



NCDC
NATIONAL CURRICULUM
DEVELOPMENT CENTRE

STUDY REPORT

A NEEDS SURVEY ON HOMESCHOOLING IN UGANDA



2023

**STUDY
REPORT**

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2023



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Acronyms and Abbreviations

ACE	:	Accelerated Christian Education
ASB	:	Academic Steering Board
DES	:	Directorate of Education Standards
DVD	:	Digital Versatile Disk
ECCD	:	Early Childhood Care and Development
ECD	:	Early Childhood Development
EFA	:	Education For All
FGD	:	Focus Group Discussion
IRB	:	Institutional Review Board
LABE	:	Literacy and Adult Basic Education
NCDC	:	National Curriculum Development Centre
NCHE	:	National Council for Higher Education
SPSS	:	Statistical Package for Social Sciences
UNCST	:	Uganda National Council for Science and Technology
UNEBC	:	Uganda National Examinations Board
UNESCO	:	United Nations Educational, Scientific and Cultural Organisation
UNICEF	:	United Nations International Children's Emergency Fund

Foreword

The “Study Report: A Needs Survey on Homeschooling”, comes at a critical time when the landscape of education in Uganda is evolving rapidly, particularly with the advent of homeschooling as a viable alternative. This report delves into the practices, challenges, and opportunities of home schooling in our country.

The National Curriculum Development Centre (NCDC) Act of 2020 highlights our commitment to evidence-based curriculum development and research. In alignment with this mandate, this report sheds light on the current state of homeschooling in Uganda, providing valuable insights for policymakers, educators, and parents alike.

The COVID-19 pandemic brought unprecedented disruptions to the education sector, leading to the closure of schools and the adoption of homeschooling as a temporary measure. This report outlines how homeschooling was implemented during this challenging period, highlighting both successes and areas for improvement.

I commend the researchers and contributors who worked diligently to compile this report. I hope that the findings and recommendations will inform future policies and initiatives aimed at enhancing the quality and accessibility of homeschooling in Uganda.

I encourage all stakeholders, from educators to parents, to utilise this report as a valuable resource in our collective efforts to ensure inclusive and effective education for all Ugandan children.



Hon. Janet Kataaha Museveni

First Lady & Minister of Education and Sports

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We extend our gratitude to all other stakeholders, including teachers, parents, learners, development partners, specialists and quality assurance department National Curriculum Development Centre (NCDC) for the ideas, time and effort in bringing this report to completion.

We take responsibility for any identified shortcomings in this publication and welcome suggestions for effectively addressing these inadequacies. Comments and suggestions may be communicated to us through our channels:

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Abstract

The study aimed to investigate the current practices and challenges in the implementation of homeschooling in Uganda. The study was guided by five objectives: establishing the reasons for homeschooling, evaluating the existing methods of homeschooling, assessing the evaluation practices, examining the teaching and learning resources and identifying the challenges of homeschooling in Uganda.

A cross-sectional survey design with a convergent-parallel mixed methods approach was adopted, utilising stratified, purposive and snowball sampling techniques, respectively. The study included 1011 respondents from 16 districts across northern, eastern, central and western regions of Uganda.

Quantitative data was analysed using SPSS version 22 and presented in tables, bar graphs, percentages, and mean values. Qualitative data from interviews and FGDs was thematically presented by clustering similar responses.

The findings revealed the adoption of various homeschool methods, the significant role of self-assessment in the learning process, and the importance of parental involvement in discussing assessment results. Additionally, the study highlighted the significance of teaching and learning resources in facilitating learning and learners' creativity and development of teaching aids from the local environment. It also identified challenges, including limited access to online resources, varied teaching and learning resources, limited socialisation opportunities, financial constraints, and lack of government support.

Recommendations to support homeschooling included recognising and regulating homeschooling, government investment in research and development of teaching aids, and providing training and financial support to the parents to enhance the homeschooling practices in Uganda.



CHAPTER ONE: Introduction

Many countries around the world are exploring ways to address parents' concerns about their children being exposed to cultures that conflict with their religious and social beliefs, leading some to opt for homeschool education. In contrast, in developing countries like Uganda, some children are unable to attend formal schooling for reasons unknown to various stakeholders. Therefore, there is a pressing need to explore alternative educational avenues for children not enrolling in traditional schools, thus warranting an investigation into the viability of homeschooling.

This chapter presents the background, problem statement, purpose, objectives, research questions, scope and significance of the study.

1.1 Background

Historically, homeschooling emerged alongside movements such as deschooling and unschooling during the 1960s and 1970s in the United States of America (USA). The 1980s witnessed a shift in the profile of homeschool families, with a predominant presence of conservative Christians who opposed secular instruction in public schools (Gaither, 2017). These parents sought greater control over their children's education, prioritising individual autonomy and independence over social participation and responsibility (Shackelford, 2020). In Africa, homeschooling dates back to as early as 1996 in South Africa and continues to gain more prominence, particularly in the digital age (Obura, 2020). The homeschool movement in Uganda is built upon the foundation established internationally.

Homeschooling involves parents, specialised instructors, or guardians educating their children at home (Neuman & Guterman, 2017). Parents take on the roles of teachers, facilitators, instructors or guides within the home learning environment (Kaya, 2015). According to Taylor-Hough (2010), homeschooling allows parents to serve as instructors, imparting values, religious beliefs, and social-emotional learning skills.

From our perspective, homeschooling is a parent-led endeavour, with fathers, mothers, siblings, or guardians as key facilitators in imparting desired knowledge, skills and values to their learners. Parents are mindful of the national agenda towards education and thus provide education that fits it (Gaither, 2017).

Successful homeschooling requires active participation, self-drive, self-assessment, time management and exploitation of the natural environment (Panagouli et al.; 2021, Kaya2015; Raley & Raley, 2017; Taylor-Hough, 2010). Parents employ well-designed curriculum models, assessment rubrics and instructional resources geared towards developing desired competencies (Raley & Raley, 2017). Furthermore, scholars such as (Apriliana et al., 2019; Dietrich, Patzina, Lerche & Lerche, 2020; Otero et al., 2021; Snyder et al., 2011; Sssenkusu et al., 2022) emphasise that parents often adapt and adopt homeschool models tailored to their child's needs, character and level of understanding. This illustrates a parental preference for a customised learning approach that leads to a fulfilling educational experience.

Before the introduction of Western civilisation to Uganda, education was primarily indigenous, with parents assuming responsibility for teaching their children. Traditional methods such as storytelling, proverbs, observation, imitation and participation were used to pass on information. These methodologies inspired learners to learn more about themselves and pass on knowledge, history and experiences from generation to generation using their homes, fields and communities as their classrooms (Home Study Learning Framework, 2021). However, with the coming of missionaries, formal schooling replaced home-based learning due to the introduction of professional teachers, an organised curriculum, formal learning environments, improved learning outcomes, and structured administration associated with formal education.

In March 2020, the COVID-19 outbreak led to the nationwide closure of 67,500 primary and secondary schools, Early Childhood Development centres (ECD), and tertiary institutions.

This disrupted the education of over 15 million learners for two years, leaving parents uncertain about their children's educational direction (UNICEF, 2021). In response, the Government of Uganda mandated homeschooling to mitigate the loss of learning time. Supporting this initiative, NCDC developed a learning framework and materials in 2020 to support learners in continuing with their education. Although schools resumed on January 10th 2022, some parents continued to homeschool their children using the various international pre-packaged curricula. Given these unprecedented circumstances, there is a need to understand the current practices and establish the gaps in the implementation of homeschooling in Uganda.

1.2 Statement of the Problem

Homeschooling has gained increasing public attention, particularly accelerated by the COVID-19 outbreak, which led to the nationwide lockdown, rendering about 67,500 primary and secondary schools, early childhood development centres (ECD), and tertiary institutions closed in March 2020 (MoES, 2021). In response, the Government of Uganda mandated homeschooling to mitigate the lost learning time (MoES, 2021), underscoring the significance of homeschooling as an alternative educational approach. However, studies have indicated that many parents commenced homeschooling with little or no preparation (Kiconco & Karyarugokwo, 2022; Atwine, 2022; Garbe, 2020; Lisa, 2022; Green, 2020). To alleviate this challenge, NCDC developed an ad-hoc learning framework and materials to support homeschooling (MoES, 2021).

Despite the increasing popularity of homeschooling in Uganda, empirical research on the practice is lacking, and there is limited understanding of the needs and challenges faced by homeschooling families in the country. Therefore, this study aims to assess the current practices and identify gaps in the implementation of homeschooling in Uganda, to provide recommendations for future actions.

1.3 Purpose of the Study

To explore the current practices and establish gaps in the implementation of the homeschool approach in Uganda to inform future actions.

1.4 Objectives

The specific objectives of the study were:

- i) To establish the reasons for homeschooling in Uganda.
- ii) To examine the existing methodologies of homeschooling in Uganda.
- iii) To establish the assessment practices of homeschooling in Uganda.
- iv) To establish the teaching and learning resources being used when homeschooling in Uganda.
- v) To examine the challenges of homeschooling in Uganda.

1.4.1 Research Questions

- i) What are the reasons for homeschooling in Uganda?
- ii) What are the existing methodologies of homeschooling in Uganda?
- iii) Which assessment practices are homeschool practitioners using in Uganda?
- iv) Which teaching and learning resources are homeschool practitioners using in Uganda?
- v) What are the challenges of homeschooling in Uganda?

1.5 Scope

This section covers the geographical, content, and time scope

1.5.1 Geographical Scope

The study covered 16 districts in the four regions of Uganda: Northern, Eastern, Central and Western. The districts included Wakiso, Kampala, Mukono, Mubende Jinja, Mbale, Bududa, Bulambuli, Tororo, Soroti, Lira, Gulu, Mbarara, Kamwenge, Arua and Yumbe.

1.5.2 Content Scope

The study focused on establishing existing practices and gaps in the teaching and learning methodologies, assessment practices and resources of the homeschool approach in Uganda to provide recommendations for future actions.

1.5.3 Time Scope

The study lasted one year, from May 2022 to May 2023.

1.6 Significance

The study findings are expected to bring benefits to various stakeholders, including:

- a) **Policymakers:** This included the Ministry of Education and Sports, the National Curriculum Development Centre, the Uganda National Examinations Board, the Directorate of Education Standards, and other education partners. The findings informed their policy decisions regarding the homeschool approach in Uganda, deepened their understanding, and offered a practical framework for developing reliable and relevant homeschool packages.
- b) **Homeschool Implementers:** The findings assisted them in reviewing their teaching and learning resources, methodologies, and assessment practices, aiming to produce citizens with relevant skills and values.
- c) **Other Scholars:** The findings facilitated further research on homeschool practices in Uganda, contributing to the expansion of knowledge in this area and stimulating new research avenues.

CHAPTER TWO: Literature Review

This chapter provides a comprehensive overview of literature relevant to the study on homeschooling in Uganda, aligning with the following study objectives:

- i) To establish the reasons for homeschooling in Uganda.
- ii) To examine the existing methodologies of homeschooling in Uganda.
- iii) To establish the assessment practices of homeschooling in Uganda.
- iv) To establish the teaching- and learning resources being used when homeschooling in Uganda.
- v) To examine the challenges of homeschooling in Uganda

2.1 Theoretical Review

This study was guided by Bandura's Social Cognitive Theory (1977) and Hattie's Visible Learning Theory (2008).

Bandura's theory, originally the Social Learning Theory in the 1960s, plays a critical role in emphasising human cognition, motivation and behaviour. It considers personal thoughts, feelings and actions as key in guiding behavioural change. The theory was also used in the local communities to examine how individuals interact with their surroundings, emphasising the dynamic process of learning through modelling, observation, and mastery of skills:

- i) Modelling: Parents/teachers serve as effective models to the learners by demonstrating desired behaviours, problem-solving strategies, and academic skills.
- ii) Observation: Learners acquire knowledge, skills and develop a sense of self-efficacy by observing competent models. This leads to increased motivation and effort.
- iii) Mastery of skill: Parents, by providing appropriate challenging tasks and scaffolding support, create opportunities for learners to experience success, build confidence in their abilities and master skills.

These aspects increase learners' self-efficacy, active involvement, self-esteem and hence improve their 'skill acquisition levels. In the classroom, the theory enables learners to reach their full potential by assigning tasks that engage them in roles such as; mimicking the teacher and other people in real-life situations. Therefore, the theory emphasizes parental involvement as a critical determinant in a child's education, thus aligning with homeschooling.

Some of the strengths of Bandura's theory include its ability to promote learner self-efficacy, allowing individuals to reflect on what is within their control in areas such as sports, education, career, mental and physical health. The theory also positively impacts learners' behavioural change by providing an opportunity for the individual to state their expectations of engaging in a task. Furthermore, it is scientific in nature as, learners engage in a variety of experiments and research, clearly showing how behaviour is learned.

However, Bandura's theory has been critiqued for its limited observation in learning and lack of attention to affective aspects of education, such as emotions, attitudes, and beliefs. These affective factors significantly impact learners' engagement, learning, and academic achievement, and their omission from the theory may limit its explanatory power in educational contexts. This critique aligns with Usher and Weidner (2018), who stated that the theory focuses on cognitive and behavioural practices but does not give enough attention to biological and emotional factors, such as unconscious biases and perceptions that a learner may hold.

Cervone (2023) further notes that the Social Cognitive Theory does not clearly address the influence of cultural diversity on learning and behaviour. This limitation hinders the theory's applicability and relevance in multicultural educational settings

Grusec (1992) also asserts that the Social Cognitive Theory places more emphasis on observational learning from models rather than the direct interactions between facilitators and learners. Research suggests that the quality of facilitator-learner interactions, such as supportive relationships and effective feedback, plays a crucial role in promoting learning and motivation.

The theory's limited focus on these interactions overlooks important factors influencing educational outcomes. Therefore, researchers considered Hattie's Visible Learning Theory to address the limitations of Bandura's Social Cognitive Theory in the study.

Hattie's (2008) Visible Learning Theory is based on extensive research that identifies factors with the greatest impact on learners' experience and achievement. It emphasises making learning visible to learners, teachers and parents, providing insights into effective teaching practices. Hattie's research highlights the importance of task-focused feedback that encourages learner ownership of learning. Additionally, it emphasises building strong facilitator-learner relationships based on trust, respect and care to enhance learner engagement and motivation.

Teaching learners' strategies to set goals, monitor progress, and reflect on learning can improve their self-regulatory abilities and lead to better outcomes. By teaching metacognitive strategies such as planning and self-assessment, facilitators can enhance learners' ability to take control of their learning. Hattie's research emphasises the importance of establishing a safe and supportive learning environment where learners feel valued, respected and encouraged to take risks. Finally, the Visible Learning Theory highlights the effectiveness of instructional strategies such as direct instruction, formative assessment and reciprocal teaching which should be prioritised in instructional planning.

2.2 To establish the Reasons for Homeschooling

Homeschooling is sometimes known as a parent-led home-based education, a choice that has existed for millennia around the globe. Since its early history, the practice of parents being the main educators of their children went from being the norm in the colonial period to being the clear minority practice by 1900 (Ray, 2017a), mushrooming in the United States from only 13,000 K-12 learners in the early 1970s to roughly 2.4 million learners presently (Lines, 1991; Ray, 2016; Redford, Battle, & Bielick, 2017).

Studies conducted in various countries such as Kenya, Indonesia, South Africa, the United Kingdom and the United States have examined the reasons for the choice of home-schooling, revealing diverse motivations based on family goals and the child's needs (Oduor, 2019; Olatunji, 2017; Fitriana, 2017; Gann and Carpenter, 2018). Fensham-Smith (2019) shares his reasons for homeschooling in two broad categories of undesirable traits of formal schools and the desirable aspects of homeschooling.

One of the challenges of formal schools in developing countries is the limited access to quality education due to under-resourced public education systems. Classes are overcrowded with a high teacher-to-pupil ratio (Fensham-Smith, 2019). The situation in Uganda was particularly exacerbated by the COVID-19 pandemic, leading to nearly 18 months of school closure and a significant loss of formal learning time for learners (Thorell et al., 2021). Consequently, parents opted for homeschooling to ensure that their children receive high-quality education despite the pandemic and other challenges.

In a qualitative analysis of 15 homeschool families, (Firmin et al., 2019), revealed one of the desirable aspects of homeschooling—its ability to provide personalised education tailored to the learner's specific needs. Homeschooling allows parents to modify the curriculum and learning methods to suit the learner's style and pace (Gann and Carpenter 2018). This flexibility is particularly beneficial for children with special educational needs or those who require individualised attention (Thorell et al., 2021).

Moreover, a multiple case study conducted in South Africa revealed that homeschooling offers a safe and nurturing environment for learners, especially in cases where the public-school system is linked to violence, bullying, or other safety concerns (Steytler, 2019). This aligns with findings from (Basome and Allida, 2018; Mbogo, 2015; and Muhangi, 2016), who highlighted an increase in bullying, violence, drug use and moral decay among learners in public schools. Consequently, parents homeschooled their children to shield from these negative influences.

Furthermore, a systematic literature review by (Tilhou, 2019) found that homeschool parents are often motivated by cultural or religious reasons, seeking to instil specific values, beliefs or cultural traditions not fully addressed in public schools. In Malaysia, for example, religion plays a key role in driving homeschooling, offering freedom and flexibility to create an educational environment aligned with parents' values and priorities (Alias et al., 2013). This aligns with (Kuzman, 2009), who explored homeschooling and religious fundamentalism, where many Christian families feel a deep sense of responsibility for their children's education due to various biblical passages like Proverbs 22:6, emphasising the importance of biblical teaching: "Train a child in the way he should go, and when he is old, he will not turn from it." The importance of training children in an understanding of the Bible motivates some Christian homeschool families.

In conclusion, homeschooling in developing countries is driven by factors such as limited access to quality education, the need for personalised education, safety concerns, and cultural and/or religious considerations. While these reasons have been identified, further research is needed to understand the specific motivations behind Ugandan parents' choice to homeschool their children.

2.3 To examine the Existing Methodologies of Homeschooling

Homeschooling embraces various teaching and learning methodologies from which families can choose, depending on the selected curricula and the child's needs (Sabol, 2018). This flexibility of homeschooling makes it a preferred choice because of its ability to cater for individual learning styles and needs (Kinzer 2020). Some common teaching methods identified in homeschooling include one-on-one instruction, self-directed learning, project-based learning, experiential learning, online learning, cooperative learning, and play-based learning (William and William, 2017).

These diverse approaches allow parents to tailor education to their learners' pace, interests, and learning preferences, fostering a more engaging and effective learning experience.

One-on-one instruction provides personalised teaching for every learner, with parents tailoring their teaching methods to match the learner's pace and learning style. Self-directed learning that encourages the learner to take more responsibility for his or her education and pursue his or her interests independently, with parents providing guidance and resources. Project-based learning involves children engaging in hands-on activities centred on specific themes or subjects, promoting critical thinking, problem-solving, and creativity. Experiential learning and online learning are also encouraged to supplement the curriculum and provide interactive learning experiences.

Cooperative learning encourages families to join or form co-operative learning groups where children come together regularly for collaborative learning activities, projects, and social interactions. Additionally, learners engage in play-based learning, mainly used for younger children, where learning happens through play, discovery, and exploration.

However, a study in Sri Lanka revealed parents' concerns about the effectiveness of their new teaching role and the challenges of balancing work-from-home activities while homeschooling their children (Priyashantha et al., 2022). Similarly, it was found that homeschool methodologies diverge from traditional educational approaches, leading to pressure and stress for parents (Minhorst, 2022). The lack of specialisation in teaching methods and subjects also poses challenges for home-schooling parents and learners.

In conclusion, homeschool parents customise teaching and learning methods based on the subject matter, the learner's age, academic abilities and educational philosophy. While this adaptability is a strength, there is a need for further research to establish the specific teaching and learning methods used in homeschooling in Uganda.

2.4 To establish the Assessment Practices of Homeschooling

To explore assessment practices in homeschooling, it is critical to understand the diverse methods used to evaluate learners' academic progress and overall educational development (Wolf et al., 2006). Home schooling offers a unique flexibility in assessment, enabling parents and educators to tailor assessments to their learner's individual learning styles and needs (Carlson, 2020). Common assessment methods in homeschooling include traditional testing, portfolio assessment, project-based assessment, oral presentations, written essays, online quizzes, self-assessment, and peer review.

Traditional testing involves administering written exams or quizzes to assess knowledge and understanding of various subjects. These tests can resemble those used in mainstream schools, covering topics learned over a specific period.

Portfolio assessment entails collecting and organising samples of the learner's work from various subjects and activities throughout the year. These portfolios serve as a showcase progress, creativity, and development over time.

Project-based assessment assigns learners projects or research tasks where they demonstrate their understanding of a topic through hands-on activities, presentations, or experiments.

Oral presentations engage learners in presenting their understanding of a subject matter verbally. They are valuable for assessing communication skills, critical thinking, comprehension, and knowledge retention. These oral presentations can take the form of one-on-one discussions, structured conversations, debates, or interviews.

Written essays and reports are also utilized, with learners writing about various topics, experiences, or projects, allowing them to express their ideas and demonstrate their understanding.

Online quizzes and interactive assessments also involve the use, of online platforms and educational tools such as interactive quizzes, games, and assessments. These make assessment more engaging, educative and play based.

Self-assessment and reflection are encouraged to prompt learners to reflect on their learning journey, set goals and assess their progress periodically.

Some parents assess their learners through real-life scenarios and applications, such as practical tasks, field trips, and hands-on experiences, others observe a learner's progress and engagement in different learning activities in a formal or informal environment.

Peer review is also used as an assessment practice in a co-op or group homeschool setting. It enables learners to provide feedback to their peers, promoting teamwork and communication skills.

However, concerns have been raised regarding the absence of external supervisors in homeschooling, unstandardised assessment, and the potential lack of formal pedagogical training for parents who serve as assessors. This may lead to variations in educational quality and consistency across homeschool settings (Panagouli et al., 2021). Additionally, the Waldorf and Montessori curricula emphasise the limitations of standardised testing in measuring valuable attributes of children and its potential negative impact on a child's self-concept and motivation.

In conclusion, while homeschooling employs various assessment methods, there are concerns about the lack of standardised assessment and a need for specialised training for homeschool parents who undertake the roles of assessors. Further research is needed to establish the specific assessment practices of home schooling in Uganda.

2.5 To establish the Teaching and Learning Resources Being Used when Homeschooling

To establish the teaching and learning resources used in homeschooling, it is essential to recognise the diverse range of materials and tools available to create meaningful and effective learning experiences for learners. These resources include visual, audio-visual, and auditory materials such as television, household equipment, gardens, museums and the Internet. Parents and teachers can create active and memorable learning experiences by utilising real and relevant materials. Teaching and learning resources have been defined as tools that make learning real, relevant and effective (Naidaite and Stasiunaitene, 2023). This notion has been reinforced by delineating various learning resources used in the teaching and learning process (Ajeng, 2019):

- i) Textbooks and living books on various subjects and grade levels
- ii) Books both local and digital libraries
- iii) Hands-on materials such as science kits, math manipulatives, art supplies, and educational games
- iv) Educational videos and documentaries
- v) Field trips
- vi) Teaching aids such as flashcards, charts, globes, and educational toys
- vii) Community resources such as workshops, cultural events, and guest speakers
- viii) Educational apps, online learning platforms, and educational websites.

These findings align with Hanna (2012), whose ten-year longitudinal study from 1998 to 2008 in the Commonwealth of Pennsylvania district on homeschool education revealed that many families primarily use textbooks from local school districts, technology applications, real objects, consultation with instructional specialists or teachers, and increased networking with other homeschool families as instructional resources. This demonstrates the evolving diversity in homeschool learners' selection of instructional resources, facilitated by technology.

Furthermore, technological advancements and tools has been recommended for providing homeschool families with access to a wider range of resources and virtual learning environments, empowering parents to research and access online materials (Steyler, 2019). A study on emergency remote education during the pandemic and the feasibility of homeschooling in Turkey, involving 654 respondents, revealed that parents integrated technology into the learning environment to support learners' academic development (Kaya & Eroglu, 2021). These researchers emphasised the importance of guiding children in developing computer skills, accessing online resources, evaluating online resources credibility, and establishing healthy boundaries for screen time and internet safety.

In an interview of homeschool families in New York on the impact of computers and other technologies on their experiences, families reported that technologies improved their ability to create, access, and sustain homeschool communities of practice, enabling sharing and collaboration between various families (Andrade, 2008).

Conversely, the Education for All (EFA) Global Monitoring Report (2014) revealed that homeschool families in developing countries face challenges accessing instructional resources, especially technology-based ones, due to limited infrastructure and internet connectivity. This underscores the need for the Ministry of Education and Sports to provide support to homeschool learners by supplying resource materials that enhance the teaching and learning process, enabling learners to acquire knowledge, skills, values and attitudes that align with the national goal of education. Additionally, it further underscores the need for further research to identify the instructional materials homeschool learners used in Uganda.

2.6 To examine the Challenges of Homeschooling

Homeschooling presents unique challenges for both parents and learners. One major challenge is the potential for isolation among learners. (Burke, 2019) emphasises that homeschool families often feel disconnected from the larger community and encounter challenges in providing socialisation opportunities for their children. This isolation can lead to feelings of loneliness and a lack of peer interaction, which are important for social and emotional development

Additionally, (Pett et al., 2021) conducted a study in the United States with 989 parents, which revealed various difficulties homeschool families experienced, including financial implications of providing teaching equipment, materials, travel, additional specialist support costs and the loss of income for parents who become instructors. The study also highlighted stress arising from the blending of boundaries between homeschooling and family life, role conflict experienced by parents serving as the primary teachers, and feelings of uncertainties regarding the effectiveness of the teaching strategies.

Similarly, (Martin-Chang and Levesque, 2017) revealed that parents overseeing homeschooling are likely to feel overwhelmed due to the many demands on their time, efforts, finances, and the challenge of identifying a specific curriculum to follow.

Additionally, (Letzel, Pozas, and Schneider, 2020) reported findings from German children, parents, and educators forced into homeschooling during the COVID-19 crisis, revealing that learners experience reduced education, decreased attention for different ability levels, and general feelings of listlessness, boredom, and worry due to homeschooling.

Social contextual factors such as household chores and chaos also present challenges to homeschool families. (Kern, 2016) in a study on learning at home in the United States indicated that chaotic households, characterised by disorganisation, limited structure, lack of daily routines, and elevated levels of noise, hinder parents from finding a quiet environment to support their learners with their educational activities.

This aligns with (Dobson and Maddison, 2020) in a systematic literature review, which publicised that learners who grow up in a chaotic a home environment tends to exhibit poorer cognitive and academic outcomes.

Moreover, (Guterman and Neuman, 2020) in a study in Israel, revealed that homeschool challenges the traditional roles and authority of the state in education, opposing mass compulsory education and raising concerns about learner protection issues and educational outcomes. Parents choose homeschooling due to reservations about the mainstream schooling system, often leading to tension with the state and raising questions about the quality of education being provided.

In conclusion, the literature highlights challenges associated with homeschooling, including isolation, parental burden, resistance to traditional education systems, and the impact of social contextual factors. However, there is a need for research to explore the specific challenges faced by homeschool learners in Uganda and address the contextual and content gaps identified in the literature review.

In summary, the analysis in this chapter indicated two gaps that this study sought to address. These included the contextual and content gaps. The contextual gaps that exist in the literature on homeschooling in this chapter have primarily focused on perspectives within neighbouring and Western countries, providing valuable insights into reasons, various aspects of the existing methods of teaching and learning methods, assessment practices, learning resources and challenges. While these global studies have contributed to deep understanding of homeschooling, the absence of a Ugandan standpoint in the literature is noticeable. Regarding the content gap, available literature hinders the comprehensive exploration of factors that shape homeschool decisions, curriculum choices, teaching methods, assessment practices and learning resources in Uganda. Therefore, there is a need for a study to establish the existing practices and gaps in the implementations of the homeschool approach in Uganda. In this context, this study addressed contextual and content gaps that were revealed by the literature review.

CHAPTER THREE: Methodology

This chapter presents the research design, population, sample size, selection procedure, data collection methods, research instruments, validity and reliability, data collection procedure, data analysis and ethical considerations.

3.1 Research Design

The study adopted a cross-sectional survey design using a convergent-parallel mixed methods approach. This is because the design allows data to be gathered from a relatively large number of respondents, and saves time and minimises costs (Moser & Kolton, 2018). The study employed a mixed methods research approach to provide a broader spectrum of ways to better understand complex research problems in different contexts, which could not be achieved through quantitative or qualitative approaches alone (Creswell, 2009; and Amin, 2005).

However, the study mainly employed a qualitative approach because it ventured into the unknown, thus requiring a deeper understanding of underlying reasons, opinions, and motivations of homeschooling in Uganda. This approach allows for a more nuanced exploration of participants' perspectives, experiences, and lived realities. By employing qualitative approach, the study aimed to uncover rich and detailed information that quantitative approach alone may not capture adequately. Questionnaires were used to collect quantitative data while interviews and focus group discussions were used to collect qualitative data.

3.2 Sampling Designs

The study utilised a combination of stratified, snowball, and purposive sampling techniques, covering all four stratified regions of Uganda (eastern, western, central and northern). Each region was subdivided into districts, with a minimum of 2 districts were purposively selected, resulting in a total of 16 districts: Gulu, Bulambuli, Bududa, Lira, Arua, Mbarara, Tororo, Jinja, Mbale, Yumbe, Kawenge, Mubende, Kampala, Wakiso, Mukono and Soroti.

Stratification sampling was employed due to its ability to use specific characteristics, ensuring a more accurate representation of the population based on relevant subgroups (Yamane, 1967). This technique facilitated an equal allocation of subgroups, ensuring representation across the country, considering the national scope of the study.

An exponential non-discriminative snowball sampling technique was utilised to select participants within the homeschool community—learners, parents and teachers. This approach, supported by (Khan, 2020 & Creswell, 2014), is ideal for an unknown sample population, with initial participants providing referrals, creating a participant network). This sampling continued until data saturation was achieved.

Purposive sampling was applied to select specific groups, including Uganda National Examinations Board (UNEB) officials, National Curriculum Development Centre (NCDC) specialists, university representatives, National Council for Higher Education (NCHE) officials, Ministry of Education and Sports officials and representatives from faith-based organisation. According to Sekaran (2003), purposive sampling strategically selects subjects in the best position to provide the required information. This method allows a study to target individuals knowledgeable about the investigated issues, enhancing the overall assessment.

3.3 Study Population

The study population comprised various stakeholders in homeschooling as shown in Table 3.1. This included homeschool parents, learners, and teachers, along with key informants such as UNEB officials, NCDC specialists, university representatives, NCHE officials, Ministry of Education and Sports officials and representatives from faith-based organisation.

While homeschool teachers, parents and learners were identified as key informants, the lack of comprehensive statistics on homeschool practices in Uganda limited the generation of precise figures for these groups.

From UNEB, only 9 out of 61 staff specialists were purposively selected from both Primary (responsible for math, science, social studies, and English) and Secondary departments (math, English, biology, chemistry, and physics). This focused selection aimed to provide an in-depth understanding of assessment practices in Uganda related to homeschooling.

Similarly, out of the 17 staff of the Primary, ECCD and Special needs Departments at NCDC, only 4 were purposively selected to offer valuable insights into curriculum development and assessment practices associated with homeschooling in Uganda.

In terms of universities, one from each category—public and private—was purposively selected from the 11 public universities and 50 private universities. Two lecturers from the Department of Education at Gulu University and Uganda Christian University, Mukono were conveniently chosen due to flexible admission structures and alignment with homeschool needs, particularly those following the Accelerated Christian Education (ACE) curriculum.

The selection of Gulu University from the northern region aimed to ensure representation across the country. The Ministry of Education and Sports officials included 3 individuals from Basic Education Department, Special Needs Department and Directorate of Education Standards, who were purposively selected to provide valuable insights into the role of the ministry in relation to homeschooling in Uganda.

Additionally, four members from various faith-based organisations—one from each of the Anglican, Catholic, Adventist, and Moslem groups—were purposively selected. Their perspectives shed light on the role of religion in advocating for homeschooling and its impact on Ugandan society.

Finally, two respondents from NCHE were purposively selected to contribute their insights and expertise on how homeschool qualifications were equated within the higher education context in Uganda.

3.4 Sample Size Determination

Sample Size for Teachers

The Cochran formula of sample size determination for an unknown population with an unknown population proportion (Uakarn, Chaokromthong, & Sintao, 2021) was used to calculate the exact sample size (n) of the target population for homeschool parents, learners and teachers. The Cochran formula was applied as follows:

i) Homeschool Teachers

$$n = \frac{z^2}{4(e)^2}$$

Where: n = Sample size

e = Acceptable level of error (0.05)

z = z value at reliability level or significance level (95% = 1.96)

$$n = \frac{1.96^2}{4(0.05)^2}$$

n = 384 Homeschool teachers

ii) Homeschool Parents

$$n = \frac{z^2}{4(e)^2}$$

Where: n = Sample size

e = Acceptable level of error (0.05)

z = z value at reliability level or significance level (95% = 1.96)

$$n = \frac{1.96^2}{4(0.05)^2}$$

n = 384 Homeschool parents;

iii) Homeschool Learners

$$n = \frac{z^2}{4(e)^2}$$

Where: n = Sample size

e = Acceptable level of error (0.05)

z = z value at reliability level or significance level (95% = 1.96)

$$n = \frac{1.96^2}{4(0.05)^2}$$

n = 384 Homeschool learners

Table 1: Respondent category, sample size and sampling techniques

S/N	Category of respondents	Justification	Sample population	Sample Size	Sampling Technique	Data Collection Method
1	NCDC Senior Staff	They develop and review curricula.	17	4	Purposive	Face-to-face interview
2	Ministry of Education and Sports Officials	They are accountable for education policy formulation, resourcing and implementation	10	3	Purposive	Face-to-face interview
3	UNEB	They are the core assessors of curricula in Uganda	61	9	Purposive	Face-to-face interview
4	Faith based organisation	They provide insights into the intersection of religious beliefs and educational choices	10	4	Purposive	Face-to-face interview

5	NCHE Representatives	They accredit learners' portfolios.	10	2	Purposive	Face to face interview
6	University Representatives	UCU and Gulu University have been documented to be the leading choices for higher education among home-schoolers in Uganda and their flexible admission structures	61	2	Purposive	Face-to-face interview
7	Parents	They take charge and responsibility of the learner's education.	Unknown	384	Snowball	Questionnaire
8	Learners	They are the ultimate beneficiaries of an education system.	Unknown	384	Snowball	Questionnaire
9	Teachers	They are implementers of curricula.	Unknown	384	Snowball	FGD
Total				1176		

3.5 Data Collection Tools and methods

The data was collected through structured interviews, lesson observation and questionnaires.

3.5.1 Interview Guides

Face-to-face interviews were conducted with NCDC specialists, UNEB officials, NCHE officials, MoES officials, university representatives and faith-based organisations.

A face-to-face interview guide (*see Appendix III*) was employed to delve into the respondents' experiences, thoughts, feelings, and opinions regarding home schooling in Uganda. The complexity and depth of the topic required substantial probing, making face-to-face interviews a suitable data collection method. This aligns with the assertion that such interviews allow the respondents to elaborate the meaning of their views, perceptions, and deliberations, enhancing the richness and depth of the data gathered (Easwaramoorthy and Zarinpoush, 2006).

3.5.2 Structured Questionnaire

Homeschool parents and learners participated in an open- and close-ended questionnaire (*see Appendix I & II*). This method was chosen for its suitability with a large sample, providing precise responses that are easy to interpret, dependable, and reliable. This choice aligns with the emphasis on questionnaires as a means to effectively collect structured and standardised quantitative data from a large number of respondents (Amin, 2005).

3.5.3 Focus Group Discussions (FGD) Guides

Focused Group Discussions (FGD) Guides were used to gather data from teachers (*see Appendix IV*). This method facilitated an open expression of participants' perspectives in their own words. This aligns with the notion that FGDs enable researchers to save time and resources by gathering insights from multiple respondents simultaneously during interactive discussions (Fleek, 2015).

3.5.4 Observation Guide

A lesson observation guide was developed (*see Appendix V*) and used for parents and learners who willingly participated in observed teaching and learning activities at home. However, this instrument was administered to only a few participants due to the discomfort most parents had in being observed while teaching.

3.6 Validity and Reliability

Validity, in this context, pertains to the accuracy of the findings as perceived by the researchers, participants, or the readers. In qualitative research, trustworthiness is often used instead of validity (Golafshani, 2015). Reliability on the other hand, signifies consistency in the researchers' approach across different researchers and projects; in qualitative research "credibility" is the equivalent term (Creswell, 2012). In this study, emphasis was placed on ensuring credibility.

3.6.1 Validity of the Quantitative Instruments

To enhance the validity of the quantitative instruments, the research team underwent training to gain a deeper understanding and interpretation of the research tools before conducting field data collection. This training ensured that the team members were well-equipped to administer the instruments and collect data effectively.

For content validity, the research tools were developed by the pedagogy team and subsequently reviewed by the Research and Consultancy Department. To enhance clarity and ensure accurate information gathering, a content validity index was computed after experts were assigned to evaluate the tools, establishing their validity. The following formula was used:

$$\text{CVI} = \frac{\text{NUMBER OF ITEMS RATED RELEVANT}}{\text{ALL ITEMS IN THE TOOL}} \times 100$$

ALL ITEMS IN THE TOOL

3.6.2 Reliability of the Quantitative Data Instruments

The reliability of the instruments was established through Alpha Testing conducted in Kayunga. Data collected from these locations underwent analysis using SPSS, and the Cronbach Alpha Reliability. Feedback from the pilot study was instrumental in modifying items that were deemed unsuitable.

3.6.3 Trustworthiness of the Qualitative Data Instruments

Ensuring the trustworthiness of the instruments in this study involved employing content and face validity and conducting a pilot study.

Content validity

This phase involved a comprehensive examination of the instrument's content by ten experts in the research field. These experts assessed the relevance, representativeness, and clarity of the items or questions in relation to the research constructs in the interview guides. Feedback from experts was used to refine and revise the instruments, thereby enhancing content validity (Polit & Beck, 2006).

Face Validity

Face validity was ensured by carefully examining the research instrument to assess whether the items or questions were relevant and appropriate to the constructs. This process did not involve conducting a pilot test analysis but rather a thorough review by the researchers to ensure that the questions, prompts, or procedures used in the instrument aligned with the constructs under investigation. The evaluation focused on whether the items appeared to accurately capture the content or meaning they were intended to represent, as suggested by (Streiner, 2003). Additionally, experts in the field of education and research were consulted to provide feedback on the clarity and appropriateness of the items to further ensure their relevance and accuracy.

Piloting the Study

The pilot study involved pre-testing the research instruments to identify any ambiguities, misunderstandings, or inadequacies. According to Amin (2005), this process helps to anticipate any issues related to the wording, presentation, and order of the questions. Additionally, pre-testing helps to determine the time participants need to complete the interview and FGD guide questions. The step was crucial in ensuring that participants correctly interpreted questions. The pilot testing was conducted in Kayunga, chosen for its similarities to the main study location (Osborne & Water, 2002).

3.6.3 Credibility of the Qualitative Instruments

Ensuring the reliability of qualitative instruments involves guaranteeing consistency, dependability, and stability in the data collection process and analysis. Three methods were employed to assess and enhance the reliability of the qualitative research instruments in this study:

Member Checking:

This involved returning the transcribed data to the participants for verification, aiming to increase the dependability and credibility of the findings (Lincoln & Guba, 1985).

Triangulation:

This involved utilising multiple methods to examine the research questions (interview, observations and focus group discussions). By combining different data collection techniques, the researchers compared and contrasted the findings, thereby increasing the reliability of the results (Flick, 2018).

Use of detailed documentation and clear procedural guidelines:

Log books were used to achieve detailed documentation, and clear procedural guidelines were followed to ensure the stability and reliability of the research (Creswell and Miller, 2000). In this context, the researchers maintained an audit trail by recording all decisions, steps, and modifications made during the data collection and analysis process. This thorough documentation allowed for transparency and facilitated the evaluation of the study's rigour and trustworthiness (Creswell and Miller, 2000).

3.7 Data Collection Procedure

The research team initiated the study by obtaining introductory letters from the Director of NCDC. Upon arrival at the designated districts, formal permission was sought from the District Education Officer (DEO) and Local Council to identify and visit homeschool families for data collection. To facilitate effective communication with participants, each data collection team included members proficient in translating the research tools from English to a familiar local area language.

On arrival at different government agencies, organisations, unions, and universities, the researchers sought approval from the relevant authorities within these institutions before conducting interviews with the selected participants. This rigorous process ensured that all research activities were conducted with the necessary permissions and in strict compliance with the protocols of each institution involved.

3.8 Data Analysis Techniques

Qualitative Data Analysis

Data derived from the observation guide, interview and FDGs were transcribed in the initial stage. The researchers engaged in interpretation, reflection, and discussion after each field session, following the approach suggested by Amin (2005). The collected data underwent editing, sorting, and coding to identify the major themes, categorising them according to the study's objectives. Items from different research tools addressing the same theme were presented and discussed together to triangulate the data, thereby enhancing the validity and reliability of the findings. This meticulous process allowed the researchers to comprehensively understanding of the data and draw meaningful conclusions. Subsequently, the researchers scrutinised similarities and differences in the collected data to ensure consistency. Using the percentage response and issue intensity, the presented data were triangulated to eliminate contradictions.

Quantitative Data Analysis

Questionnaire data was sorted, coded and entered into the computer for analysis using the Statistical Package for Social Scientists (SPSS). Descriptive statistics, including percentages, frequencies, tables, and graphs, were employed to measure the central tendency of the data, aligning with the approach suggested by Mugenda-Mugenda (1999). These analyses provided a clear and concise representation of the data, enabling a comprehensive understanding of key findings and emerging patterns.

3.9 Ethical Considerations

Permission to conduct research in the four regions of Uganda was sought from NCDC. The research proposal underwent review and approval by the Academic Steering Board (ASB) and the Governing Council. Sampling and data collection adhered to the established standards. The literature referenced was selected objectively, and proper acknowledgement was given to all works cited in the approved and recommended format

A team of research assistants, who were provided with an introductory letter from the Director, NCDC Centre (see *Appendix VI*), supported the researchers in administering research instruments. Prior permission was sought from the respective authorities to conduct the study in the respective districts, and institutions/organisations (see *Appendix VII*).

Research assistants underwent thorough training on the objectives of the study and how to conduct surveys, interviews, and observations and focus group discussions. They were extensively briefed on maintaining ethical and professional conduct during data collection. Prior consent was sought from all respondents (see *Appendix VIII*) before collecting any data, with assurances provided regarding confidentiality and privacy of their information. Throughout the research process, strict adherence to ethical considerations was maintained to ensure the privacy and protection of the participants' data.

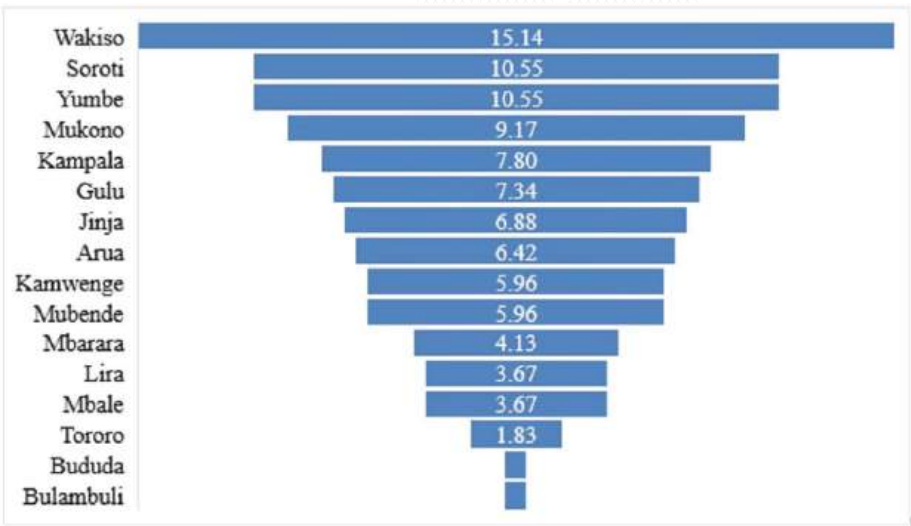
CHAPTER FOUR: Analysis and Interpretation of Findings

The purpose of this study was to establish the current practices and gaps in the implementation of homeschooling in Uganda, with the aim of informing future strategies and improvements in this educational approach. The study focused on five specific objectives, namely establishing the reasons of homeschooling, exploring the current methodologies of homeschooling, examining the assessment practices employed, establishing the teaching and learning resources utilised, and examining the challenges faced in homeschooling within the Ugandan context. This section presents the findings of the study in line with these study objectives.

4.1 Background Information

4.1.1 Composition of Homeschool Learners Across the 16 Selected Districts

Figure 1: Composition of homeschool learners across the 16 selected districts



(Source: Field data, 2023)

The survey was purposively conducted in 16 districts selected from the four regions (eastern, western, central and northern) across the country, with the aim of representing the opinions from homeschool learners and teachers from all regions of Uganda. These districts included Wakiso, Soroti, Yumbe, Mukono, Kampala, Gulu, Jinja, Arua, Kamwenge, Mubende, Mbarara, Lira, Mbale, Tororo, Bududa, Bulambuli.

According to the survey results in Figure 1, Wakiso was reported to have the highest number of homeschool learners, accounting for 15% of the total number of homeschool learners in the country. This is attributed to the dense population and high social economic standards of the respondents. Conversely, the lowest percentages of homeschool learners were found in Bulambuli and Bududa, accounting for 0.46%. This is likely due to lack of information about homeschooling among the parents and teachers in the districts.

4.1.2 Composition of Homeschool Learners across Districts by Sex

Table 2: Distribution of composition of homeschool learners across districts by sex

District	Female		Male		Total	
	Freq	Per cent	Freq	Per cent	Freq	Per cent
Wakiso	33	66.67	17	33.33	50	15.14
Soroti	24	69.57	11	30.43	35	10.55
Yumbe	14	39.13	21	60.87	35	10.55
Mukono	8	25.00	23	75.00	31	9.17
Kampala	15	58.82	11	41.18	26	7.80
Gulu	11	43.75	14	56.25	25	7.34
Jinja	12	53.33	11	46.67	23	6.88
Arua	14	64.29	8	35.71	22	6.42
Kamwenge	12	60.00	8	40.00	20	5.96
Mubende	11	53.85	9	46.15	20	5.96
Mbarara	5	33.33	9	66.67	14	4.13

Lira	6	50.00	6	50.00	12	3.67
Mbale	8	62.50	4	37.50	12	3.67
Tororo	2	28.57	5	71.43	7	1.83
Bududa	2	100.00	0	0.00	2	0.46
Bulambuli	0	0.00	2	100	2	0.46
Total	177	52.75	160	47.25	337	100

(Source: Field data, 2023)

To highlight the element of gender distribution among homeschool learners, the composition was analysed across districts. According to the survey results in Table 2, homeschool females account for 52.75%, while homeschool males account for 47.25% of the homeschool learners. This pattern is consistent across all the 16 districts, demonstrating the gender composition of homeschool learners. The predominance of female homeschool learners is attributed to the fact that 50.7% of the population in Uganda are females.

The findings further reveal that female homeschool learners dominate in the districts of Wakiso, Soroti, Kampala, Jinja, Arua, Kamwenge, Mubende, Mbale and Bududa. This is ascribed to a blend of cultural, social economic, and pedagogical factors that affect female students in these districts. Conversely, their male counterparts dominate in Yumbe, Mukono, Gulu and Tororo. In Lira district, the gender distribution of male homeschool learners corresponds to that of their female counterparts.

4.1.3 Characteristics of the Parents and Guardians to the Homeschool Learners

Table 3: Distribution of characteristics of the parents to the homeschool learners

Factor	Percentage (n=278)
Age	
1. 20-30	19.69
2. 31-40	39.90
3. 41-50	27.98
4. 51-60	7.77
5. 61 and above	4.66
Sex	
1. Female	71.94
2. Male	28.06
Parents' highest level of education	
1. Did not go to school	3.74
2. Primary	16.04
3. Secondary	40.11
4. Degree	33.16
5. Masters and above	6.95
Religion	
1. Others	1.60
2. Adventists	8.02
3. Moslem	13.37
4. Anglican	22.46
5. Catholic	25.13
6. Born Again	29.41

(Source: Field data, 2023)

Table 2 provides an overview of the characteristics of homeschool parents and guardians. According to the findings, 20% of the homeschool parents and guardians are between the ages of 20–30, 40% are between the ages of 31–40, 28% between the ages of 41–50, 7% are between the ages of 51–60, and only 4% are above the age of 61.

This distribution suggests a growing demand for homeschooling among parents and guardians aged 31–40. This is due to the presence of children between the ages of 3 to 18 who require formal education. Conversely, there is a significant decrease among parents aged 61 and above, as most of the children have graduated and left home.

In terms of gender, Table 2 shows that 71.94 of the parents and guardians are females, while only 28.06 are males. This gender distribution is attributed to the fact that children between the ages of 3–18 often have females as their primary caregivers.

When examining the education levels of the parents, it was found out that 40% have secondary education as the highest academic level, 33% have a Bachelor's degree, 16% did not complete primary education, 7% hold a Master's degree, and only 4% did not attend school. These findings suggest a prevalence of homeschooling in families where parents or guardians have attained a certain level of education that enables them to effectively teach their children.

Based on the survey findings on religious affiliations, 29% of the parents are Born Again, 25% are Catholics, 22% are Anglicans, 13% are Moslem, and 8% are Adventists. This illustrates that a significant portion of parents and learners in homeschooling belong distinct religious groups. However, it is crucial to note that while these data highlight the religious diversity within homeschooling families, the survey did not provide additional insights into why parents opted for homeschooling. The primary motivation seemed to ensure their children's education during the COVID-19 lockdown period, indicating a practical response to the circumstances at the time.

4.1.4 Composition of Other Stakeholders by Sex

Table 4: Distribution of characteristics of other stakeholders by sex

STAKEHOLDERS	FEMALE		MALE		TOTAL
	Freq	Per cent	Freq	Per cent	
Lecturers	2	50.00	2	50.00	4
Ministry Officials	2	66.67	1	33.33	3
NCHE	1	50.00	1	50.00	2
UNEB	3	33.33	6	66.67	9
NCDC	2	50.00	2	50.00	4
Faith-based	1	25.00	3	75.00	4
Total	11	42.31	15	57.69	26

(Source: Field data, 2023)

To highlight the element of gender distribution among other stakeholders, the composition was deconstructed across lecturers, ministry officials, NCHE, UNEB, NCDC and faith-based organisations. According to the survey results in Table 3, males account for 57.69% of the other stakeholders while females account for 42.31%. This distribution may reflect broader trends in Uganda's labour market, where males often occupy a larger proportion of high-earning and administrative roles.

4.1.5 Composition of Teachers across Districts by Sex

Table 5: Distribution of composition of homeschool teachers across districts by sex

District	Female		Male		Total	
	Freq	Per cent	Freq	Per cent	Freq	Per cent
Wakiso	30	56.60	23	43.40	53	14.32
Soroti	17	62.96	10	37.04	27	7.30
Yumbe	15	41.67	21	58.33	36	9.73
Mukono	14	45.16	17	54.84	31	8.38
Kampala	22	46.81	25	53.19	47	12.70
Gulu	11	52.38	10	47.62	21	5.68
Jinja	11	47.83	12	52.17	23	6.23
Arua	14	58.33	10	41.67	24	6.49
Kamwenge	11	55.00	9	45.00	20	5.40
Mubende	11	52.38	10	47.62	21	5.68
Mbarara	14	48.28	15	51.72	29	7.84
Lira	8	57.14	6	42.86	14	3.78
Mbale	6	54.55	5	45.45	11	2.97
Tororo	5	50.00	5	50.00	10	2.70
Bududa	6	54.55	5	45.45	11	2.97
Bulambuli	5	45.45	6	54.55	11	2.97
Total	200	54.05	170	45.95	370	100

(Source: Field data, 2023)

In analysing the gender distribution among homeschool teachers, the composition was examined across districts. According to the survey results in Table 4, female teachers account for 54.05%, while male teachers account for 45.95% of the total homeschool teachers. The findings further reveal that female teachers dominate in the districts of Wakiso, Soroti, Gulu, Arua, Kamwenge, Mubende, Lira, Mbale and Bududa.

This is attributed to a blend of social economic factors such as cultural norms, educational opportunities, and employment dynamics, which may influence the participation of female teachers in homeschooling within these specific regions.

4.1.6 Curriculum Used for Homeschooling

Table 6: Distributions of respondents' responses on the curriculum used for homeschooling

Curriculum	Frequency	Percent	Trend
National Curriculum	501	80.46	
Accelerated Christian Education	78	12.68	
Christian Liberty Academy	12	1.95	
Blended Curriculum (British, Australia, American)	6	0.97	
ABEKA	6	0.97	
Cambridge Curriculum	3	0.49	
Arabic Curriculum	3	0.49	
Congo Curriculum	3	0.49	
Good and Beautiful	3	0.49	
Total	615	100	

(Source: Field data, 2023)

The study investigated the various curricula used in homeschooling across the country. The findings revealed that 83% of the respondents use the National Curriculum, which includes the Abridged Curriculum and the Lower Secondary Curriculum. Additionally, other curricula used include the Accelerated Christian Education (13%), Christian Liberty Academy (2%), the Blended Curriculum (British, Australia and American) (1%), ABEKA (1%), as well as the Cambridge Curriculum, Arabic Curriculum, Congo Curriculum, and the Good and Beautiful, each constituting 0.5%. These results indicate that homeschool learners predominantly follow the traditional pre-packaged curricula, with the majority opting for the easily accessible and free National Curriculum available to all Ugandans.

4.2 Objective I: Reasons for Homeschooling

The findings reveal various reasons parents opt for homeschooling. One prominent reason is the flexibility and individualised learning it offers. A female teacher confirmed this reason by saying:

"Education can continue even when schools are not open. Homeschooling has proven effective, especially during the COVID time, as parents have managed to teach their children in our absence."

Another reason for homeschooling is the heavy workload given to learners in mainstream schools as a male parent reflected:

"The decision to homeschool our first boy was not easily made. He was our first child, and we knew nothing about home schooling at the time. Every day, our child returned home late in the evening, unhappy and with a lot of homework. On top of that, his class teacher would always send us a note urging us to monitor his learning at home. We were dissatisfied with the heavy workload our son was being given; as a result, we decided on homeschooling."

In addition to academic learning, parents asserted that they are equally concerned with their children's behaviour, culture and identity as highlighted by a female parent:

"My husband and I are Congolese who sought refuge in Uganda but we want our children to retain their Congolese culture, so we are homeschooling them."

A female parent with a special needs child highlighted the absence of schools that can cater for severe special needs learners as a reason for homeschooling. She said:

"Our daughter is a Special Educational Need (SEN) learner. We tried very hard to look for a SEN school for her, but we couldn't find one. As a result, we chose to home-school her."

My daughter appreciates her home-school experience because of its tailor-made learning style, and she also enjoys the flexibility and freedom of homeschool learning."

Parents also value the adaptability and safety of homeschooling. A male curriculum specialist at NCDC reflected:

"Homeschooling is not affected by natural occurrences like pandemics, ensuring that learners can continue their education without disruptions."

Moreover, parents appreciate the sense of security homeschooling provides. As one mother put it:

"Homeschooling keeps my learners safe by keeping them occupied throughout the day and away from the burden of wandering around the community."

The level of parent involvement and supervision is another significant factor for choosing homeschooling. According to a male homeschool teacher:

"Homeschooling creates a strong parent-learner relationship, as parents are actively involved in their children's education."

This involvement allows parents to closely monitor their children's learning progress and understand their academic strengths and weaknesses.

Customisation and the encouragement of outdoor activities are also appealing aspects. A female lecturer highlighted this benefit, saying:

"Homeschooling closes the gap between learners and parents, providing opportunities for face-to-face interaction and understanding their strengths and weaknesses. Additionally, parents value the flexibility of homeschooling, enabling learners to engage in more outdoor activities compared to the rigid structure of traditional schooling."

Economic advantages further contribute to the decision on homeschooling. Parents recognise that home schooling is time-saving, allowing learning to continue even during holidays. One of the fathers explained:

"It is cost-effective for us, as we play the role of teachers, reducing the financial burden of school fees."

Parents also note positive behavioural changes and self-determination in home-schooled children as observed by one of them:

"Homeschool children often exhibit good manners, which encourages many parents to opt for this method."

In conclusion, the findings provide valuable insights into the diverse reasons motivating parents to choose homeschooling. Factors such as flexibility, individualised learning, safety, parental involvement, cost-effectiveness, and improved behavioural development collectively contribute to the increasing interest in homeschooling as an alternative and appealing approach to education for many families.

4.3 Objective II: The Current Methodologies of Homeschooling Implemented in Uganda

Table 7: Distribution of respondents’ response on current methodologies

Current Methodologies (n = 615)	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
The teaching and learning methods used in home schooling relate with the learning activities	5.60	5.60	22.84	30.30	35.34
The teaching and learning methods enable you to acquire knowledge	2.59	9.05	15.08	37.07	36.21
The teaching and learning methods enable you acquire skills	7.76	7.33	21.12	29.31	34.48
The teaching and learning methods enable you to acquire values	3.88	8.19	21.98	32.33	33.62

The teaching and learning methods enable you to acquire attitude	4.31	7.76	25.86	29.74	32.33
I actively participate during the teaching and learning process	3.88	12.07	18.53	29.31	36.21
I use a variety of teaching and learning aids	6.03	12.50	23.28	25.00	33.19
I often discuss with my parent/guardian while interacting with the learning tasks	5.17	7.33	29.74	28.45	29.31
Projects are part and parcel of my learning programme	12.93	11.64	23.28	25.86	26.29
The learning task/activities I do promote self-study skills	4.74	4.31	24.14	24.57	42.24

(Source: Field data, 2023)

The survey results show that a significant proportion of respondents (30.30%) expressed agreement that the teaching and learning methods used in homeschooling are closely linked to various learning activities. Furthermore, 35.34% of the participants strongly supported this perspective, underscoring the connection between homeschool methods and learning activities.

According to the self-administered questionnaires, the majority of respondents reported the use of diverse teaching methods, such as Project-Based Learning, Blended Teaching and Learning, Child-Centred and Facilitative Learning, and Open Participation and Discovery-Based Learning. This suggests that homeschooling offers a more personalised and varied learning experience, tailored to individual needs and preferences.

Moreover, the teaching and learning methods in homeschooling were perceived to be effective in facilitating knowledge acquisition. A substantial proportion (36.21%) of respondents strongly agreed, and 37.07% agreed that they could acquire knowledge effectively through these methods.

This implies that 7 in every 10 homeschool learners can acquire knowledge based on the current methodologies, while 6 in every 10 learners are able to acquire skills, values and attitudes.

According to the self-administered questionnaires, 278 parents and 218 learners reported that methods such as Project-Based Learning provide learners with the chance to create their own learning resources using a diverse range of online and offline materials. This method promotes personalised learning experiences which indicate that homeschooling provides a conducive environment for learners to grasp and understand new information.

In addition to knowledge acquisition, the teaching and learning methods in homeschooling was perceived to foster the development of skills. A considerable number of respondents (34.48%) strongly agreed, and 29.31% agreed that these methods enable them to acquire various skills. Teachers in homeschool environments encourage learners to question "why" and engage in facilitative learning, providing tasks that include independent research on topics, such as animals, climate change, and history, is encouraged through podcasts and online resources. This approach fosters peer interaction and experiential learning, highlighting the potential of homeschooling to nurture well-rounded individuals with diverse skill sets.

The value of homeschooling is also evident in promoting the acquisition of values and attitudes. A significant proportion (33.62%) of respondents strongly agreed, and 32.33% agreed that the methods used in homeschooling effectively instil values and attitudes in learners. Interview responses indicated that learners are encouraged to make presentations to the class about their work, fostering a sense of ownership and confidence in their learning achievements. Furthermore, attention is paid to teaching values and character development in the homeschool environment, with some respondents emphasising the integration of biblical and Christian-based learning.

The findings suggest that learners actively participate in the teaching and learning process during homeschooling. A majority (36.21%) of respondents strongly agreed, and 29.31% agreed that they actively engage in their learning activities, indicating a high level of interest and engagement in the learning process.

Homeschooling also emphasises the use of various teaching aids to enhance the learning experience. A significant number of respondents (33.19%) strongly agreed, and 25.00% agreed that they use a variety of teaching and learning aids. Methods such as Project-Based Learning, Blended teaching and learning Methods, Child-Centred and Facilitative Learning and Open Participation and Discovery-Based Learning were noted with personalised learning practices using textbooks, past papers, and online teaching were highlighted. This suggests that homeschooling utilises a diverse range of resources to cater to different learning styles and preferences. However, some participants who attempted homeschooling using the National Curriculum for Uganda stressed the need to keep the curriculum up to date and provide learning materials and instructional aids in the local language. Nevertheless, a few parents expressed concerns that the current curriculum cannot be interpreted adequately because many of them were not familiar with the English language used.

Furthermore, homeschooling fosters communication and interaction between learners and their parent/guardian. A substantial proportion (29.31%) of respondents strongly agreed, and 28.45% agreed that they often discuss with their parent/guardian while interacting with learning tasks. Homeschool practices include a range of activities such as storytelling, family games, and poem recitation. It encourages self-independence activities and involves the completion of homework at home, emphasising the importance of parental involvement and support in the home-school process. In focus group discussions, it was found that many parents actively engage in guiding their children homeschool activities and providing necessary support. However, a few respondents suggested that parents should receive training to effectively monitor learning at home.

Projects were identified as an integral part of the learning programme in homeschooling, with a significant number of respondents (26.29%) strongly agreed, and 25.86% agreed that projects are an essential aspect of their learning. Throughout the interviews, practical and project-based learning were frequently mentioned. Respondents highlighted that learners are engaged in projects related to their immediate environment.

This suggests that homeschooling incorporates hands-on and practical learning experiences through project-based activities as was observed by a male home-schooling teacher:

“Hands-on activities and practical exercises are essential in homeschooling to provide a more engaging learning experience.”

Relatedly, a female parent said:

“The project-based learning method has shown to yield better results as it focuses on understanding the strengths and weaknesses of individual learners. By engaging in hands-on projects, students are encouraged to explore topics deeply, fostering a more profound comprehension of the subject matter. However, the learning environment within homes can be challenging, with various distractions that may not favour optimal teaching and learning experiences.”

This suggests that homeschooling incorporates hands-on and practical learning experiences through project-based activities.

Finally, the findings indicate that the learning tasks and activities in home schooling promote self-study skills. A majority (42.24%) of respondents strongly agreed, and 24.57% agreed that the tasks encourage independent learning. A female lecturer interviewed emphasised that learner-centred methods like guided discovery learning and self-study materials can greatly benefit home-schooling students. This underscores the importance of fostering self-directed learning and autonomy in home schooling.

4.4 Objective III: The Assessment Practices of Homeschooling Being Implemented in Uganda

Table 8: Distribution of respondents' response on assessment practices

Assessment Practices (n = 615)	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Self-assessment is part and parcel of my programme	4.74	5.60	29.74	22.84	37.07
I do a variety of assignments on my programme	3.88	11.21	28.45	30.17	26.29
Tests are part and parcel of my programme	7.33	5.60	24.57	27.59	34.91
I usually discuss my assessment results with my parent/guardian	7.33	9.05	28.45	22.84	32.33
The programme I do enables me join the formal national educational system.	5.17	10.34	29.74	27.16	27.59

(Source: Field data, 2023)

Based on the responses from participants regarding assessment practices in homeschooling, the findings reveal several interesting trends. Firstly, self-assessment emerges as a significant component of the homeschool programme for a majority of learners. A substantial number (37.07%) of respondents strongly agreed, and 22.84% agreed that self-assessment is integral to their learning process. Homeschooling enables self-assessment with approximately 60%) of learners conducting self-evaluation. Supporting this, a male parent interviewed said:

“Assessment forms are provided, and continuous assessment is conducted to evaluate the learners' progress.”

This indicates that learners are actively involved in reflecting on their own performance and progress, fostering a sense of ownership and responsibility for their learning.

Secondly, a variety of assignments is a common assessment practice in home schooling. While 26.29% of respondents strongly agreed and 30.17% agreed, a smaller proportion (3.88%) disagreed with the statement. The study reveals learners carry out a variety of assignments as part of assessment practices, with 56.46% of learners reporting a substantial number of assignments. A male parent emphasised, “Assignments, quizzes, and competitive spelling tests are used, along with daily assessments after each topic or lesson.” This suggests that learners engage in diverse assignment tasks to demonstrate their understanding and application of knowledge and skills.

Thirdly, tests also play a significant role in the assessment practices in home schooling. A considerable number (34.91%) of respondents strongly agreed, and 27.59% agreed that tests are regularly included in their programme. Six in every 10 learners indicated that tests are part of the programme, highlighting the incorporation of formal testing to assess learners' proficiency and grasp of the subject matter.

Furthermore, discussing assessment results with a parent/guardian is common in homeschooling. While 32.33% of respondents agreed, an almost equal percentage (28.45%) was neutral. Similar to parent involvement in learning methodologies, 55.17% of learners revealed that they often discuss assessment results with their parent/guardian. This implies a high level of parental involvement in learners' assessment practices. It suggests that while some learners actively engage in discussing their assessment outcomes with their parent/guardian, others might not find it as common or necessary.

Lastly, it is interesting to note that a significant number of learners perceive homeschooling as enabling them to re-enter the formal national educational system. While 27.59% of respondents agreed, 29.74% were neutral, indicating that homeschooling is viewed as a pathway to potentially re-entering the formal education system in the future. The study shows that 54.75% of learners believe that the homeschool programmes they are engaged in allows them to re-enter the formal national education system to a certain extent.

4.5 Objective IV: The Teaching and Learning Resources Being Used when Homeschooling in Uganda

Table 9: Distribution of learners by their views on teaching and learning resources

Teaching learning resources (n = 615)	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
The teaching and learning aids enable me to acquire knowledge	2.59	4.31	22.41	26.29	44.40
The teaching and learning aids enable me to acquire skills	2.59	8.19	19.40	36.21	33.62
The teaching and learning aids enable me to acquire attitudes	2.16	6.03	24.57	35.34	31.90
The teaching and learning aids enable me to acquire values	3.88	5.60	27.16	33.19	30.17
My homeschool programme avails me with learning aids	6.03	12.93	26.72	31.90	22.41
Online lessons and videos have enabled me do collaborative projects with other homeschool learners	18.10	11.64	24.57	26.29	19.40
I can ably create my teaching and learning aids from my local environment	4.74	8.19	25.00	35.78	26.29
Technology is the backbone of most of teaching and learning aids I use when studying	16.38	10.34	26.29	25.00	21.98

(Source: Field data, 2023)

Based on the responses from home-schooling learners regarding teaching and learning, the findings indicate the significance of teaching aids in facilitating various aspects of learning.

Teaching and learning aids are highly regarded for their role in knowledge acquisition. A significant majority of respondents (44.40%) strongly agree that teaching aids play a crucial role in their knowledge acquisition, while 26.29% express agreement. Consistent with current methodologies, the majority of learners attributed acquisition of knowledge, skill, attitudes and values to the teaching and learning aids employed. At least 7 in every 10 learners revealed that these aids enable them to acquire knowledge and skills, highlighting their effectiveness in enhancing understanding and grasping academic content.

Teaching aids are recognised for their contribution to skill acquisition. While 36.21% of respondents agree and 33.62% are neutral, a smaller proportion (2.59%) disagrees with the statement. At least 6 in every 10 learners revealed that the teaching and learning aids enable them to acquire attitudes and values, emphasising their values as tools in supporting the development of various skills.

Teaching aids are also perceived to impact on the acquisition of attitudes and values. A substantial number (35.34%) of respondents agree that teaching aids contribute to their attitudes, and 30.17% are neutral. This suggests that teaching aids play a role in shaping learners' perspectives and values.

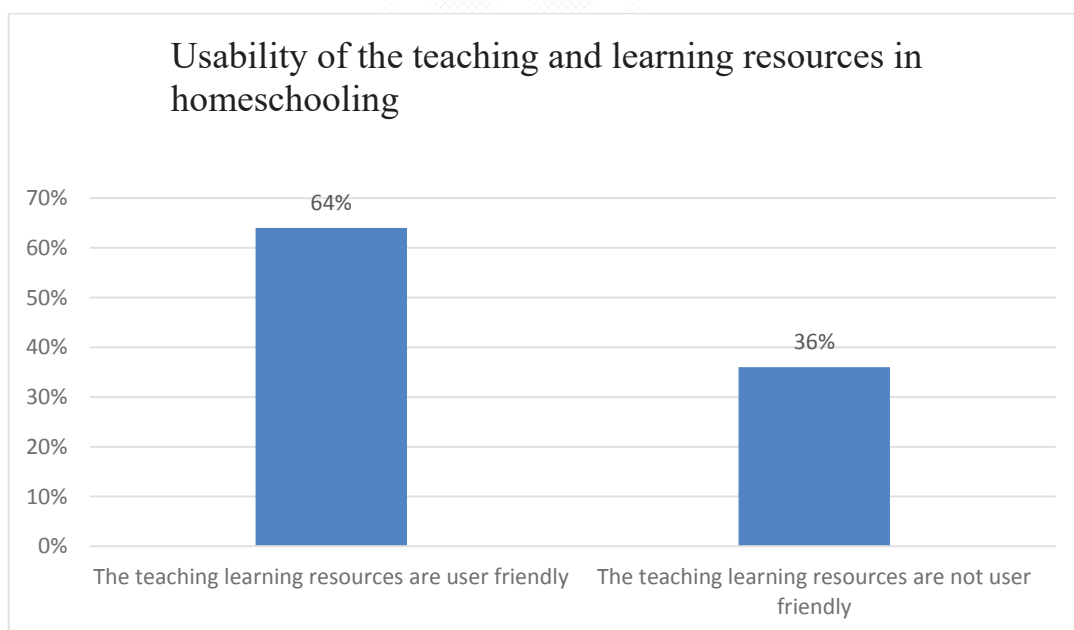
The availability of teaching aids in home-schooling programmes varies. While 31.90% of respondents agree and 26.72% are neutral, a relatively significant proportion (12.93%) disagree that their homeschool programmes provide them with sufficient teaching aids. About 54% of learners revealed that homeschool programme provides them with learning aids, leaving a relatively high percentage (46%) without access to such resources. This indicates potential room for improvement in the provision and accessibility of teaching resources in some homeschool settings.

In addition, online lessons and videos have enabled some learners to engage in collaborative projects with other home-schoolers. However, a considerable number (18.10%) of respondents strongly disagree with this statement, suggesting disparities in access to online resources or opportunities for collaboration among learners.

The ability to create teaching and learning aids from the local environment is perceived positively by respondents. While 35.78% agree and 25.00% are neutral, a smaller proportion (4.74%) disagrees. This means that 6 in every 10 learners can ably create teaching and learning aids from the local environment. Therefore, the homeschool programme allows learners a sense of creativity to use the resources within their local environments, indicating resourcefulness and adaptability in their learning approach.

Finally, technology appears to play a significant role in shaping teaching and learning aids. While 26.29% of respondents agree and 26.29% are neutral, a considerable number (16.38%) disagree with the statement, suggesting that technology is not universally utilised as the backbone of teaching aids in all home-schooling programmes.

Figure 2: Usability of the teaching and learning resources in homeschooling



(Source: Field data, 2023)

Regarding learners' opinion on the usability of the teaching and learning resources, 6 in every 10 learners revealed that the teaching and learning resources are user friendly.

4.6 Objective V: The Challenges of Home Schooling in Uganda

In this study, participants shared their perspectives on the challenges associated with homeschooling in Uganda. Concerns raised by some parents include limited socialisation opportunities for homeschool learners. A father recounted his experience, stating:

"When we began our home-schooling adventure, practically all our relatives and friends were opposed to our decision. We were also concerned that our decision to home-school would violate Uganda's law of compulsory school attendance by all schooling-going children."

This highlights the absence of specific regulations or policies governing homeschooling in Uganda. A mother engaged in homeschooling also mentioned societal pressure from friends when she introduced to them the idea to homeschool her elder daughter:

"At the start of our home schooling, my friends were concerned that my daughter would have no companions for playtime since their children attended the mainstream schools"

A specialist from NCDC also emphasised the impact of home schooling on socialisation, stating:

"Learners are missing out on socialisation with peers in society."

Similarly, a participant from UNEB expressed concerns about limited social interactions for home-schooled learners:

"Home schooling may lead to limited social interactions for learners. Without exposure to different environments and interactions with peers, children may face challenges in developing crucial social skills. We need to find ways to create opportunities for learners to interact and socialise with others."

This means that homeschool learners might face limitations in participating in social activities, such as organising events, clubs, or collaborative learning sessions, hindering the development of social connections among them.

Financial constraints emerged as a significant challenge for homeschooling. A Ministry official pointed out:

"Homeschooling can be costly for some parents as they need to purchase learning materials and may have to hire external tutors."

A homeschool father echoed this sentiment, stating:

"It is expensive to home school a child; the special tutors and instructional material all need a lot of money."

This implies that the cost and resource requirements may make homeschooling less accessible to families with low socioeconomic backgrounds. Furthermore, challenges related to access to learning materials in remote areas were highlighted by a Directorate of Education Standard official:

"During the COVID-19 lockdown when homeschooling was the only option, some hard-to-reach villages did not receive home study materials, and corrupt officials hindered the distribution process. It's crucial for the government to ensure that materials are provided to social centres and address corruption issues in material distribution."

This underscores the need for focused efforts from the government and educational authorities to ensure equitable access to quality education, especially in remote and rural areas.

A female homeschool teacher identified time management as a significant challenge for parents involved in homeschooling, emphasising the need for proper training and support:

"Time management is a significant challenge for parents involved in homeschooling. Balancing homeschool schedules with other household responsibilities can be overwhelming. It's essential for parents to receive proper training and support to manage their time effectively."

Assessment in home schooling also emerged as a challenge, with a female UNEB official stating:

"The lack of proper assessment methods and feedback is a concern in homeschooling. Without regular assessments and constructive feedback, it's challenging to monitor learners' progress effectively. Implementing regular assessments and providing feedback can help address this issue."

This indicates a need for collaboration between educators and homeschool associations to design reliable and standardized assessment approaches to monitoring learners' progress effectively in the Ugandan context.

One of the significant challenges identified is the non-involvement of government in guiding, regulating and supporting homeschooling in Uganda.

A parent stressed:

"Government involvement is crucial for the success of homeschooling. The government should provide materials, funding, and clear guidelines for homeschool programmes to ensure its effectiveness."

This highlights the current lack of clear guidelines for homeschooling, hindering the creation of an enabling environment for learners and parents to thrive in homeschool setting.

5. Summary of Findings, Conclusions and Recommendations

The purpose of this study was to identify gaps in the implementation of homeschooling in Uganda, with the aim of informing the future actions aligning with educational approach. The study focused on five specific objectives, namely establishing reasons for homeschooling, exploring the current methodologies of homeschooling, examining the assessment practices employed, establishing the teaching and learning resources utilised, and examining the challenges faced in homeschooling within the Ugandan context. This section presents the summary of findings, conclusion and recommendations of the study.

5.1 Discussion of Finding

5.1.1 Reason for Home Schooling

The survey findings reveal diverse motivations driving parents to choose homeschooling in Uganda. A prominent factor is the flexibility and individualised learning it offers, aligning with Sabol's (2018) assertion that homeschooling empowers learners to make their own timetables, fostering self-study and reflection.

Additionally, homeschooling accommodates individual learning spaces and provides one-on-one attention, benefiting learners with disabilities. Ajeng (2019) and Purwaningsih and Fauziah (2020) commended its flexibility in teaching methodologies, assessment, and resources, emphasising a 1:1 ratio for learner-to-instructor, learner-to-assessment rubric, and learner-to-instructional resource.

Parents value the adaptability and safety of homeschooling, shielding from natural occurrences like pandemics. Neuman and Guterman (2020) note that active parental involvement ensure safety from social interferences, emphasising protection against bullying and negative peer pressure.

Dulay et al. (2018) highlight increased parent-child interaction, enhancing skill acquisition through activities such as homework, reading, and educative trips, fostering a strong parent-learner relationship.

Overall, the findings highlight that homeschooling is becoming increasingly popular due to its many benefits, including personalised learning, flexibility and parent involvement, which create a conducive environment for academic progress and skill development.

5.1.2 Current Methodologies

The findings on homeschool methodologies in Uganda reveal a diverse range of effective and enriching teaching and learning methods. These encompass self-study, project-based learning, blended teaching and learning methods, play-based learning, cooperative learning and discovery-based learning. Respondents underscored the positive impact of these methods, fostering personalised learning experiences, knowledge acquisition, skill development, and the cultivation of values and attitudes in learners. This aligns with William and William (2017), who identified common methods such as one-on-one instruction, self-study, project-based learning.

Importantly, these methodologies foster active participation and engagement, employing various teaching aids to cater for diverse learning styles. Notably, projects emerged as a crucial component of the teaching and learning process that emphasise hands-on and practical experiences, while nurturing self-study skills, and fostering autonomy. Overall, homeschooling in Uganda demonstrates a commitment to child-centred and activity-based teaching methods that nurture individuals with diverse skill and robust moral values.

5.1.3 Assessment Practices

The findings on assessment practices in Ugandan homeschooling, underscores the prominence of self-assessment. For the majority, self-assessment fosters a sense of ownership and responsibility, aligning with the insights of Hirsh (2019) and Carpenter (2018), who emphasise its integral role in holistic skills, values, knowledge, and attitude achievement.

Regular tests gauge learners' proficiency, while discussions of assessment results with parents or guardians are common. It is noteworthy that the Montessori and Waldorf curricula disapprove of such assessments, emphasising the unassessed aspects of a child, including creativity, curiosity, values, and attitude.

Homeschooling in Uganda incorporates diverse and effective assessment practices, promoting active participation and growth within a supportive, personalized learning environment.

5.1.4 Teaching and Learning Resources

Findings on teaching and learning resources in homeschooling in Uganda highlight the significance of teaching aids in knowledge creation and understanding. Aligned with (Naidaite and Stasiunaitiene, 2023), teaching aids are crucial for acquiring knowledge and skills, shaping attitudes, and values.

However, resource availability varies, with some learners having sufficient access while others do not. The integration of technology according to (Kaya and Eroglu, 2021), enables collaborative projects, yet its universal role as the backbone of teaching aids remains limited. Despite this, teaching aids are universally recognised as valuable tools for enhancing learners' understanding of academic content, suggesting potential for further improvement in resource provision and accessibility within home schooling.

5.1.5 Challenges of Homeschooling

The findings on the challenges of home schooling in Uganda reveal several key issues. Homeschool learners face limited socialisation opportunities, impacting their interactions with peers and hindering the development of crucial social skills. Financial constraints pose challenges, with some parents finding homeschooling costly due to the expenses associated with acquiring learning materials and potentially hiring external tutors. Access to learning materials, particularly in rural areas, remain a concern, necessitating targeted government efforts to ensure equitable access to quality education.

Time management emerged as a significant challenge for parents engaged in homeschooling. Effective balancing of home schooling with other household responsibilities requires proper training and support. The absence of proper summative assessment methods and feedback raises concerns, as regular assessments and constructive feedback are essential for effectively monitoring learners' progress.

Moreover, the lack of government involvement in guiding, regulating, and supporting homeschooling is perceived as a hindrance to the success of homeschool programmes in Uganda. This aligns with the difficulties highlighted according (Petts et al, 2021), encompassing financial implications, travel, additional specialist support, government support, socialisation, and time management.

In conclusion, the challenges faced in homeschooling in Uganda, resonates with global experiences in adopting this education approach. Similar challenges are documented in the scholarly works of (Martin-Chang and Levesque, 2017; Dobson and Maddison, 2020).

5.2 Conclusions

5.2.1 Reason for Homeschooling

The study reveals a growing preference for homeschooling, driven by its flexibility, personalized learning, and adaptability, especially during emergencies like pandemics. Homeschooling offers one-on-one instruction, benefiting children with disabilities, and fostering a strong parent-learner relationship, and enabling close academic progress monitoring. Recognising and valuing children's educational achievements enhances its appeal option as a tailored and enriching learning experience for parents and their children.

5.2.2 Current Methodologies

In conclusion, the findings on homeschool methodologies in Uganda highlight a diverse range of effective and enriching teaching and learning methods. Incorporation of project-based learning, play-based learning, co-operative learning, self-study, blended teaching and learning methods and discovery-based learning provide personalized and engaging learning experiences, fostering knowledge acquisition, skill development, and positive values. Homeschooling encourages active participation and individualized instruction, and hands-on learning experiences, contributing to the development of well-rounded individuals with diverse skill sets and strong moral values. This underscores its potential as a valuable educational alternative in Uganda.

5.2.3 Assessment Practices

The study concludes that assessment practices in homeschooling emphasise self-assessment as a key element in learners' educational journey, fostering ownership and responsibility. Various assignments and tests allow learners to showcase their understanding and application of knowledge and skills. Regular discussions of assessment results with parents or guardians demonstrate high level of parental involvement, making homeschooling an avenue for potential reintegration into the formal national education system.

Diverse assessment practices encourage active participation and growth within a nurturing and personalized learning environment, contributing to a better understanding of the benefits of homeschooling in Uganda's educational landscape.

5.2.4 Teaching and Learning Resources

The study underscores the critical role of teaching and learning resources in facilitating learning, including knowledge acquisition, skill development, and value formation. While teaching aids are highly regarded, availability varies among homeschool programmes, leading to disparities. Online lessons and videos benefit some learners, showcasing the creativity and resourcefulness. Despite challenges, teaching aids are universally recognised as valuable tools in enhancing learners' understanding. Efforts to address the resource gaps and improve accessibility should be ongoing to enrich homeschool experience and educational outcomes.

5.2.5 Challenges of Homeschooling

In conclusion, the study on the challenges of homeschooling in Uganda sheds light on several significant issues that demand attention for programme success. The limited socialisation opportunities underscore the need to facilitate interactions and develop essential social skills. Addressing financial constraints and ensuring equitable access to learning materials are crucial. Time management challenges necessitate proper training and support for parents. Suitable assessment methods and feedback mechanisms are vital for effective progress monitoring. Moreover, government involvement is vital for creating an enabling environment for learners and parents. To enhance the homeschool experience in Uganda, collaborative efforts between stakeholders, including the government, educators, parents, and communities, are essential to overcome these challenges and maximise the potential benefits of home schooling as a valuable educational option in Uganda.

5.3 Recommendations

Based on the study conclusions, the following key recommendations are proposed for educational stakeholders, including National Curriculum Development Centre, Ministry of Education and Sports, and Uganda National Examinations Board:

For the Ministry of Education and Sports (MoES)

Given its constitutional obligations to provide quality education and sports services, the MoES is recommended to:

1. Collaborate with homeschool associations to collect data on the number of homeschool learners and their unique needs, facilitating resources allocation and policy development that cater to homeschool families.
2. Develop basic education guidelines for homeschool parents, ensuring alignment with national standards for equity, quality, relevancy, and efficiency.
3. Formulate, monitor, and review national policies, laws, and regulations related to homeschool secondary education, providing technical guidance and support.
4. Distribute supplementary materials, such as textbooks and other resources, to support homeschool learners during the teaching and learning process, ensuring equitable access.
5. Guide homeschool learners in preparing for university admissions, including information on entrance exams, portfolio assessments, and alternative pathways to higher education.
6. Develop mechanisms to assist homeschool parents in registering as private schools or institutions, simplifying the legal process.
7. Provide training programmes for homeschool parents focusing on effective teaching methods, subject knowledge, assessment techniques, and skill development.
8. Provide education and training on supporting learners with special needs for homeschool learners.

9. Provide vocational and technical education access and resources for homeschool learners interested in these fields, promoting diverse educational pathways.
10. Offer routine counselling services and resources to homeschool learners to address their academic and personal development needs.
11. Promote physical education and sports activities for homeschool learners, facilitating access to sports facilities and programmes.

These recommendations aim to establish a supportive ecosystem within the Ministry that recognises and accommodates homeschooling as a valid educational option while ensuring that home-schooled learners receive a comprehensive education meeting national standard.

Uganda National Examinations Board (UNEB)

In its role of conducting and managing examinations, UNEB is recommended to:

1. Create clear guidelines and procedures for homeschool learners to register for and participate in UNEB examinations, ensuring equitable access.
2. Develop and offer flexible assessment options for homeschool learners, allowing them to take standardised exams aligned with national educational standards.
3. Guide homeschool parents on aligning their curricula with UNEB examination syllabi.
4. Offer practice exams, past papers, and study materials for homeschool learners preparing for UNEB examinations.
5. Conduct workshops or seminars on examination preparation strategies, exam-taking skills, and subject-specific guidance for homeschool parents and learners.
6. Ensure that UNEB examination centres are accessible to homeschool learners nationwide, including those in rural areas.
7. Provide timely and transparent reporting of examination results and issue certificates recognised by educational institutions and employers.

8. Research the performance of homeschool learners in UNEB exams, gathering data on their achievements and challenges

By offering support and resources tailored to homeschooled learners, UNEB can ensure their successful participation in standardised examination, contributing to their integration into the Uganda's education system.

Directorate of Education Standards (DES)

As the body responsible for ensuring continual improvement in education and training, DES is recommended to:

1. Develop guidelines and regulations tailored to homeschooling, outlining the legal requirements, standards, and expectations.
2. Assess the achievement of standards to ensure that the implementation of homeschooling meets national educational standards through supervision and monitoring.
3. Offer training and workshops for the expected standards that homeschool parents should adhere to enhance the quality of homeschooling in Uganda.

By engaging with homeschool families and establishing a regulatory framework supporting educational efforts while maintaining academic standards, DES can contribute to the success and quality of homeschooling in Uganda.

National Curriculum Development Centre (NCDC)

NCDC, mandated to develop curricula and related instructional materials, can support homeschool learners in Uganda in the following ways:

1. Develop homeschool-friendly curricula that align with national educational standards.
2. Develop resources, textbooks, and educational materials accessible to home-schooling families.

3. Offer affordable instructional materials and teaching aids tailored to home schooling, promoting locally relevant and cost-effective resources.
4. Organise capacity-building programmes for homeschool parents on teaching methods, assessment, and subject-specific guidance.
5. Offer consultation services to homeschool families, assisting them with curriculum choices, educational planning, and addressing specific needs or challenges.

By engaging with homeschool families and tailoring services to meet their unique needs, NCDC can play a vital role in supporting homeschooling in Uganda.

Homeschool parents and communities

Homeschool parents and communities are recommended to:

1. Collaborate with the Ministry of Education and Sports and its agencies to ensure they receive the relevant support.
2. Create or join homeschool networks and communities to enhance mobilisation, share experiences and best practices, and facilitate socialisation.
3. Advocate for inclusion and support for children with disabilities in homeschool programmes, providing adequate resources and training for inclusive teaching strategies.
4. Foster strong parent-learner/supervisor collaboration in the homeschool settings, promoting regular communication and collaboration between parents and educators to improve learning outcomes.

These recommendations aim to create a collaborative environment that fosters the success of homeschooling in Uganda.

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APPENDICES

APPENDIX I: Parents' Questionnaire

Dear Respondent,

National Curriculum Development Centre (NCDC) is conducting a needs survey on home schooling in Uganda. This study aims to establish the gaps in the use of the home-schooling approach in Uganda to inform the future actions.

Demographic Characteristics *Please tick the most appropriate response.*

Gender Male ☐ Female ☐

Age (years) 20-30 ☐ 31-40 ☐ 41-50 ☐ 51-60 ☐ 61 and above ☐

Level of education Did not go to school ☐ PLE ☐ UCE ☐ UACE ☐ DEGREE ☐ MASTERS & ABOVE ☐

Religion Catholic ☐ Anglican ☐ Moslem ☐ Adventist ☐ Born Again ☐ Others ☐

Region Central ☐ Western ☐ Eastern ☐ Northern ☐

District

RATING SCALE: 1 strongly disagree 2. Disagree 3. Neutral 4. Agree 5. Strongly agree

CURRENT METHODOLOGIES		1	2	3	4	5
1	The teaching and learning methods being used in homeschooling align with the content.					
2	Teaching and learning methods being used develop the learner's skills, knowledge, values and attitude.					
3	Teaching and learning methods facilitate active learner participation and independence.					

4	Teaching and learning methods being used in homeschooling are supported by the use of teaching and learning aids.					
5	Parents need prior training to use the teaching and learning methods in homeschooling.					
6	Which type of training did you get before engaging in homeschooling?					
7	State the curriculum you are using.					
8	List the methods of teaching you use when homeschooling the learner.					
9	What challenges are you facing in line with? i) Planning before teaching. ii) During the teaching process iii) After the teaching iv) Learning Environment					
10.	Suggest solutions to the challenges mentioned above.					

RATING SCALE: 1 strongly disagree 2. Disagree 3. Neutral 4. Agree 5. Strongly agree

ASSESSMENT PRACTICES		1	2	3	4	5
1.	The assessment practices in homeschooling are appropriate to the expected learner outputs.					
2.	Assessment practices provide information about the level of competence acquisition.					
3.	The assessment guidelines given in homeschooling are comprehensive.					
4.	Assessment strategies encourage feedback from learners.					
5a.	A homeschool learner can easily join mainstream education.					
5b.	Reason for answer selected in (5a)					

6.	Continuous assessment practices inform the final evaluation.					
7a.	Final evaluation results of a homeschool learner can be used to join a Ugandan tertiary institute.					
7b.	Reason for answer selected in (7a).					
8.	Which assessment modalities do you use to measure the learner's progress and achievement? i) Continuous assessment. ii) Summative assessment.					
9.	In summary, what are the: i) benefits of the assessment practices of homeschooling? ii) challenges of the assessment practices of homeschooling?					
10.	Suggest solutions to the challenges mentioned above.					

RATING SCALE: 1 strongly disagree 2. Disagree 3. Neutral 4. Agree 5. Strongly agree

TEACHING AND LEARNING RESOURCES		1	2	3	4	5
1.	The teaching and learning aids are a must-have in a lesson.					
2.	The teaching and learning aids acquisition and mastery of skills.					
3.	Teaching and learning aids encourage self-directed learning.					
4a.	The technology is the backbone of most of teaching and learning aids used in homeschooling.					
4b.	Reason for answer selected in (4a).					
5.	Where do you get the learner's books and other curriculum related materials from?					

6.	How cost effective are the learner's books, parent's guide and other curriculum related materials?
7.	List the teaching and learning resources you regularly use in homeschooling.
8.	List the characteristics of the teaching and learning resources that make them user friendly.
9.	What challenges are you facing in line with the acquisition and use of the teaching and learning resources?
10.	Suggest solutions to the challenges mentioned above.



APPENDIX II: Learners' Questionnaire

Dear Participants,

National Curriculum Development Centre (NCDC) is conducting a needs survey on homeschooling in Uganda. This study aims to establish the gaps in the use of the homeschool approach in Uganda to inform the future actions.

Demographic Characteristics Please tick the most appropriate response.

Gender Male ☐ Female ☐

Age (years) 20-30 ☐ 31-40 ☐ 41-50 ☐ 51-60 ☐ 61 and above ☐

Level of education Did not go to school ☐ PLE ☐ UCE ☐ UACE ☐ DEGREE ☐ MASTERS & ABOVE ☐

Religion Catholic ☐ Anglican ☐ Moslem ☐ Adventist ☐ Born Again ☐ Others ☐

Region Central ☐ Western ☐ Eastern ☐ Northern ☐

District

RATING SCALE: 1 strongly disagree 2. Disagree 3. Neutral 4. Agree 5. Strongly agree

CURRENT METHODOLOGIES		1	2	3	4	5
1.	The teaching and learning methods used in homeschooling align with the learning activities.					
2.	Teaching and learning methods used develop skills, knowledge, values and attitude.					
3.	I actively participate during the teaching and learning process.					
4.	I use a variety of teaching and learning aids.					

5.	I often discuss with my parent/guardian while interacting with the learning tasks.					
6.	Projects are part and parcel of my learning programme.					
7.	The learning task/activities I do promote self-study skills.					
8.	State the curriculum you are using:					
9.	What challenges are you facing: i) During the learning process. ii) After the lesson iii) With the learning environment					
10.	Suggest solutions to the challenges mentioned above.					

RATING SCALE: 1 strongly disagree 2. Disagree 3. Neutral 4. Agree 5. Strongly agree

ASSESSMENT PRACTICES		1	2	3	4	5
1.	Self-assessment is part and parcel of my programme.					
2.	I am subjected to project portfolio.					
3.	I do a variety of assignments on my programme.					
4.	Tests are part and parcel of my programme.					
5.	I share concerns about my assessment results with my parent and guardian.					
6.	I can easily join mainstream education.					
7.	I can easily join a tertiary institution in Uganda on completion of my programme.					
8.	In summary, what are the: i) benefits of the (assessment practices) tests, assignments, portfolios and projects you do? ii) challenges you face with assessment practices mentioned above?					
9.	Suggest solutions to the challenges mentioned above.					

RATING SCALE: 1 strongly disagree 2. Disagree 3. Neutral 4. Agree 5. Strongly agree

TEACHING and LEARNING RESOURCES		1	2	3	4	5
1	I use variety of textbooks, paces and workbooks when studying.					
2	My workbooks, charts and models (teaching and learning aids) enable me to acquire skills, values and knowledge.					
3	My home-schooling programme avails me with learning aids.					
4	Online lessons and videos have enabled me do collaborative projects with other home-schoolers.					
5	I can ably create my teaching and learning aids from my local environment.					
6	(a)Technology is the backbone of most of teaching and learning aids I use when studying.					
(b) Reason for answer selected in (6a).						
7	List the teaching and learning aids you regularly use.					
8	Which characteristics make your teaching and learning resources easy to use?					
9	What challenges are you facing in line with the acquisition and use of the teaching and learning aids?					
10	Suggest solutions to the challenges mentioned above.					

APPENDIX III: Structured Interview Guide for NCDC Specialist, UNEB Specialist and University Representatives

Dear Respondent,

National Curriculum Development Centre (NCDC) is conducting a needs survey on home schooling in Uganda. This study aims to explore the status of home schooling in Uganda. Your participation in this will contribute to improving the home-schooling practice. Participation is voluntary, and your responses will be kept confidential.

Sex

Female ☐ Male ☐

1. Why do you think parents are opting for home schooling?
2. What current home-schooling practices would you recommend? Cite examples aligning with:
 - a) The Curriculum
 - b) Teaching and learning methodology
 - c) Instructional resources and learning environment
 - d) Assessment
3. What are the challenges of home schooling?

APPENDIX IV: Focus Group Discussion Guide for the Teachers

Dear Respondent,

National Curriculum Development Centre (NCDC) is conducting a needs survey on homeschooling in Uganda. This study aims to establish the gaps in the use of the homeschool approach in Uganda to inform the future actions. Indicate the number of participants in the table below.

Female	Male	Total
--------	------	-------

Female

1. Why do you think parents are opting for homeschooling?
2. What current homeschool practices would you recommend? Cite examples aligning with:
 - e) The curriculum
 - f) Teaching and learning methodology and learning environment
 - g) Instructional resources
 - h) Assessment
3. What are the challenges of homeschooling?

APPENDIX V: Lesson Observation Guide

District:

- I. What methods are being used by the learner to achieve their learning objectives?
- II. Which assessment practices do the learners use in the course of learning?
- III. Which teaching and learning resources do learners use in the learning process?
- IV. What challenges do learners face when executing the learning activities?

END



Knowledge Hub
 165 Hwy 1072, Kampala
 Tel: +256 011 211 3089
 Email: admin@ncdc.org.ug
 Web: www.ncdc.org.ug

2nd May 2023

TO WHOM IT MAY CONCERN

This is to introduce to you who is a data collector in the National needs survey on homeschooling. The purpose of the survey is to establish the gaps in the use of the homeschooling approach in Uganda and to provide recommendations for next steps

The information you give will not be used to discriminate against or penalize parents and learners, but it will be used only for the enhancement of the teaching and learning process in Uganda. We assure you that all protocols will be followed, and privacy principles will be observed.

Any assistance rendered to him/her will be valued. In case you need any further information don't hesitate to contact the undersigned, or the Manager, Pedagogy and Innovations (0782346585).

Sincerely



Dr. Grace Baguma

Director

National Curriculum Development Centre





Kyambogo Hill
P.O. Box 7002, Kampala
Tel: +256 393-112088
E-mail: admin@ncdc.go.ug
Web: www.ncdc.go.ug

Our Ref:

Date: 19th May 2023

Your Ref:

The Town Clerk,

RE: INTRODUCTORY LETTER

National Curriculum Development Centre plans to conduct a needs survey on home schooling in Uganda. Home schooling is a practice in which parents or guardians educate their children at home. The significance of this practice was highlighted during the COVID-19 pandemic, which resulted in a nationwide closure of schools. Many educational stakeholders were forced to teach their children with limited preparation. Therefore, we have organised a data collection exercise from the 21st to the 28th of May, 2023, to establish the gaps in home schooling being used in Uganda, and which will inform the subsequent steps. Data will be collected from teachers, selected educational stakeholders, home-schooling parents and learners.

The purpose of this communication, therefore, is to introduce to you Ms/ Mr /Dr/ Prof. _____ a researcher with NCDC. Please accord him or her the necessary support.

Thank you for your assistance in ensuring the provision of quality education in Uganda.

Yours sincerely,

Joyce Nansubuga

Manager,

Department of Pedagogy and Innovation

pp Director, NCDC



Kyambogo Hill
 P.O. Box 7002, Kampala
 Tel: +256 393-112088
 E-mail: admin@ncdc.go.ug
 Web: www.ncdc.go.ug

Our Ref:

Date: 19th May 2023

Your Ref:

The Chief Administrative Officer,

RE: INTRODUCTORY LETTER

National Curriculum Development Centre plans to conduct a needs survey on home schooling in Uganda. Home schooling is a practice in which parents or guardians educate their children at home. The significance of this practice was highlighted during the COVID-19 pandemic, which resulted in a nationwide closure of schools. Many educational stakeholders were forced to teach their children with limited preparation. Therefore, we have organised a data collection exercise from the 21st to the 28th of May, 2023, to establish the gaps in home schooling being used in Uganda, and which will inform the subsequent steps. Data will be collected from teachers, selected educational stakeholders, home-schooling parents and learners.

The purpose of this communication, therefore, is to introduce to you

Ms/ Mr /Dr/ Prof. _____

a researcher with NCDC, please accord him or her the necessary support.

Thank you for your assistance in ensuring the provision of quality education in Uganda.

Yours sincerely,

Joyce Nansubuga

Manager,

Department of Pedagogy and Innovation

pp Director, NCDC



Kyambogo Hill
P.O. Box 7002, Kampala
Tel: +256 393-112088
E-mail: admin@ncdc.go.ug
Web: www.ncdc.go.ug

Our Ref:

Date: 19th May 2023

Your Ref:

The City/District/Municipal Education Officer,

Re: Introductory Letter

National Curriculum Development Centre plans to conduct a needs survey on home schooling in Uganda. Home schooling is a practice in which parents or guardians educate their children at home. The significance of this practice was highlighted during the COVID-19 pandemic, which resulted in a nationwide closure of schools. Many educational stakeholders were forced to teach their children with limited preparation. Therefore, we have organised a data collection exercise from the 21st to the 28th of May, 2023, to establish the gaps in home schooling being used in Uganda, and which will inform the subsequent steps. Data will be collected from teachers, selected educational stakeholders, home-schooling parents and learners.

The purpose of this communication, therefore, is to introduce to you

Ms/ Mr /Dr/ Prof. _____

a researcher with NCDC. Please accord him or her the necessary support.

Thank you for your assistance in ensuring the provision of quality education in Uganda.

Yours sincerely,

Joyce Nansubuga

Manager,

Department of Pedagogy and Innovation

pp Director, NCDC

Appendix vii: Consent Forms



Kyambogo Hill
 P.O. Box 7002, Kampala
 Tel: +256 393-112088
 E-mail: admin@ncdc.go.ug
 Web: www.ncdc.go.ug

CONSENT FORM FOR PARTICIPANTS

A NEEDS SURVEY ON HOMESCHOOLING IN UGANDA

Dear Participants,
 Greetings!

You are requested to take part in the needs survey on home schooling in Uganda. This research is purely for academic purposes and carries no harm. The information you give will be treated confidentially and used only for improving the implementation of home schooling in Uganda. You and your learners will be free to decide whether to participate in the study or not.

Purpose. The study aims to establish the gaps in the use of the home-schooling approach in Uganda to provide recommendations for the future actions.

What participation entails: The interviews and questionnaire will take 20 to 30 minutes. The Focus Group Discussions will take utmost 30 minutes. The questions will be asked either in English or your local language.

Benefits of participation: There is no immediate benefit for participating in the study, but the information you give will help to establish the gaps in the use of the home-schooling approach to provide recommendations for the future actions in Uganda.

If you have any questions about the study, please contact: 0782346585

Do you agree to participate in this study or would you rather not participate?

(Tick one option below)

☐ Agree ☐ refuse to participate in this study.

Name of the Participant: _____

Signature/Thumbprint: _____

Date: ____/____/____

Name of Data Collector: _____

Signature/Thumbprint: _____

Date: ____/____/____



APPENDIX VIII: Breakdown of Regions and Selected Districts

REGIONS	NAME OF SELECTED DISTRICTS
Northern	Gulu, Lira, Arua, Yumbe
Western	Mbarara, Kamwenge
Eastern	Tororo, Soroti, Mbale, Jinja, Bududa, Bulambuli
Central	Wakiso, Mukono, Mubende
Kampala	Kampala
Total	16

APPENDIX IX: A Roadmap on the Needs Survey of Homeschooling in Uganda

SN	ACTION STEP	MONTH OF THE YEAR FY 2022-2023											
		JUN	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY
1	Writing the Proposal												
2	Pretesting of Tools												
3	Planning Meeting on the Needs Survey												
4	Data Collection												
5	Data Analysis												
6	Report Writing												
7	Dissemination of the Final Report												



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