriculum for each of the five programs?
   • **Post-test (X O)**

**Year II**

1. To what extent do participants in the reproductive and maternal health course demonstrate improved parenting skills?
   • **Pre-/Post- (O X O)**
2. Is participation in the improved agriculture course associated with participants’ increased agriculture knowledge and skills?
   • **Pre-/Post- (O X O) or Post-/Retrospective Pre- (X O_post/O_pre)**

**Year III**

1. To what extent does participation in the reproductive and maternal health program cause changes in participants’ parenting skills?
• Pre-/Post- with comparison group of non-participants (N O X O) N O O

2. How do first-year agriculture participants’ levels of motivation to farm compare to second year participants’ levels of motivation to farm?
• Pre-/Post- with comparison groups of participants in stage one and stage two (N O₁ X₁ O₁) N O₂ X₂ O₂

3. How do participants’ levels of motivation to become an ECD teacher compare to non-participants’ motivation to become an ECD teacher?
• Pre-/Post- with comparison group of non-participants (N O X O) N O O

Current Programs: This section builds on the sample evaluation questions and measurement strategies provided in the previous section for current programs. Again, these are just examples but will help PGA to visualize how an evaluation design may look based on the evaluation questions asked. Note that only one of the sample questions requires a simple random sample. A simple random sample may be used for other questions if the working group deems it unrealistic to evaluate all participants. Also, as PGA seeks to expand into other districts in the future, the organization may find it useful to compare PGA students to a similar population of vulnerable girls who have been unable to attend the school. This type of evaluation would require random sampling techniques, as shown in sample question (4) below. Such a rigorous evaluation could also provide interested funders with solid evidence for the need to expand the program and/or use the unique model in other districts so as to reach a greater number of girls deserving of the services PGA provides.

Below are the recommended evaluation designs for the sample evaluation questions:

1. How well is the O-level curriculum implemented?
   • Post-test (X O) for the descriptive measures documenting how often the program activities were implemented and who participated;
   • Post₁/₂/Post- (X O₁/₂ O), ideally a survey should be administered at mid-term and at the end of the semester to document teachers’ satisfaction with the curriculum and students’ satisfaction with the teachers.
2. To what extent do participants in the after-school tutoring program demonstrate improved performance in O-level courses?
   • Pre-/Post- (O X O)
3. Is participation in the vocational program associated with increased motivation to pursue entrepreneurial endeavors?
   • Pre-/Post- (O X O) or Post-/Retrospective Pre- (X O_post/O_pre)
4. To what extent does participation in the O-level and vocational programs cause improved self-esteem?
   • O-level, Pre-/Post- with comparison group of non-participants (R O X O) R O O
   • Vocational, Pre-/Post- with comparison group of non-participants (R O X O) R O O
Analysis Plan

It is important for the working group to have a clear and concise plan of how to analyze the data upon completion of the data collection phase. This analysis plan would address how the data collected will be used to answer the evaluation questions and how the data will be managed during analysis. The plan will help the working group to ensure that there is a clear connection between the data collected and the questions to be answered, that the analysis strategy is appropriate to the evaluation questions and finally that PGA has the capacity to conduct the appropriate analysis.

Firstly, the analysis plan addresses how the data that has been collected will be used to address the evaluation questions. If the evaluation includes a survey, the analysis plan would consider whether individual responses can be framed as scores, and what these scores might indicate. If the evaluation involves a comparison of groups, the analysis plan would address whether scores would be comparable across groups and across periods. The working team should ensure that the plan addresses how each evaluation question is answered by an appropriate analysis strategy. Secondly, the analysis plan would address how the data is managed during the analysis phase. This component of the plan would identify technical issues such as how the data is coded, what/if software is used and how the data is organized. The working group should ensure that the plan addresses how the data is collected, stored and managed and that PGA has the appropriate human and financial resources to implement the analysis plan.

**Pader Empowerment Project and Current Programs**: Due to the lack of statistical software at PGA, it is likely that the analysis plan will remain simple. Any staff or board members with statistical, financial, and evaluation analysis experience will be a critical support in developing and implementing the analysis plan. For the Pader Empowerment Project, the evaluation consultant funded through the proposal will also play a significant role in the development and implementation of an analysis plan. For evaluations of current programs in the short-term, it may be useful for PGA to reach out to Gulu University, large organizations operating in the area, and/or supporting donors to provide assistance and feedback on how to effectively analyze evaluation data. In the long-term, PGA should seek to hire a full-time staff member who is capable of taking responsibility for the data analysis components of evaluation.

Evaluation Reporting Plan

The working group should use the evaluation reporting plan in conjunction with the stakeholder analysis to determine stakeholder interest in each of the evaluation questions, and in doing so decide how the results of the evaluation will be reported and utilized. Such a plan would list the results that the evaluation must report, and then use this list to determine whether the evaluation questions have been addressed, and whether the target audience for the results and frequency of the results (weekly, monthly, annual) have been identified. The reporting needs are likely to change depending on the lifecycle of the program, but the evaluation reporting plan serves as a basis for the working team to understand how the results will be reported. The evaluation reporting plan can and should be updated to ensure that it is appropriate to the changeable purpose of the evaluation and that the utilization plan is appropriate given the changing lifecycle status of the program.

**Pader Empowerment Project and Current Programs**: Typically, programs in earlier lifecycle phases keep the results of the evaluation private and use them internally to make changes in program structure and implementation. For the Pader Empowerment Project and current programs, despite their lifecycle phases, the results will likely be reported to donors. Keeping communication
open with donors about evaluation results promotes transparency and invites donors to provide positive constructive feedback on how the evaluation or programs could be improved.

**Implementation Plan and Schedule**

In this step of evaluation planning, the working group should develop a timeline for the entire evaluation process. This should detail the appropriate schedule for measures used, sampling activities, design stages, data analysis and the reporting of results so as to finalize the evaluation. Taking the case of measures used as an example, this phase will enable the working group to plot out when a measure is known, or whether a measures is to be updated periodically, so as to ensure that the working group is not missing data on this measure in the span of the evaluation process. In preparing an implementation plan and schedule, the working group can plot elements according to a program-specific timeline (week one of five) or generically (the specific date of a given element).

In ensuring the timeline is complete, the working group should make certain that it identifies the start and end date of the evaluation. It is also important to consider whether the evaluation schedule allows enough time for sample identification and development of their contact information, if necessary. Finally, it is crucial that the schedule specify the dates for data entry, analysis and the reporting phase of the evaluation. All of these specifics will help the working group to determine whether the timeline is practical and thus appropriate for the given evaluation.

Once these steps are completed, PGA will have a comprehensive evaluation strategy that will guide the subsequent implementation and utilization phases of the complete evaluation effort. The working team may often get off track from original questions throughout the planning, implementation and utilization phases, and the evaluation plan will help to focus participating PGA staff and keep them on track. An evaluation model to work from keeps everything anchored as each step should align with each other, starting with the purpose statement.
CONCLUSION AND RECOMMENDATIONS

In pursuit of the mission and vision of CCF and the PGA, the ultimate goal of this effort is to establish PGA as an independent, sustainable, and growing organization that serves not only its students, but the surrounding community as well. Though limited international involvement will be necessary and beneficial, the focus has been on strengthening PGA and expanding and developing local infrastructure, knowledge, and human capital. Thus it is recommended that PGA focus on the key strategic planning areas of management, staffing, fundraising, and evaluation.

For the organization's leadership and upper management, the focus must be ensuring long term institutional stability and continued growth. To achieve this aim, PGA must codify its independence through the creation of a Board of Governors, operational guidelines, and a clear organizational structure. Additionally, it will be necessary to implement a mentoring program for the existing leadership of the organizations to improve business management skills. This program will serve to help the future leadership to expand on their existing human capital and ensure a stable transition through the implementation of these recommendations over the next three years.

While there are still holes to be filled on PGA’s staff, the priority of the school is on improving the existing quality and capacity of their teachers and leadership. The first step will be the development of a teacher orientation program to assist the transition of new hires and ensure the continued quality and capacity of their teaching staff. The second focus will be on developing a training program to build upon and improve the capabilities of the Boards of CCF and PGA.

In the area of fundraising, PGA has seen several successes in the past, but an expansion to existing campaigns and new efforts will be required to meet the school’s demand for growth. Establishment of a fundraising association or committee and registration as a 501 (c) (3) will provide new sources of funding and expand the network of supporters. Additionally, the creation of an anniversary capital campaign would mark an excellent way to make beneficial use of the current public and media focus on the region.

PGA has historically relied on anecdotal and qualitative measures to present the impact the organization has had on students. PGA will need to increase its evaluation capacity to meet the demand for quantitative performance metrics from corporate donors, large foundations, and aid agencies. Since funding and resources are scarce and hiring an external evaluation is not always feasible, nor sustainable, PGA staff will need to learn the necessary steps to implement rigorous evaluations. The metrics that such evaluations provide would inform PGA on the effectiveness of its program structure and communicate to donors the great impact PGA has on students and the community.
### Appendix I. 360-Degree Performance Evaluation Form

**360-Degree Performance Evaluation Form**

This form will assist PGA in preparing the performance evaluation for board members. As someone who works with this person on a regular basis, your feedback regarding his or her performance will be useful to the overall review process. You are not required to put your name on this form.

Employee Name:  
Relation to Employee:  
Your Name (Optional):

<table>
<thead>
<tr>
<th>Time Spent</th>
<th>Every Day</th>
<th>A few times a week</th>
<th>A few times a month</th>
<th>Every few months</th>
<th>NA (Never)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your interaction with employee</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Quality of Work</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sets high standards for quality of PGA's education</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ensures work is error-free before submitting</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Helps teachers and tutors improve the quality of their teaching</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Communication</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicates well with communities, donors and staff</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shares information freely with others</td>
<td>Strongly Agree</td>
<td>Agree</td>
<td>Disagree</td>
<td>Strongly Disagree</td>
<td>Not Applicable</td>
</tr>
<tr>
<td>--------------------------------------</td>
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<td>----------</td>
<td>------------------</td>
<td>----------------</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teamwork</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contributes positively to the Board</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Helps define Board roles to monitor daily activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can be counted on to complete tasks correctly</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Personal Qualifications and Leadership</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presents a positive image to outsiders</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is friendly and easy to work with</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adapts well to change</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Has high professional and ethical standards</td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

Please provide any additional comments in the space below (Optional) ____________________________________________________________

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________


Appendix II. Board Self-Assessment Form

Board Self-Assessment Form

Your name: ________________________________

Part I. MEMBER SELF-ASSESSMENT

1) How do you rate your involvement as a board member in the following areas? (check the responses that apply below)

<table>
<thead>
<tr>
<th>Evaluating Factors</th>
<th>Very Good</th>
<th>Satisfactory</th>
<th>Needs Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance at board meetings</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Committee participation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Input into decision making</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fundraising</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Community Outreach and Education</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educating self on purpose, needs of PGA</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2) What factors contributed to your performance (either positively or negatively) in the areas above? (Please be specific)
3) Here’s what I would need from the organization to maintain/increase my level of board commitment:

4) What do you like best about serving on the Board?

5) What do you like least about serving on the Board?

6) Do you have any other comments or suggestions that will help the board increase its effectiveness?
**Part I. OVERALL BOARD SELF-ASSESSMENT**

<table>
<thead>
<tr>
<th>Evaluating Factors</th>
<th>Very Good</th>
<th>Satisfactory</th>
<th>Needs Work</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>HOW SATISFIED ARE YOU THAT THE BOARD:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understands the mission and purpose of the organization</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ensures legal compliance with national, district, and local regulations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ensures that any contract obligations are fulfilled</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Has a strategic vision for the organization</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is knowledgeable about the organization’s programs and services</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monitors the CCF/PGA Executive Director’s performance on a regular basis</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provides financial oversight, including adopting a good budget</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Has adopted an adequate and feasible fundraising strategy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Has clear policies on board member responsibilities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Acts as ambassadors to the community for the organization, its program participants, and staff</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understands the roles of the board and staff</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Currently contains an appropriate range of expertise and diversity to make it an effective governing body</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Effectively involves all board members in activities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Regularly assesses its own work</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Additional comments:**
Appendix III. Post-Training Survey

Post-Training Survey

We invite you to provide feedback on the training program you attended in order to assist us in maintaining and improving the quality and relevance of the material presented. We value your honest opinions.

This questionnaire will take less than 5 minutes.

*Please state the extent to which you agree or disagree with the following statements, where 1 is Strongly Agree and 5 is Strongly Disagree (tick one per statement).*

**Part I. ABOUT THE TEACHER/PRESENTER**

<table>
<thead>
<tr>
<th>Question</th>
<th>SA</th>
<th></th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The presenter communicated the information clearly.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>2. The presenter made the subject matter compelling.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. The presenter was able to answer questions.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Part II. ABOUT THE TRAINING COURSE CONTENT**

<table>
<thead>
<tr>
<th>Question</th>
<th>SA</th>
<th></th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The course material was relevant to me.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>2. The course was interesting.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. The course purpose was clearly stated.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. The course motivated me to take action/improve.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. I want to share the course material with others.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. The handouts/supporting material were useful.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. I have the confidence to use the knowledge gained from the workshop in my life.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Part III. ABOUT THE COURSE IN GENERAL**

<table>
<thead>
<tr>
<th>Question</th>
<th>SA</th>
<th></th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The timing of the course was convenient/fit my schedule.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>2. The duration of the course was right for me.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. The course was well organized.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. What was the best aspect of the workshop? (use the back of this paper if you need additional space)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. What aspect of the workshop needs improvement?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix IV. Potential Partner Organizations and Donors

Part I. OPERATING IN PADER DISTRICT

Agency for Cooperation and Research in Development (ACORD)

- ACORD is a Pan-African organization working in 17 African countries. ACORD’s mission is to work in common cause with people who are poor and those who have been denied their rights to obtain social justice and development. ACORD is supported by over 60 international organizations and government agencies and partners with over 2000 grassroots organizations across Africa. ACORD works in the areas of livelihoods and food sovereignty, women’s rights, peacebuilding, and HIV and AIDS.
- ACORD’s operates in northern Uganda, including Pader. Gender-based violence and HIV/AIDS outreach education are foci of programs in the area. ACORD is also piloting a community social peace and recovery model in the region.
- Contact Person: Dennis Nduhura, Country Director, Uganda
  PO Box 280
  Kampala, Uganda
  Or
  Plot 1272, Block 15
  Gaba Road, Kampala
  Phone: 256-414-267-667/256-414-266-596
  Info.ug@acordinternational.org
  http://www.acordinternational.org/

Advocates for Research in Development (ARiD)

- ARiD is a community-based organization operating in Pader district. ARiD’s mission is to inspire and inform policy and practice for community transformation through research, education and training, and demand driven program consultancies. The organization provides a list of useful resources for organizational development and fundraising. Current partners include: Institute of Peace and Strategic Studies at Gulu University, John and Elnora Ferguson Centre for African Studies at University of Bradford (UK), and Nile Africa Development Organization (UK).
- Contact Person: Job Akuni, Executive Director
  Obol Akal Road
  Pader Town Council
  Box 17
  Pader, Uganda
  Phone: 256-781-808-889/256-773-362-590
  Job@aridafrica.org
  www.aridafrica.org
BRAC

- BRAC is one of the most reknown non-governmental organizations in the world. BRAC’s mission is to empower people and communities in situations of poverty, disease and social injustice. The organization implements large-scale economic and social programs in 11 countries around the world. BRAC’s programs continuously strengthened through rigorous research, evaluation, monitoring and auditing. BRAC partners with governments, UN agencies and other NGOs.

- In Uganda, BRAC currently runs programs that focus on microfinance, agriculture, livestock and poultry, empowerment and livelihoods for adolescents, health, training, and education. BRAC has an office and operates an early childhood development center in Pader.

- Contact Person: Abul Kashem Mozumder, Country Representative Plot 90, Busingiri Zone (Off Entebbe Road) Nyanam, Kampala
  Phone: 256-0-414-270-978/256-0-702-063-971
  Mozumder.ak@brac.net
  http://www.brac.net/

Coaches Across Continents

- Coaches Across Continents is an international organization that teaches local teachers and community leaders how to build lasting educational programs for children that use soccer as a teaching tool. One of their key initiatives is Sports for Peace and Development.

- The organization currently partners with Friends of Orphans in Pader.

- Contact Person: Brian Suskiewicz
  35 Myrtle Street
  Watertown, MA 02472 USA
  brian@coachesacrosscontinents.org
  http://coachesacrosscontinents.org/

Concern Worldwide

- Concern is an international humanitarian organization dedicated to tackling poverty in Africa, Asia and the Caribbean. The organization’s work focuses on education, emergencies, and health, livelihoods, HIV and AIDS. Concern values partnerships with local people, organizations, and governments.

- In Pader, Concern focuses on farmer training, food, income and markets, land rights, and water and sanitation.

- 355 Lexington Avenue, 19th Floor
  New York, NY 10017
  Phone: 212-557-8000
  www.concern.net
Friends of Orphans

- Friends of Orphans is a small community-base NGO serving former child soldiers in Pader district. Friends of Orphans focuses on vocational training, livelihoods, peacebuilding, arts programs, and sports. The organization also has plans to launch a radio station that will provide quality health information, development discussions, and educational programming. The radio station will be available for use by other NGOs.

- Pader Town Council
  - Pader Main Street
  - P.O. Box 60 Pader
  - Phone: 256-772-383-574/256-782-573-637
  - info@frouganda.org
  - http://www.frouganda.org/

TPO Uganda

- TPO Uganda is a rights-based NGO which supports and works with local communities, civil society organizations and government to meet the social protection and psychosocial and mental health needs of vulnerable people in Uganda. TPO’s work focuses on disaster risk reduction, food security and livelihoods, conflict resolution and peacebuilding, gender based violence, mental health and psychosocial support, and HIV/AIDS. TPO also offers training courses at a training institute located in Arua district, North-western Uganda. Courses include: practice-based mental health and psychosocial support; training of trainers in community-based psychosocial and mental health care; children and youth life skills. These training courses can also be taught off-campus upon request.

- In Gulu, Kitgum and Pader, TPO is implementing a multi-year project that is supporting district health services to integrate mental health care into primary health care.

- Plot 3271 Kansanga off Ggaba Road
  - P.O. Box 21646
  - Kampala, Uganda
  - Phone: 256-414-510-256/256-312-290-313
  - info@tpoug.org
  - http://www.tpoug.org/
Part II. NATIONAL/INTERNATIONAL

African Childrens Haven, Inc.

- African Childrens Haven works to aid African orphans and children living in extreme poverty through programs emphasizing the education, well-being, and safety of young girls.
- Contact Person: Ed Sulzberger, Executive Director
- 4012 Pirates Beach
  Galveston, Texas 77554
  Phone: (409)737-1388
  africanchildrenshaven@comcast.net
  www.africanchildrenshaven.org

Arlington Academy of Hope

- The mission of this organization is to help children in rural Uganda through education, improved healthcare, and community development activities
- Contact Person: Dan Gardner, Executive Director
- PO Box 7694
  Arlington, VA 22207
  Phone: 703-973-0237
  dgardner77@verizon.net
  http://aahuganda.org/

The Fistula Foundation

- The main priority of this organization to prevent obstetric fistula through working in eleven different African countries.
- 1900 The Alameda, Suite 500
  San Jose, California 95126
  Phone: 408-249-9596
  info@fistulafoundation.org
  www.fistulafoundation.org

Growth Through Learning

- GTL awards scholarships to African girls to help them complete their secondary school education. They have awarded 294 scholarships to girls in Uganda since their founding.
- Contact Person: Alex Marthews
- 14 Fairfield Street
MAP international

- MAP International is a global Christian health organization that partners with people living in conditions of poverty to save lives and develop healthier families and communities.
- 4700 Glynco Parkway
  Brunswick, GA 31525-6800
  Phone: 1-800-225-8550
  http://www.map.org/
- Uganda Office
  Plot 108, Acholi Road
  Gulu, Northern Uganda
  Phone: 1-800-225-8550

The Tanzanian Education Project

- The mission of this non-profit organization is to support self-sustaining education initiatives in Tanzania.
- Contact: Cassie Parkhurst
  N5207 Cty Rd S
  Beaver Dam, Wisconsin 53916
  Phone: 920-382-6140
  cassie.parkhurst@yahoo.com
  http://www.tzeducationproject.org/

Do Unto Others (DUO)

- DUO is a nonprofit federation that pre-screens high quality national charities working in every area of the world to ease the suffering of people who have been affected by war, natural disaster, famine, and epidemic. The organization presents these charities to potential givers in fund drives at work and on the web.
- 1100 Larkspur Landing Circle,
  Suite 340, Larkspur, CA 94939
  Phone: 800-934-9755
Appendix V. Fundraising Committee Plan

Fundraising Committee Plan

Mission and objectives

A US-based fundraising committee for PGA could play a pivotal role in securing resources that would contribute to the school’s long-term stability. This committee will support the survival, protection and education of a vulnerable group of girls in northern Uganda through advocacy, outreach and fundraising. The committee will plan events and raise funds to support a wide range of PGA programming.

Responsibilities:

Communication

The US-based fundraising committee for PGA could potentially function as an independent committee, which would serve as a base for PGA to expand its horizon in the US. In addition, the fundraising committee would be answerable to PGA boards and actively carry out fundraising inquiries from PGA.

The committee is responsible for involvement of all board members in fundraising. The committee members keep monthly contact and speak with board of directors or board of governors in PGA in order to set up planned fundraising targets. The fundraising committee members would attend meetings and present their ideas and fund-raising results to members of PGA’s administrative board, or other members of the PGA.

Inquiry Response

The committee members handle all US based fund-raising inquiries.

Event Organizing

The fundraising committee would encourage all its volunteer members to work together to establish fundraising plans which incorporate a series of special events. In addition, the assigned members take the lead in organizing different types of outreach efforts, such as chairing a dinner or hosting fundraising parties.

Supervising/Training

The committee members orient new committee members and volunteers on the background and context of PGA and of the functions and duties of the committee. This may involve activities such as supervising volunteers fundraising events, giving guidance on setting up booths at a fair, or editing an appeal letter.
Laws and Regulations

The committee members must operate within the confines of local, state and federal laws and regulations. Additionally, fundraising committee members may need to evaluate and sign legal contracts for services and products associated with the fundraising. The committee also monitors fundraising efforts to ensure that ethical practices are in place, that donors are acknowledged appropriately, and that fundraising efforts are cost-effective.

Make a Fundraising Calendar

It is important in the fundraising plan to spread out activities over the entire year for a number of reasons:

1. Scheduling at least one major income-producing activity per quarter (or better yet, per month) will ensure that the US-based fundraising committee has a steady stream of income.

2. The fundraising committee will establish a “fundraising culture,” which regards raising money as an ongoing, day-to-day part of activities.

Therefore, establishing a timeline for fundraising would allow the committee to carry out activities at the optimal time of year and obtain the best possible results for its efforts.

What should be included in the Fundraising Committee?

Committee chair
Fundraising coordinator
Secretary
Treasurer
Volunteers

Committee chair

Committee chair’s responsibilities include but not limited to the following:

• Coordinate the approved Fundraiser and lead the committee
• Delegate responsibilities to coordinator, secretary, treasurer and volunteers
• Work with all committee members to establish fundraising plans
• Monitor fundraising efforts to be sure that ethical practices are in place, that donors are acknowledged appropriately, and that fundraising efforts are cost-effective
• Make deposits at the bank with another member of the fundraising committee immediately after every fundraiser event.

Fundraising Coordinator

The coordinator is appointed by the committee chair. The coordinator serves as a liaison between PGA for fundraising efforts.
The coordinator will be in charge (but not limited to) of the following responsibilities:

- Plan and carry out the fundraising activities. Subcommittees may be established for specific activities.
- Present recommendations for all fundraising projects to the committee membership for a majority vote.
- Take initiative to build relationships with potential funders including individual community donors.
- Design and implementation of approved and ongoing fundraising projects.
- Works with treasurer to ensure proper fiscal handling of all funds raised and managed by the committee.
- Communicate information of any activities to all other subcommittee members.

Desired number of volunteers: 2-4 who will work with the vice president for fundraising. The expected number of hours would be _____ hours per month, with needs varying based on scheduled events.

- Organize presentations sponsored by the donors, as well as other outreach activities designed to raise awareness of the challenges that face girls and their children in PGA.
- Organize all volunteers for any fundraiser and for the administration of any event.
- Coordinates publicity efforts of the fundraising committee in the community.
- Collaborates with the President to create a yearly report of the Committee activities as a whole.

**Secretary**

The secretary serves as liaison between officers and general membership

Secretary’s duties include but not limited to the followings:

- Informs members of upcoming meetings and announcements
- Records minutes of general committee meetings, report of any activity shall be sent to all subcommittee coordinators.
- Maintain membership records
- Coordinate elections for each year

**Treasurer**

Treasurer’s responsibilities include but are not limited to the followings:

- Ensures stability and accurate disbursement of any funds
- Works with the fundraising committee to ensure stability and accurate disbursement of any funding
- Records any financial information necessary
- Manages all funds received by the committee
- Presents balance funds quarterly to general membership

**Volunteers**

Volunteers will be recruited for various committee activities and will be asked to perform the specific tasks assigned to them based on their unique skills. Volunteers’ responsibilities include:
• Provide general administrative support to committee.
• Perform online donor prospect research
• Assist with grant writing
• Design and produce donor materials
• Engage online audiences via social networking sites
• Research journalists covering humanitarian and other issues related to the committee.
• Participate in special projects based on specific skills and talents.
Appendix VI. E-mail Template for New Donor Contacts

[PGA logo]

date

[name of recipient]
[organization]
[address]

Re: [Describe Purpose of E-mail Here]

Dear [name of recipient],

Warmest greetings from the Pader Girls Academy (PGA)! On behalf of our entire community, we hope this letter finds you well, and experiencing success in your endeavors.

PGA is an organization that was founded to provide equal education opportunities to girls who cannot enroll in mainstream education because they have children, are too old for their grade level, and/or lack financial resources as a result of the conflict in northern Uganda. Our mission is to empower these students to achieve their highest academic and skills development potential by promoting access to excellence and quality in education. [Provide more information about recent success]

[Brief description of the purpose for contacting identified donor]

More information about PGA is enclosed at the end of this e-mail. Please feel free to contact us at [Phone Number], or [e-mail address], with any additional questions. We look forward to hearing from you soon. Thank you for your time and consideration.

Sincerely,

[Name of Sender]
ADDITIONAL INFORMATION

Cause

Pader Girls Academy (PGA), northern Uganda

Vision

PGA envisions providing equal education opportunities to girls who cannot enroll in mainstream education because they have children, are too old for their grade level, and/or lack financial resources as a result of the conflict in northern Uganda.

Mission

To empower marginalized students to achieve their highest academic and skills development potential by promoting access to excellence and quality in education.

Category

Education, Food security, Health

Description

The Pader Girls Academy (PGA), located in northern Uganda’s Pader town, was founded in 2002 by the Christian Counseling Fellowship (CCF) as a reception center for girls who escaped or were rescued from Lord’s Resistance Army (LRA) captivity. PGA was later transformed into a secondary boarding school that fills a major void in service to girls affected by the conflict: it is the only school in northern Uganda where girls who are pregnant or have children can be educated.

PGA is a unique educational setting in which young women, who suffered sustained violence, have the rare opportunity to give birth and care for their infants in a supportive, empowering educational community.

Current Situation

[Include details here]

Future Goals/Projects

[Include details here]
Appendix VII. Capital Campaign Questions

Questions to Consider Prior to Conducting a Capital Campaign

1. What are our programmatic goals, needs, and the related costs for expansion?
2. Have we discussed potential campaign goals with Board members, key donors and funding agencies or other friends and supporters of PGA?
   • If not, discuss campaign goals with these stakeholders and gauge their level of interest in the goals as well as their level of potential support.
3. Is our campaign goal realistic considering the current organizational state? Does the organization have the capacity to undertake a capital campaign?
4. Is the organization financially stable?
5. Is our campaign goal realistic considering the current economic climate, nationally and internationally?
6. Are there any organizational anniversaries or milestones coming up that might help to advertise the capital campaign?
7. Did we receive pledges from a previous capital campaign that never actualized?
8. Are any key organizational leaders or staff planning on leaving the organization soon?
   • If so, does their departure threaten the success of a capital campaign?
9. Is our organization website and mailing list up-to-date?
   • If not, will we be able to update them before the campaign begins?
10. Do we have a formal way to recognize donors for their gifts?
11. Does the current leader of the organization have the will and drive to mount a campaign?
12. What other staff will be able to assist in the campaign?
13. Is our vision of how the money will be used from the campaign compelling?
14. How will we report the progress and results of the campaign to donors?
Appendix VIII. Memorandum of Understanding Template

Memorandum of Understanding

[YEAR] Evaluation

This Memorandum of Understanding (MOU) is meant to be a vehicle to plan the year’s evaluation and capacity building activities and to help assure that all parties are clear about the goals and expectations for the evaluation beginning in [year]. It is not intended to be a formal legal document.

The sections below describe the background and goals for this initiative, and th roles and responsibilities of the participants. A preliminary timeline of project activities and completion is on the final page.

1. Background

[Put a brief description of the organization(s) participating in the evaluation.]

2. Goals

Based on preliminary discussions, the evaluation will cover [#] programs: [list the programs being evaluated here]. One person will be designated as the evaluation leader. The evaluation leader’s role is described below.

The goals of this evaluation are to:

- [List evaluation goals here]

3. Roles and Responsibilities

PGA staff and roles

The evaluation working team at PGA includes:

- [Names and Titles]

[Identify roles- who will be the primary contact with partners; who will be involved with different evaluation activities, etc.]

---

4. Evaluation Implementation and Tentative Timeline

[Brief description of how long the evaluation is expected to take and for what reasons. Include dates.]

**Deliverables:**

[Brief description of evaluation deliverables, such as logic model, pathway model, data analysis plan, etc.]

**Costs:**

[Brief description of costs and who is responsible for them]

5. Signatures Indicating Review and Acceptance

Program Name ________________________________

______________________________________________

_________________________                                ____________________________

(signature above)                                                (signature above)

[Name]                                                        [Name]
[Title]                                                        [Title]

Date: ___________________________                                Date: ___________________________
<table>
<thead>
<tr>
<th>Phase I: Process &amp; Response</th>
<th>Phase II: Development</th>
<th>Phase III: Stability</th>
<th>Phase IV: Dissemination</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Initiation</strong></td>
<td><strong>Phase II</strong></td>
<td><strong>Phase III</strong></td>
<td><strong>Phase IV</strong></td>
</tr>
<tr>
<td>Program is in initial implementation (research)</td>
<td>Few new programs or new implementation strategies</td>
<td>Program has formal written procedures/protocols</td>
<td>Program is implemented consistently, predictable, and effective</td>
</tr>
<tr>
<td>Program is under ongoing trial or testing</td>
<td>Program elements are implemented</td>
<td>Program has been implemented consistently by new personnel</td>
<td>Program can be implemented consistently new personnel</td>
</tr>
<tr>
<td>Change of policy, other initial task</td>
<td>Focus on development, post-implementation</td>
<td>Program is being influenced/modified incrementally</td>
<td>Program is being influenced and being widely distributed</td>
</tr>
<tr>
<td>Program is in initial implementation (research)</td>
<td>Program is being influenced and being widely distributed</td>
<td>Program is being influenced and being widely distributed</td>
<td>Program is being implemented in multiple stages</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Phase II: Change</th>
<th>Phase III: Comparison &amp; Control</th>
<th>Phase IV: Generalizability</th>
<th>Phase V: Special Projects</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Phase II</strong></td>
<td><strong>Phase III</strong></td>
<td><strong>Phase IV</strong></td>
<td><strong>Phase V</strong></td>
</tr>
<tr>
<td>Program elements may still be developed</td>
<td>Program elements may still take place</td>
<td>Program is being implemented in multiple stages</td>
<td>Program is being implemented in multiple stages</td>
</tr>
<tr>
<td>Program elements are implemented</td>
<td>Program elements are implemented</td>
<td>Program is being implemented in multiple stages</td>
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<table>
<thead>
<tr>
<th>Program Lifecycle</th>
<th>Evaluation Lifecycle</th>
<th>Appendix IX</th>
<th>Program and Evaluation Lifecycle Definitions and Alignment</th>
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<tbody>
<tr>
<td>Program is in initial implementation (research)</td>
<td>Few new programs or new implementation strategies</td>
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## Appendix X. Logic Model Template

<table>
<thead>
<tr>
<th>Context</th>
<th>Assumptions</th>
<th>Inputs</th>
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<tr>
<td></td>
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<table>
<thead>
<tr>
<th>Activities (yellow cards)</th>
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<td></td>
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<table>
<thead>
<tr>
<th>Outputs</th>
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<tbody>
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</table>

<table>
<thead>
<tr>
<th>Short-term outcomes (pink cards)</th>
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<table>
<thead>
<tr>
<th>Mid-term outcomes (blue cards)</th>
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<table>
<thead>
<tr>
<th>Long-term outcomes (green cards)</th>
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## Appendix XI: Logic Model Worksheet

### Context:
Information about the program's setting or history. The environment in which a program will make a difference and programs that may support or build on the program's goals.

### Assumptions:
Relevant factors and thought processes about what may or may not be true or effective.

### Outcomes:
**Long-term outcomes:**
- Improved reading skills
- Increased knowledge of mathematics
- Improved social skills
- Improved health and well-being

**Mid-term outcomes:**
- Increased attendance at classes
- Improved relationships with peers
- Improved self-esteem

**Short-term outcomes:**
- Improved understanding of concepts
- Improved test scores
- Improved behavior in the classroom

### Activities:
- Weekly reading sessions
- Monthly math workshops
- Bi-monthly social skills training
- Health education sessions

### Inputs:
- Teacher salaries
- Classroom supplies
- Outreach programs
- Community partnerships

### Resources and Capacity:
- Staff training
- Volunteer participation
- Funding sources
- Community support

### Outputs:
- Number of participants reached
- Number of sessions conducted
- Number of manuals distributed

### Outputs:
- Participants' improvement in reading skills
- Participants' improvement in math skills
- Participants' improvement in social skills

<table>
<thead>
<tr>
<th>Problem</th>
<th>Decision</th>
<th>Impact</th>
<th>Outputs</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>None</td>
<td>None</td>
<td>None</td>
</tr>
</tbody>
</table>

### Logic Model:
- **Problem:**
- **Decision:**
- **Impact:**
- **Outputs:**

### Notes:
- Key considerations for sustainability
- Key considerations for replication

### Key:
- (Program)
- (Evaluation)
- (Outcomes)
- (Activities)
- (Inputs)
- (Key)
Appendix XII. Instructions for “Mining the Model”

Instructions for “Mining the Model”

This activity offers a chance to pause and reflect on what your model is bringing forward, and to “see” your model in a new way.

Instructions:

1. Look at the pattern of arrows in your pathway model. Note the outcomes that have a lot of arrows going into them, or from them, or both. The model is suggesting that these are internally significant key outcomes. Mark these specific outcomes so that you can come back and think about them further. Here are some examples:

   “Prime Destinations” are outcomes that have many arrows going IN to them

   “Gateways” are outcomes with many arrows going FROM them

   “Hubs” are outcomes with lots of arrows going in AND out

2. Some things are important even if there are not many arrows going in or out. Each link represents some change that can occur as a result of the program. Which ones do you think are most important? Mark these key links.

3. Step back and consider the model again, overall. Notice the “through lines” that go from an activity all the way to a long-term outcome. Think about what is essential to the way your program works- the main causal stories. Mark one or two important through-lines with a red marker, tracing all the links. These are your key pathways.
Appendix XIII. Evaluation Question Worksheet

Evaluation Question Worksheet

Complete one worksheet for each candidate evaluation question.

1. From the priorities identified within your logic and pathway models, choose an element that is an *assumption, activity, outcome*, or an *activity-outcome link*. List it here:

2. Why did you choose to focus on this particular element? Place a check next to all that apply and add notes, if useful.
   - Internal stakeholder priority (program staff, administration, participants)
   - Pathway model suggests this is a key element (many arrows into and/or out of)
   - External stakeholder priority (funders, partners, community stakeholders, etc.)
   - Other reason:

3. In your own words, what do you really want to know about this aspect of your program?

4. Using appropriate format, express this as an evaluation question:

5. How will your program use the evaluation results from this question? Briefly describe.
## Appendix XIV. Identifying Key Constructs and Measurement Options Worksheet

<table>
<thead>
<tr>
<th>Evaluation Question</th>
<th>Construct(s)/variable(s)</th>
<th>How is it defined? (What are the indicators?)</th>
<th>How might it be measured? (And what sort of tool would you need to capture it?)</th>
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<tbody>
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For each EQ, identify each construct. For each construct, brainstorm as many indicators and possible measurement tools as you can. You can select from these options later.
PADER EMPOWERMENT PROJECT PROPOSAL
**EXECUTIVE SUMMARY**

For twenty years, the Lord’s Resistance Army (LRA), as part of its brutal insurgency against Uganda’s central government, targeted civilians in northern Uganda, abducting 30,000 children and displacing 1.8 million people. Pader Girls Academy (PGA), located in northern Uganda’s Pader District, is a secondary boarding school that educates vulnerable girls, including those who have returned from LRA captivity. PGA’s vision is unique; it is the only school in northern Uganda that educates women and girls who are pregnant or have children. PGA was founded in 2007 by the Christian Counseling Fellowship (CCF), which provides a range of services in education, child protection, health care and youth livelihoods in northern Uganda districts.

This proposal seeks funding for the Pader Empowerment Project, designed to increase technical and human capacity both on PGA’s campus and in northern Uganda. CCF will establish a management mentoring program, which will enhance leadership skills of its senior staff. This project will also train 189 teachers, students and professionals from throughout Pader and Gulu Districts in four program areas: reproductive and maternal health, early childhood development (ECD), Information and Communications Technology (ICT), and agriculture. Trainings will be conducted in partnership with Gulu University. Each program is designed to have a direct and immediate impact on PGA and the surrounding community, and each uniquely addresses service and capacity gaps in the North.

The proposed reproductive and maternal health education program will:

- Educate PGA students with quality health information
- Conduct education and outreach efforts using a community approach inclusive of boys and men with the aim of decreasing gender-based violence
- Establish a nursing scholarship program that provides livelihood options for PGA graduates while simultaneously addressing the need for health professionals in the North

The proposed ECD program will:

- Train teachers and PGA parents to support the social, emotional, cognitive, and physical development of children at PGA and in Pader District
- Establish an ECD scholarship program that provides livelihood options for PGA graduates while simultaneously addressing the need for ECD professionals in the North

The proposed ICT program will:

- Train teachers to implement an ICT curriculum
- Bridge the “digital divide” by helping students and community members acquire basic computer skills and access information
The proposed agriculture program will:

- Create the infrastructure needed to increase agricultural productivity and enhance agricultural education on PGA land
- Launch an agribusiness program, which will generate revenue for PGA and livelihood options for PGA graduates

CCF/PGA will oversee all aspects of this project to ensure sound and transparent governance and effective implementation. A monitoring and evaluation plan will ensure that project goals are met and achievements are measured. Monitoring will be conducted on a regular, internal basis; evaluation will be conducted by an objective external consultant. The total amount requested for this three-year Pader Empowerment Project is: $339,932.

BACKGROUND ON APPLICANT ORGANIZATION

The Christian Counseling Fellowship (CCF) was founded in 2002 as a reception center for girls who had escaped or been rescued from Lord’s Resistance Army (LRA) captivity. Abducted girls were used as child soldiers and laborers and were also offered as “wives” to LRA soldiers, which often resulted in their becoming pregnant by their captors. When these girls returned from captivity they not only had children out of wedlock, but they were also perceived as “rebels.” Under the visionary leadership of its Director, Alice Achan, and with funding from international donors, CCF transformed the reception center into Pader Girls Academy (PGA), a secondary boarding school that fills a major void in service to girls affected by conflict: it is the only school in northern Uganda where girls who are pregnant or who have children can obtain an education.

PGA engages community leaders in villages throughout Pader District to recruit former LRA abductees – most of who were forced to commit atrocities as combatants – and other young mothers who lived in squalid Internally Displaced Persons (IDP) camps where sexual violence was common. PGA’s vision is to create a community of girls affected by conflict who are self-reliant, who can achieve personal security and economic independence, and who are equipped to support their children through acquisition of quality education. It is a unique educational setting in which young women, who have suffered sustained violence, have the rare opportunity to care for their infants in a supportive, empowering educational community.

PGA currently enrolls 460 students. The students live on school campus with 111 infants and toddlers. PGA offers two curriculum tracks: a six-month vocational program, which provides practical skills in catering, hotel management, and tailoring, and the standard secondary O-level education program, which teaches the Ministry of Education and Sports syllabus in preparation for national exams. Girls receive basic instruction in hygiene, breastfeeding, and HIV prevention, and undergo psychological counseling. PGA works in partnership with the Pader Health Center
to provide medication (when available) for HIV positive girls. The school employs 18 teachers, five tutors and six child caregivers/nursery teachers.

For this proposal, CCF/PGA will partner with Gulu University, which was opened in October 2002 by the Government of Uganda to address the growing demand for access to higher education in post-conflict northern Uganda. The University is situated in Gulu, the largest city in the North, which is a two-and-a-half hour drive from Pader. Degree offerings reflect the North’s need to increase the number of teachers and professionals in healthcare, agriculture and environmental science, and engineering for rural industrialization. The university houses five faculties: agriculture and environment, business and development studies, education and humanities, medicine, and science, as well as two institutes: peace and strategic studies, and research and graduate studies.

CCF/PGA has developed a relationship with the computer science department in the faculty of science at Gulu University as both organizations are grantees of the Uganda Fund; they participate in joint events and peer review activities under the Uganda Fund umbrella. Building on this relationship, this proposal seeks funding to solidify partnerships between CCF/PGA and three other departments at Gulu University to expand and improve PGA programming and address the human capacity needs in the North as the region continues to recover from conflict. Partnerships with the faculty of medicine, the faculty of education and humanities and the faculty of agriculture and environment will provide access to unique training opportunities at Gulu University for teachers throughout Pader District while improving the quality of education for PGA’s vulnerable population of young mothers.

Gulu University’s School Attachment Program (SAP) is a graduation requirement in the faculties of computer science, agriculture and environment, and education and humanities. It places undergraduates in internships at primary and secondary schools, and government and non-governmental organizations throughout northern Uganda for six weeks starting each June; the faculty of medicine requires all fourth-year students to conduct four weeks of community-based health education in October. PGA is an optimal site for the completion of a school attachment assignment; Gulu already sends students from a number of its undergraduate departments to train teachers at PGA. This proposal would expand the program across the four priority program areas detailed below: reproductive and maternal health; early childhood development; information and communications technology; and agriculture.

**PROJECT CONTEXT**

For 20 years, from 1986 to 2006, Joseph Kony and his rebel group, the Lord’s Resistance Army (LRA), waged a brutal insurgency against Uganda’s central government in which his forces slaughtered, raped, kidnapped, displaced, and otherwise terrorized civilians in Uganda’s northern region. Pader District in the Acholi region, where Pader Girls Academy (PGA) is located,
received the brunt of the force. According to the 2005 “Internally Displaced Persons Health and Mortality Survey,” a staggering 90% of the Acholi region’s population (or 1.8 million people) were displaced. In Pader District alone, 320,000 people became internally displaced.90

Interventions during transitions can be problematic because crisis attention fades while community need becomes more complex and extends over longer time periods. Since the violence in northern Uganda abated, 98% of the Internally Displaced Persons (IDP) camps have emptied.91 Despite stability in the region since 2006, returns have outpaced recovery planning and implementation. According to the 2012 Uganda Humanitarian Report, most IDPs have returned to areas offering few basic services such as water, health care and education. The report finds, “there is general agreement that it will take many years to rehabilitate northern Uganda.” The Government of Uganda (GoU) and its international partners began to implement recovery programs as late as 2008 and their impact has yet to be felt. Yet in Pader town, the Norwegian Refugee Council, UNICEF, UN- OCHA, CARE, and Save the Children closed their field offices between 2009 and 2011.92 Support is dwindling while the need for services and human capacity in the region remain great.

Reproductive and Maternal Health and Sexual Violence: Although the LRA violence, mass displacement, and IDP camp relocation resulted in major threats to the health and safety of all northern Ugandans, girls and women suffered the worst of it. Sexual violence is rampant in northern Uganda and the LRA, in particular, institutionalized forced marriage and sexual slavery: nearly half of all LRA commanders had five or more forced wives; lower-ranking LRA soldiers averaged two forced wives; and half of all forced marriages during this period resulted in births.93 Incidences of rape throughout the north of Uganda, though common, went almost entirely unreported, as it was estimated that less than 1% of female youth who felt physically threatened had sought assistance from an nongovernmental organization or local health care worker.94 Health centers and clinics were forced to shut down during the conflict leaving a major gap in service to women. According to a June 2007 report, Uganda has one of the highest teen pregnancy rates in sub-Saharan Africa, largely as a result of “inadequate information on sexual and reproductive health for adolescents, lack of adolescent-friendly services, early marriage, early sexual activity and low contraceptive use.”95 The report also found that HIV/AIDS infection rates among young women, ages 15 to 24, were more than double those of Ugandan men.96

According to the same report, in 2007, Pader District had only 13 of the 75 recommended level
II health facilities, representing 17% coverage, and trained health care workers were scarce, resulting in fair to poor ratings in the area of reproductive health services. Although the Ministry of Health prioritized reproductive health in 2006, as of one year later, reproductive health services accounted for less than 1% of the entire health sector budget. In the 2010/2011 financial year, of the 32 districts that comprise the GoU Peace Recovery and Development Plan, Pader District ranked 22nd in health sector performance.

**Early Childhood Development (ECD):** In 1999, the net enrollment of students age four to five in pre-primary school in Uganda was 66,000. According to the 2008 Education for All Global Monitoring Report, Uganda regressed in “expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.” By the end of the 2005 academic year, net enrollment in pre-primary education dropped to 30,000 children, which is .9% of four to five year olds in Uganda.

The World Bank has indicated that pre-primary enrollment rates have increased in Uganda overall, but there is still a need throughout the country for more early childhood education centers and teacher training programs. This gap is most prominent in the northern districts where there are less than 25 centers for early childhood education and only a handful of training facilities, none of which are accredited or provide diplomas. In 2009, a mere 1% of all pre-primary schools in Uganda were located in the North. Recognizing this insufficiency, Gulu University has convened a task force to draft a learning framework for training early childhood development (ECD) teachers that is specific to the context of northern Uganda. In 2012, the training curriculum will be submitted to the National Council for Higher Education for approval.

With the global push for early education, ECD has emerged as a critical issue for the GoU and has been identified as a strategic objective of the Ministry of Education and Sports (MoES). Only 20 nursery schools were built using the Northern Uganda Social Action Fund and the MoES seeks private sector engagement to increase the provision of pre-primary education in the country. A partnership between Gulu University and PGA fostering training and innovation in ECD in northern districts aligns with the GoU education goals and is both timely and important for development in Uganda as a whole and the North in particular.

**Information and Communications Technology (ICT):** In 2008, just 7% of Uganda’s population
had access to a computer, in contrast to the global access rate of 23%. The majority of Ugandans who have access to computers live in or around Kampala and rely almost exclusively on public Internet cafes. In a country of over 33 million people, it is estimated that there are 1.7 million personally-owned computers. Northern Uganda has lagged behind other regions in ICT access. In 2003, 28.5% of central Ugandans in rural areas were without mobile phones; in northern rural areas, 65.3% were without phones. The numbers for television set ownership were nearly identical: 30.7% without televisions in the central rural areas, and 65% without televisions in the northern rural areas.

In recent years, the GoU has taken steps to address the “digital divide.” In 2005, ICT became a required subject for secondary students, as recommended by the MoES, however in many schools, especially in the North, this has become an unfunded mandate: schools without computers are expected to teach computer studies. In 2009, the GoU’s budget included support for expanding current ICT infrastructure, including a project that linked most of the country’s major towns through 1500 km of optical fiber. But GoU investment has not matched its stated commitment, and most ICT projects rely on private and foreign donor support.

A 2007 study in Uganda finds that a combination of use of ICT with improved education levels is associated with lower incidence of poverty. PGA recognizes the importance of ICT learning and has secured a commitment of 30 computers from the Uganda Fund. Its computer lab is under construction, and it seeks an enhanced partnership with Gulu University’s computer science department, which is committed to improving computer literacy in rural communities.

**Agriculture:** The large-scale displacement, which forced northern Ugandans to uproot their lives and re-locate to IDP camps, lead to major economic and social disruptions, and a sudden health and safety crisis. Before the war, northern Ugandans typically owned farmland, lived on homesteads, and bred livestock; agricultural production was the predominant economic activity. But during the war, people were forced to abandon their land and the LRA killed all of their livestock, robbing the Acholi of the only possessions that allowed them to make an income. Confined to IDP camps, they were stripped of their livelihoods. There was little safe and arable land in and around the camps, so food production was limited. The camps relied heavily on foreign aid to feed residents, a food source that was unreliable and unsustainable. In 2006, the World Food Programme (WFP) estimated that its food donations to IDP camps provided residents with just 60% of their daily nutritional needs. By April of 2007, due to budget shortfalls, WFP reduced food rations to cover just 40% of daily needs. Food insecurity became one of

105 http://www.c-i-a.com/pr02012012.htm
106 http://www.iicd.org/our-work/uganda
107 http://ijcir.org/volume1-number2/article2.pdf
108 http://ijcir.org/volume1-number2/article2.pdf
northern Uganda’s biggest threats.\textsuperscript{111}

The end of the war did not result in an instant resumption of agricultural production and self-sustaining economic activity. Even as it became safe for people to leave their IDP camps, a good deal of those people were young and had never learned to farm; they had grown up in the camps and relied on casual labor and small projects for income – work that was sporadic and unprofitable – and were deprived of adequate educations and opportunities to learn new and productive trades. They have returned to villages and land that had been uncultivated for years. The Acholi sub-region went from an acute food and livelihood crisis to a moderate/borderline food secure classification in 2010. However, irregular rain patterns and the rise in food prices during 2011 continue to put the population at risk of food shortage.\textsuperscript{112} A 2007 UNDP report indicates that promotion of agriculture would directly benefit Uganda’s poor and reduce mass poverty. The report recommends agricultural development especially in the post-conflict North as a strategy for reconstruction and sustainable human development that could significantly contribute to the development of the region and the national economy.\textsuperscript{113}

\section*{PROJECT GOALS, OBJECTIVES AND OUTCOMES}

\subsection*{Pader Empowerment Project Goals}

1. \textit{Professional Development} – Enhance the professional capacity of PGA management staff to improve the quality and impact of programming and services, and exchange PGA’s experience with organizations across northern Uganda to increase regional leadership capacity

2. \textit{Education} - Engage and empower vulnerable girls in Pader District to become educated, responsible, self-actualizing and self-sufficient through the provision of holistic educational training and community outreach activities

3. \textit{Economic Development} – Increase the capacity and support the economic and social development of the North by establishing programs and regional partnerships that will multiply the number of trained teachers and/or skilled professionals in the health, education, technology and agriculture sectors.

\subsection*{Pader Empowerment Project Objectives}

1. Professional Development

1.1 \textit{Management Mentoring Program (MMP)} – Enhance management and leadership skills of CCF/PGA senior staff to develop local capacity, address succession challenges and ensure continued professionalization and growth of the organization

1.2 \textit{PGA/Gulu Partnership} – Strengthen a partnership between Gulu University and CCF/PGA by providing Gulu University students with \textbf{hands-on educational experiences} and by providing \textbf{focused training} for PGA staff, local community members, and professionals

\begin{thebibliography}{99}
\bibitem{WFP} WFP World Food Programme (2007) WFP cuts food for 1.28 million displaced in northern Uganda. Press Release, 17 April.
\bibitem{Uganda} Uganda Humanitarian Profile 2012. Government of Uganda. Available at: http://reliefweb.int/node/467122
\end{thebibliography}
2. Education

2.1 Reproductive and Maternal Health Education Program – Create, implement and monitor a program that will empower PGA students with quality health information and educate the community, both men and women, through outreach activities and training to address gender-based violence and the high rate of early pregnancy in Pader District

2.2 Early Childhood Development (ECD) Program – Establish and monitor a high-quality and culturally appropriate program to support the social, emotional, cognitive, and physical development of children at PGA and in Pader District through increased training, and active involvement of teachers, parents and local communities

2.3 Information and Communication Technology (ICT) Program – Implement an intensive and engaging program to address the pressing needs of PGA students, teachers and local communities to acquire basic computer skills that will facilitate their life, study and work as well as bridge the digital divide in Pader District

3. Economic Development

3.1 Agriculture Program – Implement an applied program to shift the focus of agriculture education from theory to practice via infrastructure investments at PGA and build the professional capacity of PGA trainers, students, and northern Ugandan youth for new livelihood opportunities and agribusiness careers

3.2 Scholarships – Increase the number of trained professionals to build the capacity of the region through the provision of scholarship opportunities for high-performing PGA students in nursing and early childhood development

Outcomes

The following outcomes are expected over the three-year project period:

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<thead>
<tr>
<th>Goal</th>
<th>Objective</th>
<th>Outcome</th>
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<tbody>
<tr>
<td>1. Professional Development</td>
<td>1.1 Management Mentoring Program</td>
<td>• All key members of the CCF/PGA management teams will receive management training nine times for a total of 12 weeks</td>
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<td>1.2 PGA/Gulu University Partnership</td>
<td>• 45 Gulu University students will assist with PGA instruction and conduct special community or youth-oriented workshops for the four new program areas</td>
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<td>• 169 teachers, students and professionals in northern Uganda (62 PGA teachers, agriculture students, and CCF staff and 107 non-PGA teachers, students and community health workers) will receive training in the new program areas from Gulu University</td>
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<td>2. Educate</td>
<td>2.1 Reproductive and Maternal Health Education Program</td>
<td>• 275 third-year PGA students will participate in a 30-hour course which will terminate with an exit exam</td>
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<td>• 300 first-year PGA students will complete a 22.5-hour workshop taught by Gulu University medical students</td>
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<td>• 240 second-year PGA students will engage in peer empowerment groups</td>
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<td>• 270 Pader District community members will receive maternal and</td>
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child health messaging from Gulu University medical students
• 3,600 males in Pader District will receive reproductive health messaging through educational outreach events

2.2 Early Childhood Development Program
• 111 infants and toddlers at PGA will receive high-quality early childhood education and care, and ongoing assessment to monitor their physical, psychosocial, emotional, and cognitive development
• 24 fourth-year PGA students will receive 12 hours of introductory training in early childhood development

2.3 Information and Communication Technology Program
• New computer lab/library with basic infrastructure including computers, A/C, Internet access, solar panels will be constructed
• 80 community adults will acquire computer skills
• 200 community children will attend library events
• Computer curriculum that fulfills the MoES requirements will be implemented at PGA

3. Economic Development
3.1 Agriculture Program
• A chicken coop, greenhouse and borehole will be installed on PGA land
• Agricultural outputs at PGA will increase
• Protein intake for PGA students will increase via consumption of eggs twice weekly
• Practical-oriented agriculture curriculum will be developed
• Agribusiness program at PGA will be launched

3.2 Scholarships
• 20 scholarships will be awarded to PGA students; 10 students will receive scholarships to attend St. Mary’s Hospital nursing certificate program in Gulu and 10 students will receive scholarships to commence training for a certificate in Early Childhood Development at Gulu University

**PROJECT DESIGN**

This proposal seeks funding for a project comprised of five major components: Management Mentoring Program; Reproductive and Maternal Health Education and Outreach; Early Childhood Development; Information and Communications Technology; and Agriculture Education. The PGA/Gulu University partnership and scholarships integrate into and enhance these five components. This project will provide new educational opportunities to intellectually and financially empower the female students of Pader Girls Academy, and will also provide Pader District with new resources to continue to build sustainable infrastructure and raise living standards in northern communities.

1) Staff Management Mentoring

**PGA Staff Management Background:** The existing management and staff of CCF and PGA have an astute understanding of the environment, conditions, context and community in which the organizations operate, and with the guidance and leadership of founder and director Alice Achan, they have successfully built CCF and PGA into reputable and effective development and educational organizations. However, senior staff members lack adequate practical experience and training in organizational management. As the organizations continue to grow and work
collaboratively with international foundations, NGOs and bi-/multilateral aid organizations like MacArthur Foundation, Save the Children, USAID and UNICEF, and as Achan’s time becomes increasingly consumed with fundraising and high-level advocacy efforts, the management team requires technical support. The proposed Management Mentoring Program (MMP) will build the staff capacity and impact of CCF and PGA, raising staff members’ skill sets to international standards and ultimately contributing to a succession plan that ensures long-term organizational stability that is not vested solely in any one leader.

**Description of Activities:** To increase the human capacity at CCF/PGA, the MMP will recruit outside expertise to provide intensive one-on-one and group mentoring to senior staff members to raise their skill sets to international standards. The MMP will hire one consultant from the Uganda Management Institute in Kampala and one consultant from the US. The Ugandan consultant will provide mentoring on-site twice annually; the US consultant will provide mentoring on-site once annually. Communication and monitoring via Skype and email will occur throughout the year. This proposal seeks funding for air and ground transportation, accommodation, and consultant stipends.

In the first quarter, the US-based consultant will conduct a needs assessment of the senior staff in executive management skills; the program will then be tailored to address specific needs at CCF/PGA. The consultants will evaluate the individual skills of program participants and will help each one develop a monitoring plan for follow-up mentoring. The skills the MMP will focus on include: leadership and team building; project management; communication skills; professional writing; external relations; meeting management; conflict management; strategic thinking. Upon completion, senior managers will have the ability to transfer these skills to teachers, other staff, and incoming managers to further develop local capacity and to promote PGA sustainability efforts.

2) Reproductive and Maternal Health Education and Outreach

**PGA Reproductive and Maternal Health Programming Background:** PGA was founded to reintegrate and educate girls who were victims of sexual violence at the hands of the Lord’s Resistance Army or in Internally Displaced Persons camps. PGA also welcomes girls who have become pregnant in the aftermath of the conflict; sexual violence in post-conflict communities is common and even seemingly consensual relationships have a distinctly coercive element to them and are rooted in the girls’ economic empowerment. PGA is the only school in northern Uganda to provide education and housing to mothers with their children. PGA offers basic instruction in hygiene, breastfeeding, and HIV prevention and students are counseled and provided with parenting information. CCF/PGA employs a clinical officer but the organization lacks the capacity for the full health education program its students need.

Several students have become pregnant again while attending PGA, which either disrupts or ends their educations. These new pregnancies usually occur during academic breaks when the girls
return to their home villages and face great pressure to sustain themselves and their families in the economically depressed post-conflict environment where women are disenfranchised. These girls are not in a position to negotiate for safe sex. Reproductive and maternal health programming must address the cultural, social and psychological elements that contribute to unsafe sexual practices. PGA seeks to create a comprehensive maternal and reproductive health program on its campus and in surrounding communities.

**Description of Activities:** This proposal seeks funding to create a curriculum to fill the gap in reproductive and maternal health education at PGA and throughout Pader District. The Reproductive and Maternal Health Program will target the female students of PGA, the general population of Pader District, and the young men and boys of Pader District, based on the belief that any intervention conducted in isolation at PGA would be incomplete and ultimately fail; programming must address the beliefs and behaviors of the communities to which these girls will eventually return. The proposed program will be implemented via 8 components: Curriculum Development, Professional Training, PGA Reproductive and Maternal Health Course, Gulu School Attachment Program, Peer Empowerment Groups, Scholarship Pipeline, Mobile Community Outreach, and Community Football Outreach.

**Curriculum Development:** In response to the dearth of reproductive and maternal health education available in Uganda generally, and in particular in the North, PGA will convene a task force of community and academic stakeholders to create a curriculum that empowers girls and promotes healthy practices in Pader District. The curriculum team will consist of the CCF/PGA clinical officer (Milton Obua), a second clinical officer who will be hired in the first quarter of the project period, a Gulu University professor of medicine, professional and informal health workers from Pader town, and community leaders and elders in Pader District. The project will convene a community roundtable discussion at PGA in the first quarter. It is expected that 20 to 25 attendees will participate in Year I. The roundtable will introduce a pilot reproductive and maternal health curriculum seeking dialogue and feedback so the model can be refined with community input. The roundtable will focus on local realities and services and the status of regional and national strategies in the area. Foundational texts for the curriculum development will include: Tuko Pamoja, created by the Program for Appropriate Technology in Health as part of the Kenya Adolescent Reproductive Health Project, Hesperian Health Guides, World Health Organization and Mango Tree materials. A community roundtable discussion will be hosted twice annually for the three-year project period. Local community commitment is

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115 Hesperian Health Guides has operated since 1970 and produces public and community health texts that have been distributed in 216 countries around the world. The Hesperian newsletter publication, Women’s Health Exchange, provides group discussion topics and activities. The majority of Hesperian’s texts are available in hard copy as well as in free PDF download from the organization website. See: http://hesperian.org/
117 Mango Tree. Early Childhood Development materials. Available at: http://mangotreeuganda.org/shop/health/reproductive
essential for forming an innovative and effective program that addresses the pressing need for knowledge and education in reproductive and maternal health in the region.

**Professional Training:** Gulu University faculty of medicine will provide two reproductive and maternal health education training sessions annually for two PGA teachers and 30 teachers, community health workers, and midwives from throughout Pader District. The training sessions will occur at PGA and correspond with PGA academic breaks. Annual training will begin with a two-week session in May followed by a two-week session in August. Due to the disparate knowledge of the teachers and community health workers, intensive training will be provided for the teachers (two PGA teachers, ten non-PGA teachers) in the first week of both training sessions. The second week of training will be provided for the 20 community health workers. Trainings will be provided on a service exchange model wherein PGA teachers who receive training through this program will commit to at least two years of service at PGA. This proposal requests funding to cover the cost of the Gulu University trainings for all 32 participating teachers and community health workers; travel and accommodation are requested for the two Gulu trainers (one obstetrician and one assistant lecturer per week of training).

**PGA Reproductive and Maternal Health Course:** Using the curriculum developed by the curriculum task force, in Year I of the project period, a six-week reproductive and maternal health course will be taught in each quarter beginning in the second quarter (three courses will be conducted in Year I). Twenty-five third-year PGA students will be enrolled in each session; sessions will meet two evenings per week for two-and-a-half hours. Each PGA teacher trained by Gulu University will teach one class per week. Guest lectures by the CCF/PGA clinical officer, community health workers or second- and third-year Gulu University medical students completing their community outreach requirements may be incorporated into lesson plans. The end of each six-week session will be marked with a reproductive and maternal health exit exam. The exam will be a criterion for selecting student teaching assistants for other programs and for a scholarship pipeline. In Years II and III, the course will be taught in every quarter. A total of 275 students will complete the 30-hour course over the three-year project period.

**Gulu School Attachment Program:** In Year I, in October, eight fourth-year Gulu University medical students will be placed at PGA for their school attachment requirement. PGA will provide accommodation and meals at its guesthouse; Gulu University will provide a small supplemental stipend for the Gulu students’ meals. This proposal seeks funding for the cost of round-trip bus transport for Gulu students. The interns will work in pairs and conduct a three-week intensive reproductive and maternal health workshop for four groups of first-year PGA students. Twenty-five students will be enrolled in each group and sessions will meet every evening for one-and-a-half hours. The interns will spend their first week on campus adapting the PGA reproductive and maternal health curriculum for the condensed time frame with an emphasis on self-esteem and team building activities. In Years II and III, the workshops will be conducted in the same manner. A total of 300 students will complete the 22.5-hour workshop over the three-year project period. When not preparing lessons or teaching PGA students, Gulu
student interns will prepare at least six community health lessons that will be held at the Pader Health Center throughout the four-week duration and which will be open to the community. At least fifteen people are expected to attend each health lesson.

**Peer Empowerment Groups**: In Year I, in the second quarter, PGA will organize second-year students into peer empowerment groups of twenty students each. Each group will meet twice monthly. The CCF/PGA clinical officers and trained teachers will oversee peer empowerment group meetings. Students selected as teaching assistants will each be assigned to a group and play an active leadership role. The groups will reinforce the PGA reproductive and maternal health curriculum through discussion and team-building exercises. These groups will be tasked with creating materials and messaging to be used in community outreach activities. This may include, for example, skits, songs or pamphlets; girls will then be invited to participate in community outreach activities. Peer empowerment groups will comprise a mix of PGA secondary education students and vocational students; vocational students often lack sufficient English for studying at the secondary level and are a particularly vulnerable group that this program seeks to reach. A total of 240 students will participate in peer empowerment groups over the three-year project period.

**Scholarship Pipeline**: To increase the number of trained nurses in the region and provide livelihood opportunities for PGA graduates, PGA will create a nursing pipeline program for students who excel during program activities as demonstrated by leadership roles, success as teaching assistants, enthusiasm and scores on the reproductive and maternal health exit exam. As required by St. Mary’s nursing school, students must also pass all science and English courses in senior 4. This proposal seeks funding for five scholarships each in Years II and III for PGA graduates who have completed O-level exams to continue their studies at St. Mary’s Hospital nursing school in Gulu.

**Mobile Community Outreach**: In keeping with its community outreach mission, CCF/PGA will purchase and outfit a van to bring reproductive and maternal health education to rural communities throughout Pader District. Mobile outreach will be conducted in two sub-counties per week. Local elders and community leaders will be contacted and engaged in the process. Each clinical officer will lead four mobile outreach trips per month. They will teach the curriculum designed for the outreach with the addition of teaching materials created by the PGA students during their peer empowerment meetings. This proposal requests funding for the purchase of a van, audio-visual equipment, a part-time driver salary, and outreach materials for the dissemination of key health messages.

**Community Football Outreach**: To engage the young male population about reproductive health and sexual violence, PGA will arrange two football games per quarter in Pader District sub-counties. Educational performances, presentations and activities will take place before, during half time, and after the game. These will be taught by the clinical officers and reproductive health teachers and be reinforced by the performances created and performed by PGA students.
During half time, outreach materials will be distributed to players and spectators. It is estimated that 30 students will participate in each game with 120 spectators. A total of 3,600 youth in Pader District communities will be reached with reproductive health messaging during the three-year project period.

3) Early Childhood Development (ECD)

**PGA ECD Programming Background:** PGA is a unique educational model in which young mothers live on school campus with their children. Daycare has been provided for the children of PGA students since the school’s inception, removing a barrier to learning for these young mothers. Provision of daycare contributes to the mothers’ classroom concentration and academic achievement.

Daycare is provided for children ages three and under. The daycare center is staffed by four caregivers who tend to over 65 infants and have no formal training. In 2011, recognizing an opportunity to provide more comprehensive and holistic care to mothers and children, PGA piloted an ECD program that extends beyond daycare so that mothers and their children could simultaneously receive quality education. The new pre-primary class consists of 46 students – those who are over the age of three who previously only attended daycare – who now receive instruction in Christian and religious studies, social studies, science, numbers, and English. The class is divided into three levels: baby class, middle class, and upper class; but due to the shortage in staff, the middle and upper classes are taught jointly. The two nursery teachers have both received a certificate in ECD but still cite gaps in their own skill sets as challenges to effective classroom management and instruction. The timing of the PGA six-month vocational program disrupts instruction as children leave once their parents graduate and new students join the class in the middle of the semester.

PGA has an ECD building with two classrooms and a teacher office, and a mud hut serves as a classroom for middle- and upper-level nursery instruction. The rooms are bare; infants and caregivers sit on mats on the floor in the daycare and small plastic chairs are used in the pre-primary class. Teachers lack learning aids and materials to facilitate lessons. This provides an opportunity for PGA to create materials for its classroom and build its nascent ECD program with an emphasis on curriculum development and teacher training.

**Description of Activities:** This proposal seeks funding to improve the quality of ECD at PGA specifically and in the North in general by increasing teachers’ and parents’ access to training programs in child development. Local community commitment and knowledge will help form an innovative program that boosts the self-esteem and growth of the parents and builds the capacity of teachers in the region. PGA requires funding to develop a culturally appropriate and interactive ECD curriculum and to purchase and create learning materials that will support the curriculum learning objectives. Funding will also support the development of an ECD training model in collaboration with Gulu University in which 23 teachers in Pader District will complete...
a diploma in early childhood development during the three-year project period. Project funds will support PGA’s ECD teachers to train 24 PGA students in child development, ten of which will receive scholarships to attend Gulu University’s ECD certificate program. The proposed program will be implemented via four components: Hands on Mothering; Professional Training; Scholarship Pipeline; and the Gulu School Attachment Program.

**Hands on Mothering:** The PGA ECD program will be founded on a holistic and human rights based approach to early childhood development. It is critical to children’s healthy development to have their basic needs met and their growth supported by their mothers, families, and communities. Children need strong attachments to positive and caring adults. The PGA ECD program will create an inclusive ECD curriculum model that requires the continuous and active involvement of teachers and parents in lesson plans and after-school activities.

The ECD program will engage PGA mothers in a curriculum development phase to nurture their sense of responsibility towards the health and emotional well-being of their children and to establish a pattern of involvement in their children’s schooling early on that can carry into later years. Parent participation is critical to both the development of the child and to the mother’s own feelings of self-worth and confidence in her parenting skills. In Year I, Parenting Focus Groups, conducted by the ECD teachers in collaboration with the reproductive and maternal health program, will guide mothers in outlining their commitment as parents and providing input on curriculum and learning objectives. The groups will continue to meet twice annually throughout the project period and will explore individual perceptions of good parenting, their own experiences as children, the passing on of Acholi culture and values, and the hopes and expectations they have for their children. PGA mothers will learn about the major milestones in their children’s physical, social, and emotional development and will create learning materials for the ECD program from local products.

PGA mothers and ECD teachers will select an ECD parents committee to assist ECD teachers in developing and scheduling parental involvement activities such as parent reading hour at the library, parent-teacher meetings, and other events that will increase parent participation in the ECD program. The ECD parents committee will work with the CCF/PGA clinical officer and the ECD teachers to organize an internal system for parents to monitor their children’s physical growth and psychological and social development. Parents will learn basic developmental milestones and complete child assessment surveys four times annually that will be reviewed in consultation with the ECD teachers and clinical officers. Children will be weighed and measured at the beginning of each academic year to ensure that basic physical health and development milestones are met.

**Professional Training:** PGA will seek to maintain a child-to-teacher ratio of 15:1, the average number in the Aga Khan Foundation’s Madrasa Early Childhood Programme 118, and thus will

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hire one additional woman from Pader District to join PGA’s ECD team at the start of the project period. PGA would like to improve its child-to-caregiver ratio in its daycare center to ensure that infants receive the one-on-one attention required in early stages of development. This will also allow PGA to implement a separate six-month curriculum for the vocational students’ children. With 65 infants and 4 caregivers, the PGA daycare center will maintain a child-to-caregiver ratio of approximately 16:1.

The Gulu University faculty of education and humanities will provide three early childhood development training sessions annually for the three PGA ECD teachers and 22 teachers from nursery and primary schools throughout Pader and Gulu Districts (10 from Pader and 12 from Gulu). The training sessions will occur at Gulu University and will correspond with PGA academic breaks. Annual three-week trainings will be held in May, August and December. In between the intensive training sessions, teachers will be assigned readings and other homework; each month a Gulu University ECD lecturer will travel to PGA to collect homework assignments. At the end of the three-year project period, teachers who attended all workshops and completed homework requirements will receive a diploma in Early Childhood Development from Gulu University. This proposal requests funding to cover the cost of the Gulu University trainings for all twenty-five of the participating teachers (both PGA and non-PGA teachers); an accommodation stipend is also requested for the 13 Pader District teachers. For the 12 teachers from Gulu District it is expected that they or their sponsoring schools will cover the cost of transportation to Gulu University during the intensive training periods.

Trainings will be provided on a service exchange model wherein PGA teachers who receive training through this program will commit to at least two years of service at PGA. They will also become trainers themselves as a knowledge dissemination component is built into the program. A formal curriculum will be created as part of project deliverables – updated as appropriate in response to advances in education theory and MoES guidelines. The trained PGA pre-primary teachers will conduct a weekend peer planning workshop with the PGA daycare teachers at the start of each school year to enrich this base curriculum and create new lesson plans based on input from their trainings, Gulu student interns, and the PGA community. The head pre-primary teacher will be responsible for ensuring all teachers understand how to implement the curriculum.

Scholarship Pipeline: To increase the number of trained female teachers in the region and thus place women in positions of greater respect in their communities, and to provide livelihood opportunities for PGA graduates, PGA will offer “starter trainings” to students interested in an ECD track. Beginning in Year II, starter trainings will be open to twelve fourth-year PGA students as a pipeline for entry into the Gulu University two-year ECD certificate program. The two-hour trainings will occur twelve times over the course of two years and will be run by the...
three PGA ECD teachers; a total of 24 students will receive 12 hours of early childhood development trainings. Throughout the project period, PGA will direct teachers to the Gulu University program while at the same time, improve its own capacity to train childcare workers on its campus and in neighboring communities. This proposal seeks funding for five scholarships each in Years II and III for PGA graduates to study ECD at Gulu University.

**Gulu School Attachment Program:** To promote continued staff development and provide practical experience for Gulu University students, in Year I, two third-year students from the Gulu University general education program will be placed at PGA for their school attachment requirement. PGA will provide Gulu University students with meals and accommodation at its guesthouse and transport to and from Gulu or Kitgum campuses. The student interns will serve as teaching assistants, and will be assigned projects based on PGA’s current needs and the interns’ interests and skills (e.g. organizing an after-school art and recreation class or redesigning lesson plans).

4) **Information and Communications Technology (ICT)**

**PGA ICT Programming Background:** A new computer lab/library building is under construction at PGA and will be complete in the fall of 2012. Upon completion, the Uganda Fund will contribute 30 desktop computers and the department of computer science at Gulu University will assist PGA to launch an ICT program. Although some CCF staff members use computers to conduct their work, the majority of PGA teachers and CCF staff do not know how to use or have insufficient knowledge of computers and computer programming. Developing teacher capacity is a prerequisite for a successful and sustainable ICT program and is an important part of the overall project goal of increasing human capacity in the region.

**Description of Activities:** This proposal seeks funding to establish a computer science curriculum and computer training to increase PGA teacher capacity such that the school can fulfill the secondary-level ICT requirements of the MoES. This will enrich PGA’s educational offerings and encourage students to become active consumers of information. PGA seeks funding to purchase learning materials for the computer lab/library, with a focus on O-level and A-level textbooks and children’s books. PGA will extend the benefit to the local community by offering workshops and opening its library to the public. To ensure that the program is properly designed and managed, this proposal also seeks funding for a consultancy between the computer departments at PGA and Gulu University for basic infrastructure setup and ICT curriculum development. The proposed program will be implemented via five components: Infrastructure; Computer Studies Curriculum and Instruction; Professional Training; Gulu School Attachment Program; and Library Development.

**Infrastructure:** In the first quarter of Year I, PGA will purchase furnishings for the lab and library and invite Gulu University technicians to PGA to conduct an onsite technology needs assessment. During this preliminary assessment, PGA and Gulu University will also arrange for
computer connectivity and Internet installation, a three-to-four day process that will occur at the onset of the second quarter. Gulu University technicians will test-run all the hardware and will enter into a maintenance contract with PGA, which will include standard six-month maintenance and response via phone/email and an in-person technician as needed. It is anticipated that with more training by the end of the project period, PGA will be able to take over some maintenance duties. During this initial infrastructure development period, PGA will also invite bids from local vendors for installation of solar panels and air-conditioners and will identify the vendors by the end of the first quarter. It is anticipated that installation will be completed by the second quarter and will precede the launch of the computer lab in June 2013.

**Computer Studies Curriculum and Instruction:** Responding to the computer studies syllabus prescribed by the MoES, PGA will work collaboratively with the Gulu University department of computer science to construct a computer studies curriculum by May 2013. PGA will implement this curriculum beginning in June 2013. A proposed curriculum will include: *Semester 1* will focus on basic computer knowledge and skills (introduction to ICT, lab safety rules, typing, word processing, Internet use and e-library resources); *Semester 2* will continue teaching the basics and introduce intermediate concepts (PowerPoint, Excel and computer maintenance); *Semester 3* will focus on the application of previously learned computer skills and introduce some advanced topics. Special activities, like an e-journal competition, will be used to motivate students to put their learning into practice.

**Professional Training:** The Gulu University department of computer science, with outreach services as a main component of its mandate, will provide ICT training for one PGA computer teacher, 40 computer teachers from other schools in Pader District and 39 PGA/CCF non-computer teachers/staff throughout the three-year period. The training sessions will occur at PGA and will correspond with PGA academic breaks in May, August, and December. Annual training will begin with a one-week session in May followed by a one-week August session and a two-week December session. This proposal seeks funding for the cost of Gulu University to train all participating teachers (both PGA and non-PGA teachers); travel and accommodation are also requested for the Gulu University trainers. For other teachers from Pader District (i.e. non-PGA teachers) it is expected that their sponsoring schools will cover the cost of travel and accommodation. Trainings will be provided on a service exchange model wherein PGA teachers who receive training through this program will commit to at least two years of service at PGA.

In Year I, PGA will hire a trained computer teacher/computer lab manager. In May, this new hire will undertake the first round of training with 25 PGA non-computer teachers. This intensive one-week training session will occur at PGA; a Gulu University representative will also work one-on-one with the newly hired computer teacher, as necessary, to ensure that he/she is prepared to provide computer instruction before June. The Gulu trainer will return to PGA to train the same group of 26 teachers in August and December. Teachers will also learn basic computer maintenance skills during these sessions.
In Years II and III, trainings will be opened up to seven other PGA/CCF non-computer teachers/staff as well as to 20 computer teachers from schools throughout Pader District. As more of its teachers acquire computer skills, PGA will start to develop an internal capacity to train its own teachers and teachers throughout the district. Furthermore, it will open computer literacy workshops twice per quarter in Year III to the local community, benefiting at least 80 Pader residents (20 per quarter). Throughout the three-year project period, a total of 79 teachers and CCF/PGA staff will receive four weeks of intensive computer training and one teacher will receive 12 weeks of intensive computer training.

*Gulu School Attachment Program:* Three Gulu University ICT students will be placed at PGA for their school attachment requirement during June and July. They will conduct workshops as an extension of classroom learning. In addition to the standard school attachment program in June/July, two Gulu University students from the student Computing Society will give special workshops at PGA once per quarter. These will be youth-oriented and enhance PGA students’ enthusiasm about computing while providing them with mentorship time. The school attachment program creates an opportunity for PGA students to connect with Gulu University students, who will serve as role models.

*Library Development:* In Year I, PGA will purchase basic infrastructure and furnishings for the library including O-level and A-level textbooks. In Years II and III, PGA will diversify its learning materials by purchasing books in other fields and will develop an electronic reading center with off-line software, including electronic books and movies. In collaboration with the ECD program, this proposal seeks funding for 80 children’s books to enhance ECD learning and provide opportunities for parental involvement. ECD teachers will utilize the library for learning activities. PGA will hold “Open Library Day” twice per quarter wherein PGA students will read to children from the community.

5) *Agricultural Education*

*PGA Agricultural Education Programming Background:* PGA currently offers a four-year agriculture curriculum with both in-class and on-farm instruction. Year 1 of the curriculum focuses on principles of land use and the physical and chemical properties of soil; Year 2 focuses on crop production, pest and disease control, water and soil conservation, and weed control; Year 3 focuses on livestock health and production; and Year 4 focuses on heavy machinery operation, agricultural economics, agribusiness, and market pricing.

PGA has two one-acre demonstration plots of land it uses to teach students about crop production and sound land management practices and to grow small amounts of food to serve at the school. One plot, adjacent to the school, grows almost exclusively cassava, and is irrigated by a nearby stream; the other plot, a 20-minute walk away from the school, grows soybeans, maize, and mangos, but is not properly irrigated and requires manual transportation of water.

Crop production is hindered by the short rainy seasons, the lack of access to any other water...
supply, and the scant resources available to purchase the seeds and fertilizers needed to produce high yields. Limited planting and growing seasons also result in less time for the students to receive practical experience on the farm. As planting season arrives, PGA uses its tractor to clear the land and gives students the chance to perform secondary tillage to gain some experience clearing land. Despite the occasional opportunities to tend to crops and monitor the land for weeds and pests, the practical component of the curriculum must improve. PGA seeks to expose students to consistent and engaging farming activities so they maintain interest in the subject matter and recognize agriculture's importance and practical relevance to their lives and communities.

**Description of Activities:** This proposal seeks funding to improve the agricultural infrastructure at PGA such that the school can produce enough food to improve its students’ diets; generate revenue through the sale of surplus food; and launch, as part of its agriculture curriculum, an agribusiness program that will allow students to price, market, and sell the surplus food, providing them an opportunity to participate in income-generating activities and experience the value of agriculture. Furthermore, to ensure program sustainability, the revenue generated from the agribusiness program will be expected to help support activities in the other three program areas by the end of the three-year project period.

To achieve its objectives, PGA requires funding for the addition of a chicken coop, a greenhouse, and a borehole to irrigate the greenhouse and the existing demonstration plot on school grounds. These three major capital investments will improve the practical component of the agricultural curriculum at PGA, creating a crop surplus that will serve as the basis for the applied agribusiness program. To ensure that the program is properly designed and managed, this proposal also seeks funding for an agri-business consultancy between the faculties of agriculture at PGA and Gulu University. The program will be implemented via four components: Infrastructure/Capital Investment; Professional Training; Curriculum Improvement and Student Capacity-Building; and Gulu School Attachment Program.

**Infrastructure / Capital Investment:** To transform the practical learning component of its agriculture curriculum, PGA needs funding for the installation of a greenhouse, a chicken coop, and a borehole to irrigate the greenhouse and the existing one-acre demonstration plot adjacent to school grounds. In Year I, PGA will purchase a greenhouse installation package that includes, among other items, several bags of tomato seeds; PGA intends to grow tomatoes since the Ugandan market currently so strongly demands them, and because the greenhouses can produce up to 300 kg of tomatoes each week.

The irrigation system on which the greenhouse and the existing farm plots will rely can be supplied by the drilling of a borehole. Because the greenhouse installation comes with a water tank and pipes, only the borehole is needed for the irrigation system to be fully functional. PGA also seeks funding to purchase the materials to build a chicken coop along with 100 chickens and feed for them in Year II. PGA expects to produce enough eggs to feed its students eggs twice
weekly, increasing their protein intakes exponentially. Finally, PGA seeks funding for improved agricultural inputs for its existing plots of land. These low-cost inputs, such as seeds and fertilizers, will be purchased locally. A new agriculture extension worker will be hired to assist with the maintenance of all new agriculture and farm infrastructure.

**Professional Training:** Gulu University faculty of agriculture will provide three agricultural training sessions annually for the two agriculture teachers, 15 PGA students, and 15 students from throughout Pader District. The 15 PGA students will be selected based on their interest in agriculture and their participation in student farming groups in their sub-counties; the 15 students from throughout Pader District will be selected based on their leadership in these same student farming groups. The training sessions will occur at PGA and will correspond with PGA academic breaks. Annual training will begin with a one-week session in May followed by a two-week session in August and a one-week session in December. These training sessions will enhance students’ skills and will allow them to contribute to the development of the agriculture curriculum that will be offered at PGA. Students from the community will be able to share the skills they have learned within these focused training sessions with the farmers and families in their sub-counties. This proposal seeks funding for the cost of the Gulu University trainings for all participating teachers and students; travel and accommodation are also requested for the Gulu University trainers. A small stipend for transport is requested for the 15 community youth leaders.

During the weekends of these week- to two-week trainings, the two members of PGA’s faculty of agriculture will work exclusively with Gulu University’s faculty of agriculture to develop an agribusiness program at PGA, which will serve as a practical learning experience for the students and as a revenue-generating activity for the school. Through exposure to business, PGA hopes to demonstrate to its students the potential of agriculture to lead to solvency and self-reliance. During these in-person meetings, Gulu University will work with PGA to develop, implement, monitor, and evaluate its agribusiness program, and consult PGA on its business practices. Ultimately, the goal of the consultancy will be two-fold: (1) to ensure that the PGA agribusiness program is equipping students with the skills they need to run a business or engage in agriculture, and (b) to ensure that PGA is maximizing the output of its capital investments so it can use the profit to finance other operational costs.

**Curriculum Improvement and Student Capacity-Building:** The capital investments outlined above will target and develop specific areas of PGA’s agriculture curriculum that need improvement. New equipment and improved infrastructure will substantially enhance the PGA practical curriculum. Year 1 of the curriculum, which focuses on the properties of soil and the fundamentals of agricultural production, will improve the acquisition of several soil-testing kits. The practical component of Year 2, which focuses on crop production and is currently limited by the seasons, will be improved by the controlled conditions of the greenhouse, which will give students year-round access to fertile land. The chicken coop will provide the students with their first and only practical application of the animal production-focused Year 3 curriculum, since
currently all instruction at PGA regarding animal health and production is theoretical. The irrigated greenhouse and improved agricultural inputs for the existing demonstration plot will allow for the school to completely transform Year 4: Instead of purely theoretical lessons in agribusiness and agricultural economics, students would apply their knowledge and turn the greenhouse- and farm-produced surpluses into income for themselves and the school.

*Gulu School Attachment Program*: To promote continued staff development and provide practical experience for Gulu University students, each June beginning in 2013, two third-year students from the Gulu University Faculty of Agriculture and Environment will be placed at PGA for their school attachment requirement. The Gulu student at PGA will live in Pader for six weeks in June and July and report to the head of PGA's faculty of agriculture. PGA will benefit from having a university-level agriculture student available to assist with practical instruction, and the Gulu student will gain the practical experience necessary to prepare him or her for a lifetime of community-oriented technical assistance and problem-solving.

**MANAGEMENT AND GOVERNANCE**

*Project Management and Governance*: The Pader Empowerment Program will be overseen by Alice Achan, CCF founder and executive director. Daily management will be conducted by the CCF chief program manager and project officer for education, while a new project officer will be hired to oversee programming operations. The new project officer will track finances and coordinate with CCF/PGA staff in all four program areas, including the PGA headmistress and the deputy director of education, via biweekly meetings. Barnabas Natamba, a Cornell University doctoral candidate in Nutritional Sciences and lecturer at Gulu University, will be hired in Year I to facilitate the partnership between PGA and Gulu University. Biannual meetings will be held between the three key project managers at CCF/PGA and the designated project manager(s) at Gulu University; CCF/PGA and Gulu University staff leaders in the four program areas will be invited to participate in the biannual meetings as necessary. A monitoring and evaluation panel will ensure efficiency and effectiveness of the project. Under the CCF chief program manager’s leadership, CCF/PGA will be responsible for all administrative activities in creating and implementing this project on its campus and throughout communities in Pader District. This will include:

1. Fiscal oversight and project monitoring
2. Identification and recruitment of PGA and non-PGA teachers to participate in trainings
3. Recruitment of six new hires
4. Coordination with Gulu University
5. Coordination with district and sub-county officials and schools for outreach activities
6. Nominations of students for scholarships
7. Communication and coordination with international and regional consultants
8. Management and evaluation of participating CCF/PGA administration and staff
9. Communication with and reporting to donor
10. Implementation and enforcement of codes of conduct for interns, trainers and staff to ensure student safety
11. Field visits and follow-up with target beneficiaries in all program areas for evaluation purposes

CCF/PGA will oversee overall project management while daily implementation will largely fall with the newly hired project officer and within each program area. Within each of the four program areas, the deans, head teachers, or officers of PGA and Gulu University will collaborate to create and manage their specific programs.

Gulu University program managers will be responsible for organizing trainers and student interns the University. All program managers will report to the newly hired project officer. Gulu University is responsible for both the training programs and the school attachment program. The university faculty, staff and students will design the training curricula and coordinate the school attachment program. In Year I, Mr. Natamba will assist in establishing a system of communication between Gulu University and PGA that will be maintained throughout the project period and will ensure that communication between the school faculties is timely and efficient.

**Current Management Structure:** CCF is managed by a Board of Directors (BoD), which includes the organization’s founding members and other community leaders. PGA is managed by a twelve-member Board of Governors (BoG) comprised of parents, administrators, teachers and members of the private sector. In addition to Ms. Achan, the CCF/PGA senior management team includes a school director, field coordinator, headmistress, project officer and project accountant. Evidence of the school’s maturation and solid reputation was demonstrated in October 2010 when the Uganda National Examination Board certified PGA as a regional testing center. Students, both from PGA and the surrounding villages, who previously had to travel three to four hours to take national exams can now sit them at PGA.

**MONITORING AND EVALUATION**

CCF/PGA will monitor and evaluate the Pader Empowerment Project to determine its impact on target communities, efficiency, sustainability and contribution to CCF/PGA’s mission to serve and empower vulnerable girls and their communities. Feedback from target beneficiaries and participating staff at Gulu University and CCF/PGA throughout the project period will allow CCF/PGA to improve the functioning of its interventions across the five program areas. Monitoring will be regularly conducted internally to track the progress of the programs; to review staff performance; to track the appropriate allocation of resources; and to ensure that periodic targets are reached. Quarterly and annual reports will document the progress and status. External consultants will conduct evaluation throughout the three-year project period with
baseline studies being conducted in Year I and follow-up research conducted in Years II and III. Monitoring and evaluation activities will include interviews, direct observation, document reviews, questionnaires, staff peer review and self-evaluation and focus groups. The following section describes how internal monitoring and external evaluation will be implemented.

**Monitoring**

*Monitoring Panel:* At the start of the project period, PGA will establish a Monitoring and Evaluation (M&E) Panel comprised of CCF/PGA staff. The panel will be chiefly responsible for conducting internal monitoring and assisting external evaluation. The panel will consist of three persons from CCF and PGA and will report directly to the CCF/PGA Chief Program Manager.

*Internal Monitoring:* CCF/PGA teachers and staff managing the separate program areas will be responsible for distributing and collecting surveys from program participants and conducting peer reviews. All staff will be required to sign off on key assignments and will submit self-evaluation reports, measured against set criteria, which will be reviewed with their direct supervisors. Supervisors will meet regularly with staff members to review progress. Supervisors in all program areas will report to the PGA Project Officer.

**Evaluation**

Each program has balanced and comprehensive performance targets mapped over the three year period. The accountable supervisors will compare actual results with the targets identified below. If the actual results are less than targeted the manager will identify the reason for variance and a corrective action to ensure the targets are met in the future. Serious variances will be flagged for senior management attention where either targets are revised or a correction strategy is formulated. The accountable supervisors will also be responsible for ensuring that adequate data collection systems are in place within the first two reporting cycles. Reports will be submitted monthly.

1.1 Management Mentoring

Accountable supervisor: CCF/PGA Chief Program Manager

*Evaluation targets*

<table>
<thead>
<tr>
<th>Measure</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td># of CCF/PGA management who receive management training nine times for a total of 12 weeks</td>
<td>Year 1</td>
</tr>
<tr>
<td></td>
<td>8</td>
</tr>
<tr>
<td># of individual difficulties or needs identified</td>
<td>5</td>
</tr>
</tbody>
</table>
program and addressed by management mentors

<table>
<thead>
<tr>
<th>Feedback from self and peer assessment of improved professional writing, accounting and computer skills levels</th>
<th>Notable improvement</th>
<th>Notable improvement</th>
<th>Notable improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td># of PGA problems solved due to management mentoring program</td>
<td>2</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td># of grants won due to improved management skills</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

### 2.1 Reproductive and Maternal Health

Accountable supervisor: CCF/PGA Clinical Officer

**Evaluation Targets**

<table>
<thead>
<tr>
<th>Measure</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td># of students who complete the program</td>
<td>100</td>
</tr>
<tr>
<td>Average improvement in test results after the implementation of the program</td>
<td>50%</td>
</tr>
<tr>
<td># of students selected to complete training to lead the peer empowerment groups</td>
<td>4</td>
</tr>
<tr>
<td># of people attending community outreach events</td>
<td>1800</td>
</tr>
<tr>
<td>Feedback from communities in outreach events</td>
<td>All positive feedback</td>
</tr>
<tr>
<td>Student feedback on their improved leadership skills in reproductive and maternal health education</td>
<td>Notable change</td>
</tr>
<tr>
<td># of university students who gain experience in community outreach and education in Reproductive Health school attachment program</td>
<td>8</td>
</tr>
<tr>
<td># of scholarships awarded to PGA students for nursing certificate</td>
<td>-</td>
</tr>
</tbody>
</table>

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119 Implementing 4 mobile community outreach events per month with 50 attendees at each as well as 2 football outreach events per semester in which 30 students will participate in each game with 120 spectators. This will reach a total of 5,400 community members including 3,600 youth in Pader District.
2.2 Early Childhood Development (ECD)

Accountable supervisor: PGA Nursery School Head Teacher

Evaluation Targets

<table>
<thead>
<tr>
<th>Measure</th>
<th>Targets</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feedback on new ECD training model</td>
<td>All positive feedback</td>
<td>All positive feedback</td>
<td>All positive feedback</td>
<td></td>
</tr>
<tr>
<td># of children of PGA students who gain access to high-quality ECD programs</td>
<td>111</td>
<td>111</td>
<td>111</td>
<td></td>
</tr>
<tr>
<td># of female teachers in northern Uganda get diploma in ECD from accredited institution</td>
<td>-</td>
<td>-</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td># of PGA students receiving introductory ECD training</td>
<td>-</td>
<td>12</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td># of university students who gain knowledge and practical experience in ECD school attachment program</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td># of scholarships awarded to PGA students for ECD training</td>
<td>-</td>
<td>5</td>
<td>5</td>
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</tbody>
</table>

2.3 Information and Communications Technology (ICT)

Accountable Supervisor: PGA Computer Teacher

Evaluation Targets

<table>
<thead>
<tr>
<th>Measure</th>
<th>Targets</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td># of computers successfully installed</td>
<td>30</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>% of ICT infrastructure (computers, A/C, internet access, solar panels) established</td>
<td>100%</td>
<td>0%</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>Feedback on curriculum and adherence to MoES requirements</td>
<td>All positive feedback</td>
<td>All positive feedback</td>
<td>All positive feedback</td>
<td></td>
</tr>
<tr>
<td># of CCF/PGA teachers and staff gaining ICT</td>
<td>26</td>
<td>7</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Measure</td>
<td>Targets</td>
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<tr>
<td>------------------------------------------------------------------------</td>
<td>------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td># of community teachers gaining ICT knowledge and skills</td>
<td>-</td>
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<tr>
<td></td>
<td>20</td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>% of teachers who receive training that pass the corresponding computer skills test</td>
<td>100%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>100%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>100%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td># of PGA students gaining ICT knowledge and skills</td>
<td>100</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>100</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>100</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>% of students that pass the secondary-level computer skills test</td>
<td>80%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>80%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>80%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td># of university students who gain knowledge and practical experience in ICT school attachment program</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td># of children attending library events</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>100</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>100</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td># of community adults acquiring computer skills</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>-</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>80</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 3.1 Agricultural Education

Accountable Supervisor: PGA Agriculture Head Teacher

**Evaluation Targets**

<table>
<thead>
<tr>
<th>Measure</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Year 1</td>
</tr>
<tr>
<td></td>
<td>Year 2</td>
</tr>
<tr>
<td></td>
<td>Year 3</td>
</tr>
<tr>
<td>Student and teacher feedback on new practical curriculum</td>
<td>No major concerns</td>
</tr>
<tr>
<td># of youth who receive development training in agriculture education</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>30</td>
</tr>
<tr>
<td>PGA teachers’ performance assessments</td>
<td>Visible improvements</td>
</tr>
<tr>
<td>% of students who pass the agriculture program</td>
<td>80%</td>
</tr>
<tr>
<td></td>
<td>80%</td>
</tr>
<tr>
<td></td>
<td>80%</td>
</tr>
<tr>
<td>% increase in crop yield after using new agricultural inputs and irrigation system</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>300%</td>
</tr>
<tr>
<td></td>
<td>500%</td>
</tr>
<tr>
<td>$ benefit to school from the crop yield increases</td>
<td>$8,000</td>
</tr>
<tr>
<td></td>
<td>$13,000</td>
</tr>
<tr>
<td></td>
<td>$16,000</td>
</tr>
</tbody>
</table>

---

120 Based on producing 200kg of tomatoes for 40 weeks in a year priced at 5,000 shilling/kilo
<table>
<thead>
<tr>
<th>Level of protein intake for students</th>
<th>-</th>
<th>Eggs once weekly</th>
<th>Eggs twice weekly</th>
</tr>
</thead>
<tbody>
<tr>
<td># of university students who gain knowledge and practical experience in agriculture school attachment program</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

*External Evaluation*

The external evaluation will be conducted on a yearly basis by inviting outside consultants and professionals to assess:

(a) Progress and impact of all programs;

(b) Situation of school expansion; and

(c) Regional impact of the program outreach activities.

The external consultants will report the results of their evaluation to the executive director, the M&E panel and program managers. The management team will respond to the evaluation results and make improvement plans. PGA would also share the results of internal monitoring with the external consultants to discuss future improvement plans.
Budget Justification

A) PROJECT PERSONNEL

Project Administration

CCF/PGA Executive Director, Alice Achan, 5%, will be responsible for overall project vision and implementation. She will contribute 5% of her time to managing this project for the three-year project period (1,322 USD total requested*).

CCF/PGA Chief Program Manager, Denis Olak, 10%, will assist with overall administrative direction and evaluation. He will contribute 10% of his time to program implementation, management, and evaluation for the three-year project period (1,910 USD total requested).

CCF/PGA Project Officer-Education, Denis Oketa, 10% will assist with overall administrative direction and evaluation. He will contribute 10% of his time to program implementation, management, and evaluation for the three-year project period (1,395 USD total requested).

PGA Empowerment Project Officer, 100% will be hired upon receipt of grant funding. He/she will be based at PGA and will manage all daily operational aspects of the project in Pader. He/she will supervise Uganda-based project staff, ensure continued monitoring and evaluation across program areas, and be the primary point of in-country coordination and contact for Gulu University and US-based consultants throughout the three-year project period. The annual salary for this position is 4,248 USD (12,744 USD total requested).

Gulu University Program Coordinator, Barnabas Natamba, PT, stipend will coordinate with PGA to implement the Gulu trainings across program areas for the first project year. He will be based in Gulu and will spend approximately one day per week of Year I working on this project for a consultancy fee of $75 per day. (4,000 USD total requested).

Chief Clinical Officer, Milton Obua, 50% is responsible for instructing PGA students in hygiene, breastfeeding, and HIV prevention and coordinating and implementing reproductive health community outreach initiatives. He will contribute 50% of his time managing the Reproductive and Maternal Health Education and Outreach Program (6,612 USD total requested).

Clinical Officer, 100% will be recruited and hired upon receipt of grant funding. He/she will assist the Chief Clinical Officer with instructing PGA students in hygiene, breastfeeding, and HIV prevention and with implementing the reproductive health community outreach initiatives. The annual salary for this position is 3,967 USD; twenty percent (2,379 USD) will be cost-shared by CCF (9,522 USD total requested).

* All “total requested” figures are listed for the three-year project period unless otherwise stated.
**PGA Teachers and Staff**

**Teacher Stipends** are provided for existing PGA teachers participating in the four proposed programs. The stipends are 8% of their annual base salary.

<table>
<thead>
<tr>
<th>Role</th>
<th>Annual Base Salary (USD)</th>
<th>Stipend 8% of base salary (USD)</th>
<th>Quantity</th>
<th>Total Stipend (USD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture Head Teacher</td>
<td>1,700</td>
<td>136</td>
<td>1</td>
<td>136</td>
</tr>
<tr>
<td>Agriculture Teacher</td>
<td>970</td>
<td>78</td>
<td>1</td>
<td>78</td>
</tr>
<tr>
<td>ECD Head Teacher</td>
<td>1,700</td>
<td>136</td>
<td>1</td>
<td>136</td>
</tr>
<tr>
<td>ECD Teacher</td>
<td>970</td>
<td>78</td>
<td>1</td>
<td>78</td>
</tr>
<tr>
<td>Daycare Staff</td>
<td>340</td>
<td>27</td>
<td>4</td>
<td>108</td>
</tr>
<tr>
<td>Reproductive Health Teachers</td>
<td>2,427</td>
<td>194</td>
<td>2</td>
<td>388</td>
</tr>
<tr>
<td>Total Annual</td>
<td></td>
<td></td>
<td></td>
<td>924 USD</td>
</tr>
<tr>
<td>Total Requested (3 years)</td>
<td></td>
<td></td>
<td></td>
<td>2,772 USD</td>
</tr>
</tbody>
</table>

**Computer Studies Teacher / Lab Manager:** A new computer teacher will be hired to teach computer classes for PGA students and to work as the lab manager. The annual salary for this position is equivalent to all teacher salaries of 2,427 USD. The new teacher will be hired in Year I at the start of the 2nd quarter. The Year I salary for this position is 2,427*.75= 1,820 USD, with 10% cost-shared by CCF. In Years II and III the salary will be 2,427 USD, with 10% cost-shared (6,007 USD total requested).

**Agriculture Extension Worker:** A new agriculture extension worker will be hired to assist PGA’s agriculture teachers with implementing the new curriculum and constructing and maintaining the new infrastructure. He/she will assist the agriculture teachers with the daily farm operations and will receive a part-time salary of 485 USD annually, with 20% cost-shared (1,261 USD total requested).

**ECD Teacher:** PGA will hire one additional ECD teacher to teach the middle class in the pre-primary school and to assist with new ECD training activities. The annual salary for this position is 970 USD, with 20% cost-shared (2,484 USD total requested). Note: In Years II and III this teacher will also receive the 78 USD stipend as calculated above.

**Van Driver:** A driver will be hired to drive the van for the Reproductive and Maternal Health Program outreach initiatives. The driver will work 8 hours per week (416 hours/year) at a rate of .89 USD/hour. He/she will receive a salary of 371 USD annually (1,113 USD total requested).

**Total Project Personnel:**
Requested: 51,142 USD; Cost shared: 3,920 USD
B) TRAINING AND CONSULTANCY COSTS

Gulu University Training and Consulting Fees
This proposal requests funding to cover the costs for Gulu University to conduct all trainings in reproductive and maternal health, early childhood development, ICT, and agriculture programs. For onsite consulting, the rates are 75 USD/day for professors and 50 USD/day for lecturers. At the completion of each one- to two-week training session, Gulu University professors will each receive an honorarium of 200 USD and lecturers will each receive 150 USD. For the ECD program, the 25 teachers will study at Gulu University for a total of 27 weeks of training over the three-year project period at a cost of 1,000 USD per student (standard evening/weekend student tuition). The 13 teachers from Pader will receive an additional 5 USD stipend for accommodation in Gulu. The total of 70,810 USD covers the cost of accommodation and transport for Gulu faculty, curriculum development, facilities, staff time, training evaluation, and all other costs associated with Gulu University trainings and technical consultancies.

• Reproductive and Maternal Health Training (13,650 USD total requested)
  2 professors @ 75 USD/day for 36 days = 5,400 USD
  12 professor honoraria @ 200 USD/ea = 2,400 USD
  2 lecturers @ 50 USD/day for 36 days = 3,600 USD
  12 lecturer honoraria @ 150 USD/ea = 1,800 USD
  1 professor @ 75 USD/day for 6 days of curriculum development = 450 USD

• Early Childhood Development Training (37,285 USD total requested)
  25 ECD/primary teachers tuition for diploma in ECD @ 1,000 USD/ea = 25,000 USD
  13 ECD/primary teachers accommodation @ 5 USD/day, 189 days/ea = 12,285 USD

• Information and Communications Technology Training (7,725 USD total requested)
  1 professor @ 75 USD/day, 72 days = 5,400 USD
  9 professor honoraria @ 200 USD/ea = 1,800 USD
  1 lecturer @ 50 USD/day, 3 days of standard maintenance per year = 150 USD
  2 teaching asst. @ 5 USD/day, 75 days (9 trainings, 3 days maintenance) = 375 USD

• Agriculture Training (12,150 USD total requested)
  1 professor @ $75/day for 72 days = 5,400 USD
  9 professor honoraria @$200/ea = 1,800 USD
  1 lecturer @ $50/day for 72 days = 3,600 USD
  9 lecturer honoraria @$150/ea = 1,350 USD

US- and Uganda-based Management Consultants
This proposal requests funding to cover the cost of two (2) management consultants to review and train CCF/PGA senior staff members. One consultant will be hired from the Uganda Management Institute in Kampala and one will be hired from the US as part of the Management Mentoring Program. The rate for the regional management consultant is 75 USD/day; he/she will
receive an honorarium of 200 USD at the completion of each training period. The international management consultant will receive 500 USD/day. This rate is based on an annual salary of 120,000 USD (120,000/ 48 weeks = 2,500/ 5 days = 500 USD/day). PGA will provide accommodation for consultants. (21,900 USD total requested).

- **Regional Management Consultant (3,900 USD total requested)**
  1 consultant @ 75 USD/day for 36 days
  6 honoraria @ 200 USD/ea

- **International Management Consultant (18,000 USD total requested)**
  1 consultant @ 500 USD/day for 36 days

**Total Training and Consultancy:**
Requested: 92,710 USD; Cost shared: 0 USD
C. TRAVEL

**Airfare (5,400 USD total requested)**
Airfare is calculated based on round-trip from a US city to Entebbe International Airport as quoted by expedia.com
- **International Management Consultant**
  1 site visit per year @1,800 USD/ea = 5,400 USD

**In-Country Transportation (2,820 USD total requested)**
In-country transportation is based on quotes from car services in Kampala for round-trip transportation from Entebbe International Airport/Kampala to Pader and from Gulu to Pader
- **International Management Consultant**
  Years I–III: 1 site visit per year (Entebbe – Pader) @ 300 USD/ea = 900 USD
- **Regional Management Consultant**
  Years I–III: 2 site visits per year (Entebbe – Pader) @ 300 USD/ea = 1,800 USD
- **Computer Consultants (onsite technology needs assessment)**
  Year I: 1 site visit for 3 technicians (Gulu - Pader) @ 40 USD per visit = 120 USD

**Local Transportation (1,575 USD total requested)**
Local transportation is based on quotes from Uganda bus services for round-trip fare from Gulu to Pader @ 15 USD/ea and from local villages @ 5 USD/ea
- **Gulu University School Attachment Program Participants (Gulu-Pader)**
  Years I–III: 15 Gulu student internships @ 15 USD/ea = 675 USD
- **Teaching Assistants and Maintenance Consultants for ICT Program (Gulu-Pader)**
  Years I–III: 9 TA trips and 6 maintenance trips @ 15 USD/ea = 225 USD
- **Student Farming Group Leaders (local villages – Pader)**
  Year I–III: 45 student trips per year (15 students, 3x annually) @ 5 USD/ea = 675 USD

**Total Travel:**
Requested: 9,795 USD; Cost shared: 0 USD
D. EQUIPMENT AND INFRASTRUCTURE

*Agri-business Infrastructure (15,400 USD total requested)*

- 1 Borehole: Year 1 materials/installation = 6,000 USD
- 1 Greenhouse: Year 1 materials/installation = 3,400 USD
- 1 Fence: Year 1 materials/installation = 4,000 USD
- 1 Chicken coop: Year 2 materials/installation = 2,000 USD

*Reproductive and Maternal Health Outreach (15,650 USD total requested)*

- Van: Year I cost based on estimate for purchasing Volkswagen Golf 1.4 90 KW Trend line or equivalent used car - 15,000 USD
- DVD Player for Van: Year I materials/installation = 100 USD
- Television for Van: Year I materials/installation = 400 USD
- Power Source for TV and DVD player in Van: Year I cost = 150 USD

*ICT Program Equipment and Infrastructure (50,876 USD total requested)*

- Solar Panels: Year I, materials/installation of 4 panels @ 280 USD/ea = 1,120 USD
- Air Conditioner: Year I materials/installation = 500 USD
- Computer/Internet Networking: Year I, 30 computers @ 45 USD/computer = 1,350 USD
- Internet Service: Years I–III @ 1,298 USD/month = 46,728 USD
- Electricity Outlet/Lighting: Year 1, 10 outlets @ 20 USD/ea and 6 lights @ 108 USD/ea = 128 USD
- Projector: Year I, 1 projector = 850 USD
- All-in-one Printer: Year I, 1 printer = 200 USD
- Printing Peripheral: Years I–III, 10 peripherals @ 25 USD/ea = 750 USD (cost shared)

**Total Equipment and Infrastructure:**

Requested: 81,926 USD; Cost shared: 750 USD
E. SUPPLIES

Agriculture Inputs (870 USD total requested)
• Seeds: 5 packages @ 20 USD/ea for 3 years = 300 USD
• Fertilizers: 2 packages @ 50 USD/ea for 3 years = 300 USD
• Pesticide: 3 packages @ 30 USD/ea for 3 years = 270 USD

ECD Learning Materials (1,485 USD total requested)
• Year I: Purchase of Mango Tree teaching materials (itemized below) = 485 USD
• Years I-III: Purchase of materials for handmade teaching aids = 1,000 USD

Learning Materials for Purchase from Mango Tree (quoted by mangotreeuganda.org)

<table>
<thead>
<tr>
<th>Product Name</th>
<th>Quantity</th>
<th>Unit Price (USD)</th>
<th>Total (USD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alphabet Chart (English)</td>
<td>2</td>
<td>3.06</td>
<td>6.12</td>
</tr>
<tr>
<td>Transport Jigsaw Puzzle Set</td>
<td>4</td>
<td>6.12</td>
<td>24.49</td>
</tr>
<tr>
<td>Wire Bicycle</td>
<td>2</td>
<td>1.84</td>
<td>3.68</td>
</tr>
<tr>
<td>Wrap Up Set</td>
<td>15</td>
<td>4.08</td>
<td>61.22</td>
</tr>
<tr>
<td>Animal Puzzle Set (Small)</td>
<td>10</td>
<td>4.08</td>
<td>40.80</td>
</tr>
<tr>
<td>LEA Puzzle</td>
<td>5</td>
<td>7.14</td>
<td>35.71</td>
</tr>
<tr>
<td>Alphabet Floor Puzzle (Upper Case)</td>
<td>5</td>
<td>7.76</td>
<td>38.78</td>
</tr>
<tr>
<td>Animal Picture Cards (Small)</td>
<td>2</td>
<td>10.20</td>
<td>20.40</td>
</tr>
<tr>
<td>Nakato’s Journey Book</td>
<td>2</td>
<td>2.24</td>
<td>4.49</td>
</tr>
<tr>
<td>Lacing Card Set</td>
<td>15</td>
<td>7.14</td>
<td>107.14</td>
</tr>
<tr>
<td>African Tic-Tac-Toe</td>
<td>15</td>
<td>7.14</td>
<td>107.14</td>
</tr>
<tr>
<td>Alphabet Chart (Uganda)</td>
<td>2</td>
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<td>6.12</td>
</tr>
<tr>
<td>My Face Chart</td>
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<td>3.06</td>
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<tr>
<td>Weather Chart</td>
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<td>3.06</td>
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<tr>
<td>Handwriting Picture Cards</td>
<td>2</td>
<td>11.43</td>
<td>11.43</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td><strong>485.10</strong></td>
</tr>
</tbody>
</table>

Computer Lab Supplies (1,869 USD total requested)
• Software (Anti-Virus & MS Office): Years I-III, 1 software @ 99 USD/ea = 297 USD
• CDs & DVDs : Years I-III, 50 discs @ 30 USD/ea = 1,500 USD
• Flash Drives: Years I-III, 2 flash drives @ 12 USD/ea = 72 USD

Books (18,290 USD total requested)
• Setting up Community Health Programs: Year I, 10 books @ 30 USD/ea = 300 USD
• Life Saving Skills for Midwives: Year I, 60 books @ 70 USD/ea = 4,200 USD
• The Childbirth Picture Book: Years I-III, 100 books @ 9 USD/ea = 2,700 USD
• HIV Health & Your Community: Years I-III, 100 books @ 9 USD/ea = 2,700 USD
• HASIK - Gender Education for Men: Year I, 30 books @ 23 USD/ea = 690 USD
• A- and O- level textbooks: Year I, 500 books @ 13 USD/ea = 6,500 USD
• Children’s books: Years II–III, 80 books @ 15/ea = 1,200 USD
Furniture (6,225 USD total requested)
- Blackboards: Year I, 4 boards @ 60/ea = 240 USD
- Chairs: Year I, 90 chairs @ 30 USD/ea = 2,700 USD
- Desks: Year I, 30 desks @ 61/ea = 1,830 USD
- Bookshelves: Years I–III, 2 bookshelves @ 50 USD/ea = 300 USD
- Book stands: Year I–III, 15 book stands @ 25 USD/each = 1,125 USD
- Curtains: Year I, 3 curtains @ 10 USD/ea = 30 USD

Miscellaneous (3,720 USD total requested)
- Journal notebooks: Years I–III, 150 notebooks @ 2 USD/ea = 900 USD
- Soccer balls: Years I–III, 40 balls @ 18 USD/ea = 720 USD
- Soccer match beverages/materials: Years I–III, 8 matches @ 150/ea = 1,200 USD
- Practice cones: Years I–III, 100 cones @ 2 USD/ea = 600 USD
- Chalk: Years I–III, 10 boxes @ 5 USD/ea = 150 USD
- Printing paper: Years I–III, 10 packages @ 5/ea = 150 USD

Total Supplies:
Requested: 32,459 USD; Cost shared: 0 USD
F. SCHOLARSHIPS

This proposal requests funding to provide post-secondary scholarships for 20 PGA students.

- **St. Mary’s Hospital Nursing School (8,000 USD total requested)**
  
  Years II–III: The cost for 5 semesters of study at St. Mary’s Hospital nursing school in Gulu is 800 USD, including uniform and accommodation. This proposal seeks funding for 10 scholarships – five beginning in Year II of the project period and five beginning in Year III. 10 Scholarships @ 800 USD/ea = 8,000 USD

- **Gulu University Early Childhood Development Certificate (12,000 USD total requested)**
  
  Years II – III: The cost for a 2-year certification in Early Childhood Development at Gulu University is 700 USD, excluding accommodation. An additional 500 USD is requested per student to cover the cost of accommodation over the course of their studies. Thus, the cost for each ECD scholarship requested is 1,200 USD. This proposal seeks funding for 10 scholarships – five beginning in Year II of the project period and five beginning in Year III. 10 Scholarships @ 1,200 USD/ea = 12,000 USD

**Total Scholarships:**
Requested: 20,000 USD; Cost share: 0 USD

G. OTHER

**Vehicle Expenditures**

- **Van/Equipment Maintenance:** Years I–III, @ 300 USD/visit for 3 annual visits = 2,700 USD
- **Fuel:** Years I–III, @ 5,200 USD/year = 15,600 USD
- **Car Insurance:** Years I–III @ 1,200/year = 3,600 USD

**Total Other:**
Requested: 21,900 USD; Cost shared: 0 USD

H. EVALUATION

**Evaluation Consultants (30,000 total requested)**

To measure effectiveness and impact of the Pader Empowerment Project, this proposal requests funding to hire external consultants to conduct evaluation using quantitative and qualitative methods throughout the 3-year project period. Project evaluation results will be shared with donor and best practices will be disseminated to all project stakeholders and interested parties. Years I–III, @ 10,000 USD/year

**GRAND TOTAL**
Requested: 339,932 USD; Cost shared: 4,670 USD