

Independent Study Proposal

Student Name: Maya Dayal

Title of Independent Study:
Uganda & Rwanda: Understanding poverty, exploring innovative solutions

The independent study will take place: **Winter intensive** (January 4 - 25, 2016)

Independent Study Sponsor:

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1. In two to three sentences describe the primary purpose and central activity of your independent study.

According to the World Health Organization, 1.2 billion people in the world live in extreme poverty; the United Nations defines extreme poverty as the possession of less than \$1 a day. Poverty forces people to live in environments without decent shelter, clean water or adequate sanitation. My independent study will focus on visiting different communities in order to gain a better understanding of poverty, how people can create innovative solutions to poverty, and the resulting impact on creating healthier communities in Uganda and Rwanda.

2. Explain in a paragraph your previous experience with the topic of the independent study and why you are drawn to this particular opportunity.

I have traveled to many countries in the world and seen many people who live in poverty (in slums and cities in India, villages in Tanzania, a village in the Amazon rainforest in Peru, and villages in Uganda and Rwanda). This year, I have been learning about the topic of human rights in MV's Global Leadership program. I believe that if people could be lifted out of poverty, they would be able to better exercise their basic human rights (to decent shelter, clean water or adequate sanitation, education opportunities, employment opportunities, etc.) This trip would be a way for me to experience firsthand issues related to poverty and explore possible solutions.

3. Please describe your learning goals in SMART goal format. In order to earn departmental credit for an independent study, the SMART goals must directly reference the transfer goals for the designated department. Departmental transfer goals are noted in the course catalog. Your advisor, a teacher in the department, and the independent study coordinator can help you set appropriate goals.

I am seeking credit in the following department: Social Studies

Social Studies Transfer Goal / An MVCDS Social Studies student will:

- Demonstrate the knowledge and attitudes necessary to be an active, empathetic participant in a democracy and in the world
- Collaborate and problem-solve in a civil, productive manner
- Understand the importance of civil, informed discourse in the process of democracy
- Locate, evaluate, and synthesize information from a variety of sources
- Formulate well-reasoned positions consistent with basic democratic, social, and political values
- Demonstrate sensitivity to cultural similarities and differences, and a commitment to social responsibility
- Understand the role of the past in shaping the present, while recognizing that creating sustainable a future might involve innovative approaches to problem solving. The Social Studies Department is dedicated to giving students an understanding of social studies as a discipline. This includes comprehension of fundamental social science concepts as employed by the historian and the ability to use basic historical techniques, the ability to weigh evidence, to interpret and to generalize, to perceive relationships, to make comparisons and contrasts, and to make and apply historical judgments and hypotheses. The department's philosophy is that informed high school students should understand their own Western history and traditions but they should also be familiar with the history and values of non-Western peoples. The required social studies courses reflect this philosophy, and integrate the study of economics and financial literacy.

A SMART goal format is one way to test whether or not your goals are prepared to do what goals are supposed to do, inspire you to stretch and accomplish new things while providing a focus and path forward. If your goal(s) includes all the elements of the SMART acronym, then you have a well-written, SMART goal. Is your goal **Specific? Measurable? Attainable? Results-oriented? Time- bound?**

S - My goal is to explore issues of poverty and violence in Uganda and Rwanda and see how these issues relate to education, health and public management.

M - I will be keeping an online blog every day of my interactions and experiences, and make links between poverty situations and solutions. If wifi is unavailable in a particular area, I will upload my text and pictures as soon as wifi becomes available.

A - I will begin to form a new perspective of the culture of poverty both domestically and internationally through personal interactions and experiential learning. The intention is to engage these perspectives and form solution-based insights into how the public, private and nonprofit sectors can respond with innovative and strategic solutions.

R – My focus will be to leave with a better understanding of how people create innovative solutions to poverty in partnership with the people of East Africa.

T – My experiences will be within the three-week Winter Intensive period.

4. In a paragraph or detailed list, please identify the types of experiences or activities that you will have or do that will help you reach your learning goals. Please discuss with your sponsor what these experiences might be.

I will visit four communities in Uganda and Rwanda: Kampala, Lira, Bunyoni and Musanze.

In Kampala, I will study the work various organizations are doing in Kampala and the Katanga slums. In Lira, I will learn about the impact child soldiering has had on individuals and communities. In Lake Bunyoni, I will meet local villagers and learn about their lives in the village. In Rwanda, I will learn about the impact tourism and conservation efforts have had on local communities; I will also visit a local school where GLI efforts have grown their technological capacity. I will also visit the Rwandan genocide memorials to better understand the events that took place in 1994 and the subsequent reconciliation efforts.

5. In a paragraph, expand on the results oriented aspect of your SMART goals. How will you demonstrate, or measure, what you have learned? If you are seeking departmental credit, please explain how your demonstration of learning connects to the department's goals. In other words, what will you produce or create during the independent study to show what you have learned? Yet, another way to phrase this question is what will be assessed and used to assign a grade to your independent study? Please discuss with your sponsor to see what suggestions he or she might have.

Here is what I will produce to show what I have learned from this intensive:

- An online daily blog outlining my experiences and reflections (as mentioned in Item 3)
- A triboard for the end-of-semester Intensive Fair
- A verbal presentation at an MVCDS soapbox about what I've learned and how this intensive has helped me become a better global student
- A link between MVCDS and this poverty immersion program so that other high school students can participate in this intensive experience every year

6. A goal of the independent study program is to offer students an opportunity to pursue their interests and passions on their way to becoming a Maumee Valley graduate. MV has a specific mission and a corresponding description of our graduates, the Portrait of a Maumee Valley graduate (see below). Please explain in a paragraph how achieving your learning goals will help you continue to grow into a MV graduate.

Portrait of a MV Graduate

Mission		MV graduates are...
Enlightened	•	Scholarly
	•	Digitally literate
	•	Resilient
Compassionate	•	Self- aware
	•	Empathetic
	•	Ethical
Contributing citizen of our global community	•	Globally Aware
	•	Cross-culturally literate
	•	Innovative
	•	Collaborative leaders

Prepared for Best Opportunities in Higher Education

Based upon what I have learned during this intensive, I will produce an online daily blog outlining my experiences and reflections, a triboard for the Intensive Fair, and a verbal presentation for Soapbox detailing how this intensive has helped me become a better global student.

I will also be more knowledgeable about global issues (“globally aware”) and understand why the most obvious solutions to worldwide problems are sometimes not the best solutions. I will bring this understanding and apply this critical thinking to MV’s Global Leadership Program.

I will also lead the way for other students by creating a link between MVCDS and this poverty immersion program so that other high school students can participate in this intensive experience every year.

7. Be specific and explain what resources you will need to prepare for and complete your independent study. Please ask your sponsor for suggestions. Are there books, articles, web pages to read? Are there skills to practice or special equipment or clothing to gather?

- The Fate of Africa (Uganda section, Rwanda section)
- 3 Myths of Poverty (Bill and Melinda Gates)

8. Describe a typical day or week schedule during your independent study. Include the times that you will report to work and when you will finish each day. If your independent study involves more than one location, please describe the typical day or week for each stage.

- Jan 3** Arrive, Kampala, Uganda (Transfer to Kampala Campus)
Accommodations: Kampala Campus
- Jan 4** Orientation to Course, Kampala Campus and Community
Visit to the **Katanga Slums of Kampala**
Visit to **Mulago Hospital**
Evening Classroom Discussion with the **Unreasonable Institute**
Accommodations: GLI Kampala Campus
- Jan 5** Morning of **Service Learning and Research**
Afternoon visit to **Makerere University**
Visit to **Tugende** (for-profit, invests in responsible motorcycle taxis)
- Evening Classroom Discussion and Lecture on **Perspectives in Uganda**
(Catherine Anite, US State Department, Daniels Zwiwa, Ministry of Health)
Accommodations: GLI Kampala Campus
- Jan 6** Day trip to Jinja (1.5 hour drive)
Church service and jail visit
Evening Classroom Discussion on **Human Trafficking** (Agnes Igoye)
Dinner with the Uganda Women Livingston Fellows for Retreat Preparation
Accommodations: GLI Kampala Campus
- Jan 7** Morning Lecture and Tour at the **U.S. Embassy** (Lisa Davis)
Perspectives from the Private Sector (Mike Davis from Whiteshowmans and Sandra from Ernst and Young)
Accommodations: GLI Kampala Campus
- Jan 8** Final Morning and Wrap-up on **Service Learning**
Dance and Cultural Event at **Ndere Cultural Center**
Arts & Culture in East Africa (Anita)
Accommodations: Kampala Campus
- Jan 9** Travel to **Lake Bunyonyi**: Early morning departure (8 hour drive)
Accommodations: GLI Entusi Retreat and Resort Center
- Jan 10** Day on Lake Bunyonyi
Visits to **local school, village and health clinics** in the region

Accommodations: GLI Entusi Retreat and Resort Center

Jan 11 **Emerging Leaders / Addressing Complex Social Issues**
Environmental Sustainability
Entrepreneurship
Research Project
Accommodations: GLI Entusi Retreat and Resort Center

Jan 12 **Emerging Leaders / Addressing Complex Social Issues**
Agriculture
Tourism
Research Project
Accommodations: GLI Entusi Retreat and Resort Center

Jan 13 Final Day of **Research Project**
Accommodations: GLI Entusi Retreat and Resort Center

Jan 14 Travel to Musanze, Rwanda (2.5 hours drive)
Sonrise Academy
The Gorilla Organization
Team Rwanda
Accommodations: Team Rwanda

Jan 15 Travel to Kigali, Rwanda (1.5 hour drive)
Visit to **Batwa Community**
Tour of **Hope Haven Rwanda**
Accommodations: Hope Haven Rwanda

Jan 16 Overview of Kigali
Kigali Genocide Memorial Center
Nyamata Church Memorial Center
African Entrepreneurs Collective
Accommodations: Hope Haven Rwanda

Jan 17 Depart from Kigali, Rwanda

9. If your project requires travel away from home, what is your travel schedule and with whom and where will you live?

Fly into Entebbe approximately January 2. Fly back to Detroit approximately January 17. The group with which I will be traveling has housing in place for traveling students.