GUIDING DOCUMENT ON PROJECT WORK FOR LEARNERS (S.3, 2026)

Under project work, there are four competencies which must be assessed from S.3 to S.4 and these are:
Competency 1: Project planning
Competency 2: Project implementation
Competency 3: Project reporting
Competency 4: Project dissemination
Competencies 1 and 2 are assessed in S.3 whereas competencies 2 to 4 are assessed in S.4.

Note: This document guides you on competencies 1 and 2.
Project Theme: Embracing Creativity and Practical Skills for Sustainable Development of Society
Certification Year: 2027 (End of Cycle Assessment)

1. What do the words in the theme mean?

- **Creativity:** Coming up with new or improved ideas, products, or solutions (e.g., making something useful from waste).
- **Practical skills:** Abilities you can use with your hands or through action (e.g., sewing, repairing, constructing, cooking, farming, assembling).
- **Sustainable development:** Meeting today's needs without harming future generations – caring for people, planet, and prosperity.
- **Society:** Your school, home, community, or Uganda as a whole.

Your project must show that you can do something creative and practical which helps your society to last and thrive.

2. Step 1 of the project plan: Identify a real problem (do not guess)

- Review literature (look at school records, books, or news about local issues).
- Consult peers, teachers, and internal school community (ask the head teacher, matron, Bursar, gardeners, cooks).
- Consult external community members (local leaders, parents, business owners, health workers).

Ask yourself: What problem in our society can I solve creatively using practical skills?

Examples:

- Too much food waste in the school kitchen? → Practical skill: Making compost or animal feed. Creative: Designing a low-cost food waste digester.
- Broken desks/chairs? → Practical skill: Carpentry/repair. Creative: Using recycled metal or plastic for parts.
- No handwashing facilities? → Practical skill: Plumbing/construction. Creative: A foot-operated tippy tap from local materials.
- Girls missing school due to lack of sanitary pads? → Practical skill: Sewing. Creative: Reusable pad from old cloth.

3. Step 2: Develop your project title (7–25 words)

Your title must include the idea of creativity or practical skills and link to sustainable development.

Weak Title	**Strong Title (follows theme)**
Making soap	Using practical skills to produce liquid soap from local herbs for income generation in our school
Planting trees	Creative tree nursery using recycled plastic containers to promote environmental sustainability

4. Step 3: Purpose (one clear goal)
Formula: To + action verb + problem + benefit to society
Example:
"To equip learners with practical skills in making reusable sanitary pads from locally available fabric in order to improve girls' school attendance."

5. Step 4: Objectives (SMART – Specific, Measurable, Achievable, Realistic, Time-bound)
Bad: "To help the community."
Good:

- To train 15 learners in sewing reusable pads within 2 weeks.
- To produce 50 reusable pads by 30th June 2026.
- To reduce spending on disposable pads by 70% in the participating group.

6. Step 5: Justification (Why is this project necessary?)
Answer three questions:

- What is the current problem? (Evidence from your consultation)
- How does your project solve it creatively? (Your innovation)
- What are the benefits to society? (Health, environment, economy, education, etc.)

Example:
"Many girls miss school due to lack of affordable sanitary products. Using practical sewing skills and creative design, we will produce reusable pads from old cloth. This reduces waste, saves money, and keeps girls in class – contributing to sustainable development of our society."

7. Step 6: Resources needed (table with justification)

Resource	Source	Estimated Cost	Justification
Old cotton cloth (t-shirts, bedsheets)	Homes/dormitories	Free	Main material for pads
Needles and thread	Local shop	3,000 UGX	For sewing
Scissors	Borrowed	0 UGX	Cutting fabric
Basin and detergent	School/dorm	2,000 UGX	Washing materials

8. Step 7: Activity plan (logical sequence + timelines + costs + responsible persons)

Activity	**Time**	**Responsible Person**	**Cost (UGX)**
Identify problem (absenteeism due to lack of pads)	1 day	Group leader	0

Consult female teacher and matron	2 days	Secretary	0
Production of activity plan and submission in a file	1 week	all members	0
Collect old cloth from dormitories	2 days	All members	0
Wash and sun-dry cloth	1 day	Treasurer	2,000
Sew 10 prototype pads	2 days	Members with sewing skill	0
Test with 5 learners and get feedback	1 week	Chairperson	0
Produce remaining 40 pads	2 weeks	All members	0
Write report + attach photos	1 week	Secretary + all members	0

9. Step 8: Integrate O'Level subjects

Subject	**How to integrate**
Biology	Explain hygiene, menstrual health, infection prevention
Mathematics	Calculate costs, ratios (cloth: pad size), percentages (reduction in absenteeism)
English	Write clear report, justification, and letters
Geography/RE	Sustainable development, caring for society
Entrepreneurship	Costing, selling, income generation

10. Step 9: Cross-cutting issues (must include)

Issue	**How to show in your project**
Health awareness	Hygiene in pad making and use
Mixed abilities & involvement	Boys can help cut fabric or carry water; girls can sew
Socio-economic issues	Using low-cost local materials to help poor families
Citizenship & patriotism	Helping Ugandan schoolgirls stay in school (Vision 2040)
Environmental awareness	Reusing old cloth instead of buying disposable pads

11. Step 10: Generic skills to demonstrate (assessed)

- Critical thinking: You identified the real cause of absenteeism.
- Creativity & innovation: You designed a pad different from normal ones.
- Communication: You wrote letters, talked to stakeholders.
- Cooperation & self-directed learning: You worked as a team and learned sewing.
- Mathematical computation & ICT: You calculated costs and typed the report/took photos.

12. Implementation (Competency 2 – what you must do)

You must provide evidence:

1. Gather resources (borrow, exchange, buy, improvise, or fundraise).
2. Use resources for planned purpose (no wasting).
3. Engage stakeholders with proof:
   - Letters of request / permission / approval
   - Meeting minutes
   - Photos (showing you actually making the product)
   - Audio or video recordings (if allowed)

4. Create a product or service that is:
- In line with your objectives
- Authentic (your own original work, not copied)
- Unique (exceptional, extraordinary – not exactly like the example)

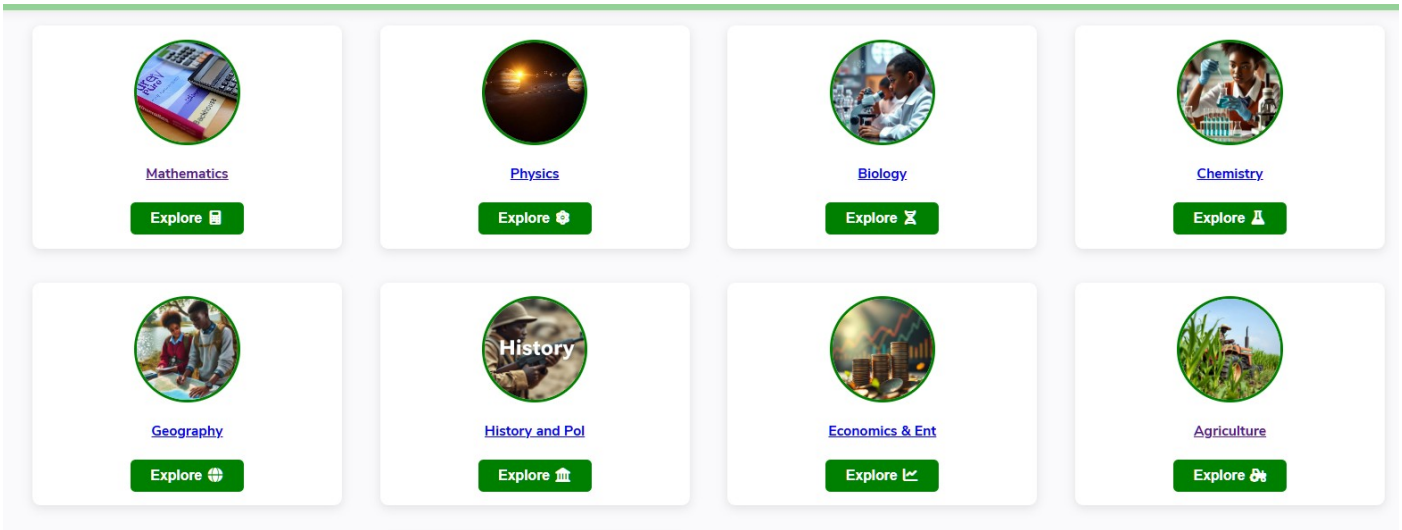
5. Demonstrate generic skills during the doing stage.

13. Final reminder – read the theme again
"Embracing Creativity and Practical Skills for Sustainable Development of Society"

If your project is only a written plan → ✕ Not enough.
If you copy from the internet → ✕ Not authentic.
If you make something useful with your hands, in a new way, to help your society last longer → ☑ Excellent.

Good luck, S.3 learners of 2026. Your project ends with certification in 2027. Start now.

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