

**Government of Uganda**



**Ministry of Education and Sports**

**Final Report**

**SOCIAL ASSESSMENT IN KAABONG AND KANUNGU DISTRICTS FOR THE PROPOSED UGANDA GLOBAL PARTNERSHIP FOR EDUCATION PROJECT**



Left: Batwa Learners at Kihembe PS Right: Ik Learners at Kamion PS

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## LIST OF ABBREVIATIONS AND ACRONYMS

ABEK	Alternative Basic Education for Karamoja
ADRA	Adventist Development Relief Agency
AICM	African International Christian Ministries
BDP	Batwa Development Programme
BMCT	Bwindi Mgahinga Conservation Trust
BMRS	Basic Minimum Requirements Standards
CAO	Chief Administration Officer
CBO	Community Based Organisation
CCTs	Centre Coordinating Tutors
CDO	Community Development Officer/Office
CFM	Centre for Batwa Minority
CoU	Church of Uganda
CSCD	Community Support for Capacity Development
CWD	Children with Disabilities
DDP	District Development Plan
DEO	District Education Officer/Office
DES	District Education Services
DIS	District Inspector of Schools
ECD	Early Childhood Development
PPE	Pre-Primary Education
ECDE	Early Childhood Development and Education
EFA	Education for All
EMIS	Education Management Information System
EPRC	Education Policy Review Commission
ESA	Education Standard Agency
ESSP	Education Sector Strategy Plan
FAL	Functional Adult Literacy
FBOs	Faith Based Organisations
FDG	Focus Group Discussions
GBV	Gender Based Violence
GDD	Gender Disaggregated Data
GEM	Girl Empowerment Movement
GEP	Gender in Education Policy
GoU	Government of Uganda
GPE	Global Partnership for Education
HIV/AIDS	Human Immune Virus/Acquired Immune Deficiency Syndrome
HT	Head Teacher
IPs	Indigenous Peoples
KIs	Key Informants Interviews
KOPEIN	Kotido Peace Initiative
KyU	Kyambogo University
LC	Local Council
LG	Local Government
M&E	Monitoring and Evaluation
MDG	Millennium Development Goals
MoAAIF	Ministry of Agriculture, Animal Industry and Fisheries
MoES	Ministry Of Education and Sports
MoFPED	Ministry of Finance, Planning and Economic Development

MoGLSD	Ministry of Gender Labour and Social Development
MoH	Ministry of Health
MoIA	Ministry of Internal Affairs
MoLG	Ministry of Local Government
MoWLE	Ministry of Water, Land and Environment
MP	Member of Parliament
NCDC	National Curriculum Development Centre
NDP	National Development Plan
NGO's	Non-Government organisation
NUDIPU	National Union of Disabled People in Uganda
OD	Operational Directives
OVCs	Orphans and Other Vulnerable Children
PLE	Primary Leaving Examination
PRDP	Poverty Recovery Development Programme
PS	Primary School
PTA	Parents Teachers' Association
PTCs	Primary Teachers' Colleges
SA	Social Assessment
SC	Sub-County
SCI	Save the Children International
SFG	School Facility Grants
SMC	School Management Committee
SSA	Sub-Saharan Africa
SST	Social Studies
UCU	Uganda Christian University
UN	United Nations
UNEB	Uganda National Examination Board
UNICEF	United Nation Children's Education Fund
UPDF	Uganda Peoples Defence Forces
UPE	Universal Primary Education
UWA	Uganda Wildlife Authority
WFP	World Food Programme

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## EXECUTIVE SUMMARY

**Introduction:** The GoU is in the process of receiving a grant from the Global Partnership for Education (GPE) Fund under the supervision of the World Bank to support the proposed Uganda GPE project for teacher and school effectiveness. The project will be implemented in selected districts and public primary schools across the Country. It is expected that in the process of implementing the project, Indigenous Peoples (IPs) may be affected in various ways. The IPs in question are the Ik of Kaabong and the *Batwa* of South Western Uganda. The World Bank Policy on IPs requires borrowers and Bank Staff to identify IPs, consult with them, and ensure that they benefit from WB funded projects in a culturally appropriate way. Furthermore adverse impacts on the IPs should be avoided where possible, or where not feasible, they should be minimised or mitigated. With this background, a social assessment was commissioned with the overall objective of undertaking a social screening of the presence of IPs and subsequently prepares an assessment for the proposed project.

The assessment was primarily qualitative in nature and used mixed methods approach to collect the required information. Kanungu district was purposively sampled out of the 4 districts where the *Batwa* are found for two major reasons 1) It was the only district with selected schools for the GPE project that had some *Batwa* children in attendance 2) The available time for the assignment could not allow to visit all the 4 districts to confirm information from the DEOs which revealed that the selected schools do not have *Batwa* children. Kaabong district was included in the assessment because it is the only district where the *Ik* are located.

**Findings Kaabong District:** The district is comprised of largely pastoralists who have now taken on some farming to supplement cattle keeping. Other social groups in the district are the gatherers/hunters (*Ik*); the civil servants and NGO/CBO workers; the business community and; the uniformed personnel. The marginalised and vulnerable groups that were of particular interest to the assessment were also identified. Kaabong district does not have any functioning *ECD centres* in both urban and rural areas due to lack of community participation and the ones introduced by SCI alongside the ABEK centres in selected sub counties were reportedly not serving the purpose of feeding primary schools in the catchment areas effectively due to lack of coordination. The implication is that the GPE will support government to provide a favourable environment but there must be a strong private sector to provide the services of EC education at minimal cost or no cost at all to the community.

There are 52 public and 16 community primary schools which are not enough for the district since there are no private schools at all. The gaps make accessibility to primary education in the district poor. Generally the schools lack staff accommodation, classrooms are not enough and dilapidated, the teachers are not enough, and latrines are inadequate and unfriendly to the needs of the various categories of children. *Accessibility of the schools to Ik is poor.* Kamion SC which hosts the *Ik* community is the worst of all the sub counties in terms of poor education resources. The schools are inaccessible as some are about 10 Km away which is too long for children to walk. The *Ik* do not require a culturally appropriate curriculum or school calendar as their unique way of life does not suggest so because the current curriculum and calendar are suitable.

Kaabong district lacks enough teachers in general and local teachers to teach the thematic curriculum are in short supply. Most of the teachers are qualified with about 5% licensed/unqualified. However, they lack in-service training. The big number of teachers from outside the district poses a challenge for the district as these usually leave for their districts whenever an opportunity strikes. It also means that ECD Centres may suffer a worse blow since they will strictly need local teachers. The implication of this for the GPE project is that while the project plans to skill the teachers, the chances that they will serve the district for some years are very low. There *instructional materials for the thematic curriculum* but they are inadequate. However, not all thematic subjects have appropriate text books or instructional materials. The instructional materials are in the Karimojong language which is appropriate for most learners in the district except some in the Ik community. Kaabong district does not have any PTC and the nearest that serves the district is in Kotido district which is about 80 Km away. It was reported that the PTC in Kotido has only 3 students from Kaabong district enrolled because many locals do not like the teaching profession and despise it.

The only *informal education resources* in Kaabong district are the community schools and ABEK centres. The community schools follow the formal primary school system but are managed informally by elders who lack enough knowledge about education and their 'teachers' are unqualified. However some parents do not take their children to these schools because of their status. They are supported by the community but also from the district education department. ABEK are informal education centres that suit the culture of the Karimojong in their operations. Community Participation in primary education in Kaabong district is generally very low due to the negative attitude towards education coupled with poverty and seasonal hunger. The community does not construct teachers' houses and school sanitation facilities as expected on them. *Gender Disaggregated Data* for schools in Kaabong district is available and up to date at both the district and school levels. There are clear imbalances in the participation of girls and boys in primary education in Kaabong district when you consider enrolment, retention (30%) and completion (26 -30%) rates. There are fewer girls than boys enrolled in all classes from P.1 to P.7. And the girls represent only 24% at P.7 level and only 4% in Kamion and Kalapata PS respectively depicting high drop out rates for girls.

Some of the education programmes for performance improvement in Kaabong district are: the School Feeding Programme implemented by WFP in all primary schools in Kaabong district but ended last financial year. The programme significantly increased school enrolment as learners were attracted to food. WFP also had a special programme to encourage girls' enrolment and retention with *the-take-home-ratio* for the girl child. This too increased girls' enrolment in schools but as the girls grew older, they were withdrawn by their parents for marriage. The pulling out of WFP support has drastically affected enrolment in the district. ADRA's capacity building initiatives in education targets to strengthen the capacities of SMCs, PTAs and head teachers facilitating awareness campaigns for primary education. Some missionaries are offering scholarships for Ik children interested in studies by sponsoring them to boarding primary schools and later to Kaabong Secondary Schools. Unfortunately most of the supported children do get married during holidays failing the programme. KOPEIN Programme pays school fees and all basic necessities for secondary school education of all Ik children. The programme aims to encourage Ik children to complete primary school education with the assurance that they will join secondary schools. Therefore there are opportunities for the education of Ik children but these opportunities are not being taken advantage of because of the culture.



*Screening of IPs in the GPE Project Proposed Areas:* IPs were found to be present in the GPE project areas in Kaabong district. This implies that the implementation of the GPE project in Kaabong district will trigger the World Bank Policy on IPs OP 4.10., necessitating the preparation of an Indigenous Peoples Planning Framework (IPPF). There are no expected adverse impacts expressed by the Ik. The rehabilitation and/or construction of schools may trigger the WB Operational Policy OP 4.12: Involuntary Resettlement due to school land being used for agricultural purposes and unclear demarcations. With the triggering of OP 4.12, there is a need for institutional capacities to implement social safeguards. These were found to be lacking both at district and school levels in terms of comprehending what safeguards are and the procedures to be followed. Sensitisation needs to be undertaken and disseminate the RPF. *Potential Positive Impacts:* The Ik do not expect any negative effects on them but positive impacts such as: improved teachers' motivation; better schools within vicinity; better schools may change attitude by the community to start valuing education (reduction of negative attitudes of parents towards education); girl child education may be improved; the project could increase the number of Ik learners to advanced levels; increased enrolment; improved primary education performance; reduced dropout rates; increased completion rates; improved numeracy and literacy and; more effective teachers in the district.

**Findings Kanungu District:** The district is comprised of largely peasant farmers who cultivate on small plots on a subsistence scale. Other categories of communities that make up Kanungu include: minority groups (*Batwa*), Civil servants, business community and vulnerable groups (*Batwa*, the girl child, children with special needs, OVCs). *Status of Formal Education Resources:* There are over 82 registered ECD centres in the district. They are mainly urban based although several are coming up in the rural areas. There are very few ECD centres at public schools and the required materials are lacking. CoU has about 15 pre-primary schools attached to some of their schools. The Centre have temporary structures and where parents are unable to erect structures, the church's back space is used, or the clergy's house. *Primary schools:* There are 134 public and 97 private primary schools in Kanungu; of which 82 are CoU founded. Generally the state of primary schools in Kanungu district, on average is fair but none of them have enough infrastructures except Omuchogo PS. There are a number of schools in dire need of infrastructure as some are still in grass thatched structures with one or two permanent classrooms built by the parents. There is a general lack of libraries and storage facilities for books such as cupboards and shelves in most of the schools.

*Accessibility of Schools to IPs (Batwa):* Generally the public schools are accessible to the Batwa community in terms of distance as their settlements were strategically located near these schools. In a few cases where the schools are far, Batwa children have been supported to access education by BDP. Therefore most of Batwa settlements are close to UPE or/and private schools – it is a short walk able distance. *Requirement of a Culturally Appropriate Curriculum/School Calendar for Batwa:* There is no need for a special curriculum appropriate for the Batwa and a school calendar suitable for them because the current curriculum and calendar was reported suitable once they become focused and take education more seriously. *Availability of Trained Teachers:* Findings reveal that the majority of the teachers are qualified as about 70% possess grade III qualification and 22% have qualifications from grade IV to University. *Materials for the thematic curriculum:* Instructional materials in the local language are available in most schools but very few in all schools in the district. These thematic instructional materials are appropriate because they are in Runyakitara and are understood by most children if not all. *Primary*

*Teachers Colleges:* Kanungu district does not have a government aided PTC but a private one which is three years old now. Otherwise the district is served by the one in Rukungiri whose capacity is not enough to absorb the district's candidates.

*Status of Non-Formal Education Resources:* There are no informal education facilities for primary education in the district neither are there informal community primary schools. The only non-formal education resources available in the district are the Functional Adult Literacy (FAL) centres. *Community Participation:* Kanungu's education quality has been poor for a long time a view that reflects minimal participation of the community. Community participation is still low although some communities are fair. Community participation in primary education is almost zero in the Batwa community. Relatively high community participation and commitment was however observed at Nyamirama Twimukye PS which is a public school started a group of 44 parents. This implies that the community needs to be mobilised to take part in GPE activities if they are to benefit. *Availability of gender disaggregated data (GDD) for schools:* Most GDD for schools in Kanungu district is not available at both the district and school levels. The only gender disaggregated data available at the district is the number of children with special needs enrolled in school per class and the total number of teachers in the district including their qualification. The total number of children enrolled in schools per school is available at district level but is not disaggregated by gender. *Participation of boys and girls in primary education:* This is inclined towards girls as there are more girls (51%) enrolled at primary school level than boys. Out of 11 sub counties, more girls are enrolled in schools in 7 of them. This data is supported by the 2002 Population and Housing Census which revealed that of the total number of primary school children in Kanungu district, 51% were females. However the retention and completion rates favour the boys than the girls.

*Education Programmes for Performance Improvement in Kanungu District:* The NGOs that are working in the area of enhancing performance in primary education in Kanungu are: BDP of CoU through Kinkiizi Diocese which is doing some work in the area of primary education by sponsoring some Batwa children; Bwindi Mgahinga Conservation Trust (BMCT), though based in Kisoro district is making a contribution to the enhancement of primary education in Kanungu district particularly regarding the Batwa children where it provides uniforms, meals and scholastic materials. It partners with Kinkiizi Diocese's BDP. *Screening of IPs in the GPE Project Proposed Areas:* The implementation of the GPE project in the district is expected to be undertaken in 16 priority primary schools. The district requests to disqualify 3 of the selected schools for some reasons: Kihembe Central Academy, Omuchogo PS and Nyamigoye PS. Indigenous Peoples (IPs), the Batwa/Pygmies, were found to be present in the GPE proposed project areas of Kanungu district. Of the 16 priority schools selected to benefit from the proposed GPE project, it is estimated that about 4 schools might have Batwa children or are in the vicinity of Batwa community. This implies that the implementation of the GPE project in the district will trigger the World Bank Policy on IPs OP 4.10., necessitating the preparation of an Indigenous Peoples Planning Framework (IPPF).

*Rehabilitations and/or Construction of Schools in the District:* Likewise in Kanungu district, the rehabilitation and/or construction of schools may trigger the WB Operational Policy OP 4.12: Involuntary Resettlement due to school land being used for agricultural purposes and unclear demarcations. *Institutional Capacity to Implement Social Safeguards:* With the triggering of OP 4.12, there is a need for institutional capacities to implement social safeguards. These were found to be lacking both at district and school levels in terms of comprehending what safeguards are and the procedures to be followed.

Sensitisation needs to be undertaken and disseminate the RPF. *Potential Positive Impacts:* There were no likely adverse impacts on the Batwa. However the positive impacts are: Batwa children might study to higher levels and become professional people and they will become recognised as result; improvement in learners' performance; increased school enrolment; improved primary school completion rates; better quality teachers and improved learning; ease the burden on parents; may attract a secondary school in the community in the long run; improved enrolment, attendance, completion rates, and improved performance.

**Recommendations:** The presence of the Ik and Batwa in the GPE project areas in Kaabong and Kanungu districts respectively will trigger the World Bank's Policy on Indigenous Peoples OP 4.10. It is therefore recommended that an Indigenous Peoples Planning Framework (IPPF) be prepared to guide their participation and ensure that they benefit from the project in a way that suits their culture and avoid or minimise adverse impacts on them.

The World Bank's Policy on Involuntary Resettlement OP 4.12 is also most likely to be triggered by the implementation of the proposed Uganda GPE project in both Kaabong and Kanungu districts and therefore suggest that the GPE project integrates the RPF in the implementation of the project to mitigate or minimise any adverse effects.

It is also recommended that in order to boost capacities at district and school levels with regard to the effective management of social safe guards, the district education department team particularly the school inspection team as well as the SMCs should be trained on social safeguards and their management.

It is recommended that the proposed GPE project should take cognisance of the Batwa's culture and train/sensitise the teachers and school administrators to be patient with the Batwa, give them time to change, and be understanding in handling them so that they can gradually begin to spontaneously enjoy.

GPE project activities that aim at benefiting the Batwa should use an integrative approach whereby they are integrated into the wider community such as mobilising them to attend UPE schools and creating an enabling environment for them to participate and benefit instead of isolation which may end up marginalising them further. Only areas that require affirmative action must it be specific and targeted to them. Unlike the Batwa who are in settlements scattered in the wider communities, the Ik live in a sub county of their own.

It is recommended that in order to address issue regarding the implementation of the thematic curriculum in Ik schools, the project should sponsor O' and A' level Ik leavers who meet the minimum qualifications for PTCs so that they are able to teach the thematic curriculum. They would still use instructional materials in Karamojong but would be able to effectively translate them in the Ik language for the learners who do not understand Karimojong.

It is recommended that the SMC should serve as some kind of ‘middlemen<sup>1</sup>’ in respect to the mobilisation and sensitisation of the Batwa so that they can send their children to school. This should gradually enable Batwa parents to take the responsibility of educating their children.

It is suggested that the proposed GPE project should consider promoting a few boarding primary schools for girls which would reduce on the incidences of girls being raped and abused in homes and along the roads. Although abuses also do take place in schools, girls are safer in schools.

It is suggested that one hour (3-4pm) on a specified week day every term should be devoted to sensitising parents, teachers, learners and the entire school community on the issues of the girl child and how to address them. This should be incorporated in the GPE sensitisation activities in order to improve girls’ enrolment, retention and eventual completion of the primary school cycle.

It is further recommended that the district education department should work closely with the community development department through information sharing and collaboration on strategies for addressing the issues of the girl child in the community and schools.

The GPE project should ensure that all beneficiary schools have at least one female teacher who should be supported and encouraged to deliberately serve as role models for the girls in school and in the community. The support should be in form of sensitising the teachers on how to be good role models.

Kaabong district should take affirmative action to address the gender imbalances regarding absenteeism among both the learners and teachers. Furthermore, interventions aimed at reducing the gap between male and female should be targeted to increase the number of female teachers.

Female teachers should be deployed or transferred to schools near their families or in areas where they can easily live with their families as findings show that in remote hard-to-reach areas where there are no trading centres to offer rented accommodation like Mpungu sub county in Kanungu district, female teachers would not effectively operate in such schools as the district has the lowest number of teachers, let alone female teachers.

It is further recommended that in order to address one of the girl child’s challenges regarding her education, the project should consider supporting school girls with sanitary towels and creating friendly sanitation facilities so as to improve their school attendance.

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<sup>1</sup> Middlemen was a term used by the community to refer to sponsors, individuals or development agencies that are supporting the Batwa children to access education by taking them to schools of the middlemen’s choice and meeting all the costs and school requirements.

## Chapter One

### INTRODUCTION, POLICY, LEGAL AND INSTITUTIONAL FRAMEWORK

#### 1.1 Introduction

The GoU is in the process of receiving a grant from the Global Partnership for Education (GPE) Fund under the supervision of the World Bank to support the proposed Uganda GPE project for teacher and school effectiveness. The GPE project will be implemented by the MoES in priority primary schools selected based on the Basic Minimum Requirements Standards (BMRS) and, related institutions, particularly the PTCs that are charged with the responsibility to train primary school teachers across the country. The objectives of the project are threefold:

- To develop and propagate the standards for ECE to contribute to school readiness
- To improve teacher effectiveness in primary education
- To strengthen school management for primary education

The above objectives of the Uganda GPE project are expected to be achieved through the implementation of 4 components namely: 1) *improving readiness to learn in primary schools* which will involve strengthening the ‘enabling environment’ for the provision of quality ECE which is crucial to the realisation of quality education in Uganda, given the current low rates of primary school completion. 2) *Supporting Teachers to Improve Instruction* which is aimed at improving the quality of numeracy and literacy instruction at primary school level by tackling impediments around the instructors’ content knowledge and pedagogy. 3) *Strengthening Teacher Motivation and Accountability* by which viable interventions will be implemented to offer performance-based incentives for teachers and strengthening teacher accountability to school management committees. 4) *Strengthening school management and governance to support learning* which aims to enhance school governance and support systems

It is anticipated that in the process of implementing the proposed GPE project countrywide, Indigenous Peoples (IPs) may be affected directly in some ways, hence the need to conduct a Social Assessment in the districts where the IPs are located. The IPs that may be affected by the project are understood and recognised to be the *Iki* of Kaabong Mountains as well as the *Batwa* who were displaced from the forests in Kabale, Kanungu, Kisoro, Kasese and Bundibugyo districts. The World Bank Policy on IPs Operational Directive (OD) 4.10: Indigenous Peoples, underscores the need for borrowers and Bank Staff to identify IPs, consult with them, ensure that they participate in and benefit from Bank funded operations in a culturally appropriate way and that adverse impacts on them should be avoided where possible, or where not feasible, they should be minimised or mitigated.

##### 1.1.1 Objectives of the Social Assessment

The Social Assessment (SA) was initiated to determine the relevance of the Uganda GPE project approaches in relation to how they could affect the IPs directly. The SA is expected to determine whether: The introduction of standards for ECE is appropriate, relevant and viable in the *Batwa* and *Iki* communities given their unique way of life; the improvement of teacher effectiveness is relevant and viable to the IPs and; strengthening school management for primary education is relevant and viable within these IPs communities, taking into account their unique way of life.

The **overall objective** was to undertake a social screening of the presence of IPs and prepare a social assessment for the GPE intended to contribute to the skilling of Uganda's population.

The **specific objectives** were to:

- Assess the social characteristics of local communities, including screening and determining the existence of marginalized groups in Kaabong and Kanungu, Kisoro and Bundibugyo districts;
- Undertake a gender analysis of the opportunities and constraints of women and men to participate and benefit in ECE as well as primary education as defined by the GPE project;
- Conduct stakeholder consultations to establish socio-economic information on: teachers' quality; equality in education; inequality in education; centralization/decentralization of education system; community participation; social commitment of school community; children with special needs and; intercultural bilingual education application in schools and PTCs.
- Assess any potential adverse social impacts of GPE, determine whether the project is likely to trigger the World Bank Indigenous People's policy, and if so advise on steps to be taken to address and integrate the social issues in the design of the project early on during project preparation.
- Review and highlight MoES experiences and lessons in dealing with marginalized communities and IPs where applicable.

### **1.1.3 Scope of Work**

The Social Assessment involved primary data collection and additional background information obtained from records in Kaabong and Kanungu districts where the IK and Batwa are located respectively. Specific social assessment activities undertaken and data sources used for the social assessment are outlined including the locations of the data sources.

### **1.1.4 Methodology**

The assessment was largely qualitative in nature employing a number of data collection methods to generate the required information. It drew its data from three broad data sources namely *records*, *self-reports* and *observations*.

**Sampling:** Due to limited time and resources for the assignment, one out of the 3 districts of Kisoro, Bundibugyo and Kanungu where the IPs (the Batwa) are found was purposively sampled for two reasons. First, Kanungu district was selected because it has many schools listed to benefit from the Uganda GPE project compared to Kisoro and Bundibugyo. Secondly, it was the only district that had some of the selected schools with IPs in attendance – this was ascertained from telephone interviews with the DEOs prior to selecting Kanungu district. Kaabong is the only district in Karamoja region with IPs, that is, the Ik people. Two primary schools and a government aided PTC where available were selected from each district for the SA. However, none of the selected districts have a public PTC and therefore an additional school was selected to make three schools per district. A third school was not possible in Kaabong district because one day had been lost in travel time.

The list of priority schools to benefit from the GPE project was not available prior to visiting Kaabong district and therefore the two schools sampled in Kaabong were not based on selected schools. Kamion PS which is in the Ik community (Kamion SC) and Kalapata PS which is from a neighbouring sub county (Kalapata SC) were selected for the SA in Kaabong district. Three schools that are close to Batwa

settlements were sampled for the SA in Kanungu district. These were Kihembe PS in Kanyantorogo SC, Nyamirama II PS in Butogota Town Council, and Nyamirama Twimukye PS from Kayonza SC.

**Data Collection Methods and Instruments:** A *literature review* was undertaken to provide background information as well as an overview of the policy, legal and institutional framework for the GPE project. *Open Group Discussions* with local communities where the *Ik* and *Batwa* are found were held to get their views about the project and potential impacts of the project on them. One community consultation was held in Kamion PS, Kaabong district and two were held at Nyamirama II and Kihembe primary schools in Kanungu district. Community meetings could not take place at Kalapata PS (Kaabong district) and Nyamirama Twimukye PS in Kanungu district due to a combination of factors. These included limited time; failure to reach the schools in time due to network problems, and failure to mobilise enough community members for the consultations. The list of people who participated in the public consultations is attached as Appendix 3. **Key Informant Interviews** (KIs) interviews with stakeholders of the GPE project were conducted to obtain in-depth qualitative data with regard to the SA for the Uganda GPE project. The list of KIs interviewed is annexed as appendix 1 for your reference. Separate semi-structured interview checklists to suit the information needs from the different KIs were used. **Focus Group Discussions (FGD)** were also held with members of SMCs/PTAs and teachers of Kamion, Kalapata, Kihembe, Nyamirama II and Nyamirama Twimukye primary schools in Kaabong and Kanungu districts. The lists of people in the FGD are provided as Appendix 2. Adhoc and **unstructured observations** were made and **photographs** taken throughout the data collection exercise during the visits to the schools. Observations of primary school facilities were made to provide first hand information which prompted probing for additional information.

**Data Analysis and Report Writing:** Data was collated based on key themes emerging from the field regarding the social assessment in Kaabong and Kanungu districts. The process was done manually in relation to the major areas of the social assessment from which recommendations were made.

## 1.2 Policy, Legal and Institutional Framework

### 1.2.1 The National Legal Framework

**The Constitution of the Republic of Uganda (1995):** Education is a constitutional right according to the Constitution of the republic of Uganda. Article 30 gives all persons a right to education, including children and; Article 34 states that a child is entitled to basic education, and places a shared responsibility on the State and the parents of the child. It is therefore the duty of the GoU and parents to ensure that all children attain basic education regardless of whether they are from marginalised, vulnerable, and minority groups or not. While legally every child is guaranteed education, many of them are denied the opportunity due to shortcomings in the education system and the poor socio-economic status of the Country as well as inadequacies with the parents. Article 32 on affirmative action in favour of marginalised groups states that the State shall take affirmative action in favour of groups marginalised on the basis of gender, age, disability or any other reason created by history, tradition or custom, for the purpose of redressing imbalances which exist against them.

**Education Act (2008):** The Education Act provides for the licensing of education institutions and regulation of content. It grants ownership of public primary schools to the community under the management of School Management Committees (SMC) in conjunction with the Parents Teachers' Association (PTA).

### 1.2.2 The National Policy Framework

**National Development Plan 2010-2015:** The NDP recognises the vital role education plays in economic development and social transformation. It identifies the shortfalls in pre-primary and primary education in the country and commits GoU through the MoES to address by undertaking various interventions to achieve 3 major objectives in the sub-sector. Table 1 below presents 3 key objectives and their strategies.

**Table 1: Key Pre-Primary and Primary Objectives of the NDP**

Objectives	Strategies
1.To increase access and equity of primary education for girls and boys	1.1 Reduce costs of education to families 1.2 Support programmes targeted at disadvantaged children and youth 1.3 Reduce socio-cultural barriers to girls' school attendance in order to reduce gender disparity in primary education 1.4 Expand and improve primary school infrastructural facilities
2.To improve quality and relevance of primary education for girls and boys and	2.1 Enhance instructional quality to increase pupils' achievement in literacy, numeracy, and basic life skills 2.2 Strengthen the teaching force 2.3 Adopt pre-primary programmes and other measures to prepare children for the intellectual requirements of primary schools
3. To improve effectiveness and efficiency of primary education	3.1 Ensure that schools manage instructional programs, staff and other resources and become accountable to their communities. 3.2 Ensure that district education offices deliver educational services, help schools comply with standards and regulations, and monitor regularly and report accurately on school performance 3.3 Strengthen capacity of the Ministry, its agencies and institutions to provide leadership and management. 3.4 Enhance quality assurance and accountability

Source: Adapted from the NDP, 2009/10-2014/15

The shortage of primary teachers led to prioritizing the implementation of the policy of 100% government sponsorship of students joining PTCs in addition to 80% sponsorship in training on competencies required to deliver the thematic curriculum in all government aided PTCs. Furthermore, the Scheme of Service has been introduced as a framework for career progression and development targeting all in-service teachers. This is expected to address the issue of teacher motivation and retention as well as making the teaching profession first choice for bright students. The GPE project components will contribute to each of the 3 primary education objectives in the NDP mentioned above. Although highlighted in the situational analysis under Basic education, the NDP is silent about EC care and education, except for the ages 6 – 8 years who are included in the UPE programme.

**The Education Sector Strategy Plan (ESSP), 2004 -2015:** The ESSP entrusts the GoU to ensuring universal access to primary education by all school going age children as the highest priority, points to the removal of financial obstacles and pays particular attention to gender and regional equity. The implementation of the ESSP is envisaged through shared contributions by the public and private sectors, by households and the community.

**The Decentralisation Policy, 1997:** The Local Government Act of 1997 places pre-primary, primary and technical education under the administration and management of District Local Government. This gives each district the authority to formulate, approve and execute its own development plan. Therefore the registration of UPE children, distribution of text books and remittances for schools (School Facility Grants) by the central government is channeled through the districts. The decentralisation of pre-primary



and primary education therefore implies that the implementation of the Uganda GPE project will be guided by this policy. Although not without shortcomings, decentralising pre-primary and primary education has brought services closer to the people and the Bank is pleased to be directed by this framework.

**Universal Primary Education Policy, 1997:** Following the recommendations of the Education Policy Review Commission (EPRC), 1989 and the subsequent relevant stipulations of the GoU White Paper (1992) and the development of the Children's statute in 1996, Universal Primary Education (UPE) was launched in 1997. The policy advocates for the promotion of equitable access to quality and relevant education to both girls and boys. UPE policy objectives include: *establishing, providing and maintaining quality education to promote national human resource development; making basic education equitable, accessible and relevant to the nation and; ensuring that education is affordable to the majority of Ugandans.*

Under the UPE programme, government abolished all tuition fees and PTA charges for primary education; it provides grants to be spent on instructional materials, co-curricular activities like sport, and meets the management and maintenance of utilities like water and electricity. While a number of achievements have been registered in the implementation of the UPE policy, major constraints stand in the way of achieving equitable access to quality basic education by all. Initially, government was more concerned about access to education by all but is now considering the quality and relevancy of education (given that the introduction of UPE was associated with a drop in quality) provided in order to register learner achievement outcomes envisaged.

**The Early Childhood Development (ECD) Policy, 2007:** This was developed to guide and oversee the operations of providers of early childhood development and education services in Uganda to ensure optimal learning outcomes. The policy creates an enabling environment in support of the child's most favourable and full development through fostering partnerships with the private sector. In view of the shift in responsibility for child care and development from the family and community to private sector due to various reasons; inaccessibility and inequitable distribution of pre-primary schools/centres most of which were unlicensed and; the absence of streamlined training of nursery teachers among others compelled the ministry to develop the ECD policy. According to the policy, in order to widen coverage and ensure the quality of ECD services, government will encourage equitable access for all children in Uganda to ECD services by developing special programmes to cater for children from poor homes, girl children, orphans and the mentally and physically handicapped. Children from hard to reach areas, minority, marginalised or vulnerable groups like the *Iki* and *Batwa* are not specifically mentioned but will be catered for too.

The policy also lays down the roles and responsibilities of the various actors in ECD service provision. The private sector is a major player and mandated to provide ECD services for children between 0-6 years while government will be responsible for children between 6 – 8 years who are already catered for in the UPE programme. The ECD/PPE sub-sector for which the ECD policy covers targets all Ugandan children between 0-8 years of age. Therefore under the policy, curriculum emphasis is made on literacy, numeracy and life skills as priority for lower primary classes (P.1 to P.3 or Age 6 to 8); which inevitably calls for reinforcing primary teacher training in PTCs with emphasis on specialisation of teachers of lower primary and ECD. The MoES through the National Curriculum Development Centre (NCDC),

Kyambogo University (KyU), and the Directorate of Education Standards (DES) are responsible for developing desired competencies and milestones for ECD as well as mainstreaming continuous assessment methodologies in ECD teacher education curriculum.

**Gender in Education Policy (GEP) 2009:** The expectation to achieve UPE or EFA would be out of reach if the existing gender imbalances in the education sector in Uganda are not addressed. Gender in Education Policy (GEP) which was developed in line with ESSP 2007-2017 provides a framework for the implementation and monitoring of a gender sensitive and responsive education system in Uganda. It is expected that by 2015, the major policy objectives will have been achieved, particularly with regard to reducing existing disparities and ensuring retention, quality and completion at different levels of education. The implementation of GPE will contribute to the fulfilment of two key GEP objectives namely: “to promote access, retention, transition and achievement in ECD and improve gender balance in care giving cadre” and; “to increase quality, participation and ensure gender equity in primary education”. In order to significantly increase GPE’s impact on GEP, gender considerations should be incorporated in its activities.

**National Orphans and Other Vulnerable Children (OVC) Policy 2004:** Education is an important requirement for the development of a child. Schools provide children with opportunities for emotional support, interaction with other children and the development of social capital. Education can also reduce vulnerability to poverty, HIV/AIDS and other diseases through increasing knowledge, awareness, skills and opportunities. Despite the availability of opportunities for education through the UPE, many orphans and other vulnerable children are not going to school and those that are, do not attend classes regularly. Interventions will include: Promoting access to education and retention of orphans and other vulnerable children in school; and improving the Functional Adult Literacy (FAL) and numeracy of care-givers.

### **1.2.3 Primary Education and ECE Institutional Framework**

The MoES is the lead agency at national level and oversees the implementation of all pre-primary and primary education policies. The public and private sectors are the broad divisions comprising Uganda’s education and sports sector in general. The two sectors also feature EC and Primary education sectors at district level. Public primary education sector is of particular interest to the Uganda GPE project. Since the provision of ECE services is still the domain of the private sector, the GPE project will be concerned with the government’s contribution to ECE provision with focus on providing a regulatory framework and conducive environment in which the private sector can operate. Public primary education is constituted by Departments and Affiliated bodies under MoES, key line ministries such as MoFPED, MoLG, MoPS, the District Local governments and Municipal Authorities. The key departments under MoES relevant for the Uganda GPE project are Director of education, Department of Pre-primary and primary education, Teacher education department, Primary teacher division and the projects, planning and budgeting department.

At district level, the district education department and the Schools/SMC will be key departments for the GPE. The education department is obliged to work with other district departments to enable each department participate fully in the delivery of ECD education services to children aged 0-8 years. Other stakeholders for ECE include: Ministries of local government (MoLG), Gender, Labour and Social Development (MoGLSD), Water, Lands and Environment (MoWLE), Health (MoH), Agriculture, Animal Industry and Fisheries (MoAAIF), Internal Affairs (MoIA), Finance, Planning and Economic

Development (MoFPED), NCDC, UNEB, DES, KyU, NGOs/CBOs, Proprietors/Foundation Bodies, Religious leaders/Cultural leaders, Political leaders, LGs (districts/Sub-counties), Management committees, Directors/HT of ECD Centres, Teachers/caregivers, and Parents/Guardians. The ECD policy spells out the roles and responsibilities of all the above stakeholders. The private sector of ECE and primary education is comprised of individuals, communities, CSOs, NGOs (local and international) and FBOs who set up pre-primary centres and private primary school that must be governed by the nation's regulatory frameworks.

### 1.3 Gender Considerations

The Gender department of MoES was instrumental in discussing and sharing its experiences with regard to gender issues in primary education that the proposed Uganda GPE project should consider in its project design and development. Table 2 below highlights some of the gender issues that should be incorporated.

**Table 2: Gender Issues with Regard to the Uganda GPE**

Issue	Gender Issues	Evidence to Support (Studies & Statistics)
Poor learner readiness for primary	<ul style="list-style-type: none"> <li>• Children from low income families often start school already behind their peers</li> <li>• Lack of access to ECD especially in rural areas</li> <li>• Low learner performance of boys and girls at all levels</li> <li>• Lower performance of girls in all regions</li> <li>• Gender disparity in teachers has serious implications on enrolment and success of girl children</li> <li>• High dropout rates of girls due to SGBV by teachers</li> </ul>	<p>-Only 65% ECD centres are attached to primary schools(EMIS 2011)</p> <p>-Statistics show very low access to ECD in North- Eastern region(Karamoja) only has 6.9% enrolment in ECD (EMIS 2011)</p> <p>-Analysis of PLE results for 2012 Karamoja region scored least in division one with only 17.9% females passing in division one while central region registered 44.5% females in division one. The districts of Nwoya in the north, Kaabong and Amudat in Karamoja did not have any female candidate passing in division one.(EPPAD 2013)</p> <p>- Karamoja Region <u>Facts:</u> 4,701 candidates registered for PLE (2,919 males, 1,782 females). Out of 4,701 candidates, only 207 passed in Division 1 which accounts for 4% of the total registered in the region. 2,552 candidates passed in DIV2 representing 54.3%.</p> <p>Of the total females registered PLE in Karamoja, only 2.1% passed in Division 1 compared to 5.8% of the registered males.</p>
Low teacher effectiveness	<p>Lower effectiveness for female teachers because of:</p> <ul style="list-style-type: none"> <li>• No continuous professional development</li> <li>• Less time for in-service training</li> <li>• GBV from community, HT and fellow teachers</li> <li>• Lack of qualifications</li> </ul>	<p>According to the female teachers study (2011) the proportion of teachers whose job satisfaction was high was only 4%. Other female teachers 48% were satisfied with their jobs. This is a factor that may lead to ineffectiveness of female teachers.</p>

Issue	Gender Issues	Evidence to Support (Studies & Statistics)
	<ul style="list-style-type: none"> <li>• Denial of maternity leave</li> <li>• Low job satisfaction</li> </ul>	
Weak school management	<ul style="list-style-type: none"> <li>• Low representation of women on school management committees</li> <li>• Gender issues not articulated in SMC meetings</li> </ul>	
Low teacher motivation	<ul style="list-style-type: none"> <li>• Less qualifications means less pay</li> <li>• No leadership/decision making positions</li> <li>• Poor school work environment influences the quality of learning outcomes and motivation e.g. accommodation, availability of class materials, average monthly pay, Separate facilities for female/male teachers</li> <li>• Up-grading/in-service opportunities</li> </ul>	<p>-According to the Female Teachers Study 59% of primary teachers had stopped at O'level, 38% had Diploma in Primary Education and only 3% had done UACE.(Female Teacher Study 2011).</p> <p>-203 female teachers did not have accommodation at the schools and 16% of the teachers travelled more than 5km to reach school.</p>

## Chapter Two

### SOCIAL PROFILE OF COMMUNITIES IN KAABONG DISTRICT

#### 2.1 Overview of Kaabong District

Kaabong district is located in the extreme north-eastern corner of Uganda, bordered to the North and East by the Republics of Southern Sudan and Kenya respectively. It also shares borders with the districts of Kitgum to the West, Moroto, Napak and Kotido districts to the South. It became a district in July 2005, which was formerly Dodoth County under Kotido district. It comprises of two (2) constituencies; Dodoth East and Dodoth West, 13 sub-counties plus 1 Town Council, 84 Parishes, 574 Villages and 56,452 households with an average of 7 persons per household.

**Population and Language:** Kaabong district has a population of 395, 200 people with 201,700 females and 193,500 males, residing on a total land area of 7,300 square kilometres which is about 3% of Uganda's total land area. The district is inhabited by largely the Dodoth ethnic group which constitutes about 95% of the total district population. The remaining 5% comprises of other native minority groups like the Napore, Nyangea, Mening and Ik; and people from other tribes within Uganda who have settled in the District. The most commonly spoken language is Karimojong and other languages spoken include Chep'tod spoken only by the Ik people; and other multi-tribal groups which operate their businesses in the district.

**Demographic Characteristics:** With a population of 395,200 people, the district has a sex ratio of 99.6 males to 100 females. Kaabong is one of the districts with the highest population growth rate of 9.5%. The district has a medium population density of 51 people per sq. km. Kaabong district is the third highest district with a dependency ratio of more than half of the population below 15 years. Children (0 - 17years) account for 60% of the population. The district experiences a high birth rate of 7.2 children per woman of reproductive age (15-45years); a high fertility rate at a young age (15-19 years) and very high in the middle of the child bearing age. There is very low incidence of childlessness/ infertility in the district. It also has a high incidence of fertility for females aged 35 years and a high maternal mortality (over 500/100,000).

**Gender Status:** The Karimojong is a largely patrilineal community with almost all authority traditionally vested on the man who is 'naturally' taken as the head of the household. The man controls household productive resources and 'owns' his wife/wives once dowry has been paid. The girl child in Kaabong district is disadvantaged right from birth as preference for boy-children is prevalent in the community. In unfortunate situations, a woman may even be forced out of the family if the husband died as his brothers come to inherit the property. According to the 2002 population census, women accounted for 52.45% of the district's total population. In spite of more females in the district, school enrolment for girls is only at 66%. The literacy rate of women in the district is just 7% and as such women in Kaabong are limited in decision making processes regarding development and resource ownership in the district. This is well illustrated by the gender composition of the district workforce of 16% with no woman at the senior level. Similarly decision making in the traditional setting is the responsibility of the council of elders which is composed of only men. The unfavourable gender circumstances in which women find themselves are

mainly perpetuated by cultural restrictions, marginalization in decision making, and ignorance due to limited education.

The division of labour is such that women are charged with more non-monetized activities such as collecting firewood, child up-bringing and looking after the family, fetching water, tilling the land, and with the responsibility of food availability in the home leaving almost no time to pursue anything that may be of interest to her as an individual. Therefore almost all domestic chores are a responsibility of women and girls in the household. In the past, women were also responsible for constructing houses and fencing homes, *Manyatas*<sup>2</sup> but now men have come in to help, as a result of sensitisation and learning from other cultures. On the other hand, the men are the heads of households and own almost all factors of production and take nearly all important decisions in the households. Unlike the women in Kaabong, men have a lot of leisure time to socialize and pursue personal interests. The domain of Kaabong men generally rotates around the kraal raising their herds, building kraals but also opening up land for cultivation using the Ox-plough. In the past, men used to keep themselves busy entirely in the kraals but the trend is now changing. Men are now helping women with digging especially those who do not have Ox-ploughs. However, planting and weeding is left to the women and men join the women later on when it comes to harvesting.

Most important decisions are made for and on behalf of the women including reproductive decisions. It is important to note that society places a high premium on children but the woman has no say over their number or spacing, and would most likely be misunderstood if she suggested contraception. As a result the district has one of the highest fertility rates in the country. In an effort to address the gender issues, the district has intervened mainly through Functional Adult Literacy (FAL) campaigns where about 90% of learners are women. The male youth usually go to the kraals and look after cattle while the female youth stay at home to help their mothers with domestic chores and small petty business like brewing to earn some income. However both male and female youth help in the gardens.

## **2.2 Social Profile of Communities in Kaabong District**

Kaabong district is composed of largely cattle keeping communities (pastoralists) who have taken on some farming lately. Other social groups in the district include the gatherers/hunters (Ik); the civil servants and NGO/CBO workers; the business community and; the uniformed personnel (soldiers and the police force). Marginalised and vulnerable groups or communities will also be outlined in this section.

### **2.2.1 Pastoralists**

The pastoralists form the majority (90%) of Kaabong population and reside in the rural areas of the district except in Kamion Sub-county. They are mainly cattle keepers who attach great importance to cows as a source of wealth, power and prestige. As a result there is a tendency to accumulate as many cows as possible. The cows are also used for dowry or bride price. Besides keeping cattle, this category of people also rear goats and sheep for their meat and milk in addition to keeping poultry. Unlike in the past, this social group now supplements livestock rearing with the growing of crops mainly sorghum, maize, millet, beans, peas and green vegetables.

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<sup>2</sup> Manyatas are Karimojong homesteads

### **2.2.2 Gatherers/Hunters**

The Ik people of Kaabong Mountains have a projected population of 15,000 people, about 3.8% of Kaabong population. They occupy the entire Kamion sub county and do not keep any livestock except a few poultry. They are a minority group recognised by the constitution of Uganda. Originally, they used to survive on gathering, hunting and collecting honey in the forests of Kaabong Mountains. It was therefore sometimes difficult to find adults in the community during the day as they were engrossed in gathering and hunting in the forests. Today, they now supplement gathering in the forests with a little farming on a very small scale (< 0.5 acre) where the major crops grown are maize, millet, sorghum, simsim and beans. The influence of NGOs has introduced the growing of cabbages, onions, tomatoes and Irish potatoes in the Ik community, given their richer and more fertile soils in the mountains. They store their food harvests in granaries hidden in forests far from their homesteads for security purposes. Their major economic activity is trading in honey which they sell to their neighbours in Uganda and Kenya for income to buy food stuffs and tools for hunting/gathering and marriage. Honey is also an important commodity used as bride price in marriages which currently includes calabashes, hoes, spears, *pangas* and axes. Honey is measured in gourds and thus parents of the girl will ask for several gourds of honey. They have also been reported to trade illegally with Kenyan traders Marijuana, which they grow in the forests. They also cut grass used for thatching houses which they sell to their Kenyan neighbours in exchange for food or cash. They were also reported to be trading in grass (for thatching houses which is in high demand there) with a neighbouring small town in Kenya called Nabutosi in exchange for food or cash.

The Ik are reported to be living under threat from their ‘unfriendly’ neighbours whom they referred to as “our enemies”. They say that they live in what can be called a ‘cross fire’ zone whereby when their ‘enemies’, that is, the Turkana from Kenya to their north; Pokot in their east; the Dodoth in their south and; the Jie in the West carry out cattle raids, they suffer the consequences as the raiders pass through their community taking whatever little they possess. Consequently, an Ik will not accept bride price in form of cattle due to the danger attached to cows/wealth. Even if cows are given to them for free, they will not keep them because of the fear that the raiders would come and attack them. They cannot therefore accumulate and own any wealth since they are not warriors who fight and protect their property.

### **2.2.3 Civil Servants and NGO Workers**

The majority of Kaabong population is illiterate (88%), which implies that the skilled labour population is very low and only an annual percentage of 5% are in civil service. This constrains the development process of the district. The district civil service is largely comprised of natives with no women heading any department in the district. It thus follows that in the district senior management meetings, consideration of women’s views is limited as no women are represented. This category is also composed of workers of development partners such as NGOs, CBOs, FBOs and private sector workers.

### **2.2.4 Business Community**

The creation of Kaabong district in 2005 led to increased trading with the outside communities thus bringing in a lot of traders not only from within the Karamoja region but also from the neighbouring regions. Although this group is still a very small community in the district, it is slowly growing. Trading is mainly concentrated in Kaabong town but small rural centres like Karenga, Kapedo and Kathile in the north of the district that are growing very fast present more opportunities.

### 2.2.5 The Uniformed Personnel (Soldiers and Police)

The insecurity situation experienced in the Karamoja region the past decades caused by cattle rustlers, hunger, poverty and the presence of so many guns in the hands of the local population made the region a “no-go-area” hence affecting development programmes and attracting many uniformed personnel. This has propelled government to initiate and start a disarmament process, deploy security forces to protect people and property and; to restore peace in the region. Kaabong district therefore has a heavy presence of soldiers with army barracks in almost every sub county and soldiers guarding community kraals of cattle. The estimated number of these could not be established but it is relatively high to keep the area secure. Their high number in the rural areas could create social issues especially related to HIV/AIDS given the prevailing poverty and hunger in these communities. Uniformed personnel are a high risk group as far as HIV/AIDS is concerned.

### 2.2.6 Marginalised and Vulnerable Groups

Culture, negative attitudes, poverty and hunger are currently the major causes of vulnerabilities in Kaabong district. These are negatively impacting on primary school enrolment, attendance and completion of the primary school cycle. The HIV/AIDS rate in the district and region was reportedly among the lowest in the Country; however it is gradually increasing because of the infiltration of people from outside, the business community and the uniformed personnel. Therefore with this kind of ‘pollution’, the district is not virgin anymore. Among the marginalised and vulnerable groups in the district are:

**The Girl Child:** The girl child is vulnerable in Kaabong district but her vulnerability is worse in the Ik community and poor households. Traditionally the girl child is disadvantaged relative to the boy who is viewed to contribute to the expansion and continuity of the clan. The girl is strongly viewed as a source of wealth so much that even when she is sent to school, it is done in waiting for her to ‘mature’ and marry. And according to the community, the girl matures for marriage when breasts start emerging. Therefore *early and forced marriages* are rampant in the area. The problem is worse within the Ik community, which is reinforced by poverty and marginalisation. Sometimes when parents see a man with a lot of cows, they will force their daughter to marry that man even when the daughter is not interested, just because the parents want the cows. The *lack of basic requirements* (e.g. sanitary towels) also deters girls from attending school - the girl child needs to be clean especially during her monthly periods and without support, she finds it difficult to cope. *Culture and (courtship) rape* are other factors that make the girl child in Kaabong district more vulnerable with regard to pursuing her education. According to the Karimojong culture, once a girl is raped by a boy/man, she has to marry that man because her virginity has been lost and no other man would take her if she did not marry the man who raped her. It is thus common for boys to ‘chase’ girls that they are interested in until they rape them, ‘shielding’ the girls from other men picking interest in them.

Findings thus reveal that courtship rape<sup>3</sup> is a common and socially accepted practice in Karimojong culture. It happens when a man is ready to marry and starts wooing a girl he is interested in - at times he has to run after her – when the girl goes to collect firewood or water from the well, this man will pursue her. This is partly to announce to the entire village that he is interested in her and to tell other potential men to keep off – until he gets hold of her and rapes her. Following the rape incidence, the relatives of

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<sup>3</sup> Courtship rape according to the CDO is whereby a man is ready to marry, and then he will woo the girl, follows her everywhere until he gets hold of her and rapes her.



the girl follow the man who raped their daughter and if he or his family has cows, they will take the cows as dowry irrespective of the age of the girl. As a result, many girls drop out of school to marry the men who have raped them. The District Education department expressed dismay to how big a challenge this is for the district. And that if left unchecked, it will slowly but steadily increase HIV infection rates, particularly with the large number of uniformed personnel in rural communities in addition to the drunkenness practice common in the community. Moreover there are no organisations offering any psychosocial services in the district. *Defilement* is another issue that the district is finding challenging to address. Whenever defilement is committed to a school girl and the crime is reported to police; the defiler/suspect is arrested but after a while he is released. Worse still sometimes the parents of the girl and the suspect negotiate and withdraw the case. The DEO elaborates on the matter:

*I participated in one case where a school girl was defiled and the matter was taken to police by the head teacher. I advised the HT that once the case is in the hands of police, we had nothing more to do but leave it to police since it was a criminal case. However the two parties negotiated with police and withdrew the case. The parents of the girl came to my office to inform me that they had withdrawn the case and that I should not dismiss the teacher and remove him from the pay roll. I got the letter of agreement which I used as evidence and ensured that the girl remains in school.*

It is therefore difficult for the district education department and school management to address the problem if the girls' parents and police do not cooperate. *Child abuse* is yet another factor – girls are supposed to be in school are now busy mining gold for livelihoods in one of the sub counties. And the *lack of role models* who are from the communities who can come and talk to the girls and encourage them does not help the district's efforts. Apart from the district generally sensitising parents to take all their children to school, it is reactionary as opposed to being proactive in addressing the issue of defilement. The area Woman MP was reported to be doing her level best to encourage the girl child to go to school. She was reported to have invited the Minister of education to the Ik community in the recent past.

**Children with Special Needs:** It is estimated that 10% of school going age children in Uganda have special needs of some kind and require special needs education (NDP 2010/15). Countrywide, there are 6,632 SNE pupils (about 48% boys and 52% girls) in pre-primary schools while in public primary schools, there are 185,545 SNE pupils of which about 53% are boys and 47% are girls (EMIS, 2008).

Cultural beliefs and practices continue to marginalise Children with Disabilities (CWD) or children with learning difficulties making them more vulnerable. In the Karimojong culture, a disabled child is a bad omen. Therefore, they are sometimes locked up in houses. Kaabong community does not believe that children with impairments can be useful to the community when taken to school. Consequently they send only 'normal' children and not the deaf, blind or lame. There are a total of 41 (23 boys and 18 girls) children in the district with special needs in schools. Moreover, there is only one school in the district that caters for children with learning disabilities/special needs – which handles mainly the blind. The school has only one trained teacher who is also blind and lacks the required special needs instructional materials. Special needs coordinators (teachers) have been trained in the district with each school having at least one to enable them handle the partially deaf, blind and lame children in the schools instead of collecting them at the only centre with one specialised teacher. The Centre thus takes only those who are completely blind. The totally deaf children are usually referred to the School of the deaf (NUPIDU) in Kampala. The total number of children with special needs in the district could not be established at district level.

**Orphans and Other Vulnerable Children (OVCs):** According to the NHS 2009/2010, 38% of children in Uganda are vulnerable. And vulnerable children include orphans, CWDs, neglected children, children from very poor households and the girl child. This category of children in Kaabong comprises of children from female headed households, poor households, HIV/AIDS parents, orphans who do not have responsible and able guardians to take care of them through their childhood and, children from the Ik community. They are children from mainly poverty stricken households. And when hunger hits the regions, as is the case at the moment in Kaabong district, these children are badly affected which is impacting negatively on their education. These children are usually characterised by: not going to school, dropping out of school and never completing school, and are always miserable even when they are not sick. They include both boys and girls and account for the majority of vulnerable children in Kaabong district. During the SA in the district, most of these children were observed out of school during school hours and were either loitering along the roads, herding cattle or helping their parents in the gardens – the boys were helping their fathers to till land with the ox-plough. Some were reported to be in the gold mines looking for survival. And most of these children do not know when their next meal would come. It is a pathetic situation in Kaabong district for this category of children.

**The Ik Community:** Whereas this group was earlier presented as gatherers/hunters, they deserve special attention under marginalised and vulnerable groups. The *Ik* are a group of minority people who live on the mountains of Kaabong district. They speak a language called *Iche'tod*<sup>4</sup>, which is totally different from, not only the widely spoken Karamojong in the district but also different from other dialects spoken in the entire Karamoja region. While communities who speak Karimojong and other dialects in the region understand each other, none of them understand or are able to speak *Iche'tod*. On the other hand, the *Ik* community speaks Karamojong but prefer to speak *Iche'tod* in their community and enjoy using it around people they do not trust for security purposes.

According to the Karimojong, the *Ik* are small and weigh not more than 60Kgs which enables them move swiftly in the forests and climb the mountains. The 2002 population Census puts the *Ik* at 11,000 people and are projected at a population of 15,000 (2013). They now occupy an entire Sub-County of their own (Kamion SC) which was carved from Kalapata SC in July 2012 in a bid to advance the *Ik* community. The *Ik* were marginalised for a long time until 2005 when Kaabong district was established out of Kotido district and until more recently when they were granted their own SC. Granting Kaabong district status has helped to bring services closer to its people as the furthest school to the North of Kaabong district headquarters is 90 Km and to the South is 63 Km, while Kamion PS which serves the *Ik* community is about 48 Km from Kaabong district headquarters. As a result the district is making efforts to ensure that primary schools in the *Ik* community reach the same level as the rest of schools in the district.

The level of education of the *Ik* people is very low. None of them has reached a level of being employed in the district Local Government (LG) and none is employed even at the lowest level. Reports tell of only one *Ik* man, having worked for a long time as a driver with an international NGO (AVSI) in Gulu managed to educate his children to higher levels. He is known to be working in Nimule (South Sudan) and has since settled in Masindi with his family. However, reports indicate that he is contemplating to return home as *Ik* people have strong ties with their place. Due to low education, none of them is in formal employment in the district, which makes teaching the thematic curriculum a problem as there are

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<sup>4</sup> The *Ik* said that their language is called *Iche'tod*. However, the Karamojong in Kaabong district call the language spoken by the *Ik* *teuso* which according to sources is a derogative term meaning 'servants' of other people.

no teachers from *Ik* community. It would be easier for an *Ik* teacher who can speak both Karimojong and *Iche'tod* languages to teach the lower classes since the instructional materials for the thematic curriculum are in Karimojong and some *Ik* learners do not understand the language. The *Ik* children are therefore forced to use the Karimojong language which is not suitable according to the thematic curriculum. There is need to build on their language and culture. It thus follows that they also lack instructional materials and text books in their language which causes their further marginalisation. The GPE should consider affirmative action for the *Ik* community in order to address this problem.

The *Ik*'s marginalisation and isolation have also been caused by superstitions by themselves and others. For instance, the Karimojong believe that if a Karimojong man married an *Ik* woman, his first wife would die, so intermarriages between the *Ik* and Karimojong have been limited. Meanwhile the *Ik* were known to marry strictly one wife because of the same belief that if they married a second wife, the first one would die. However, the trend is slowly changing as a few of them are known to have married two wives, something which was unheard of in the past. They were also known to be very religious people and staunch in their Catholic faith. The warriors or cattle rustlers surrounding the *Ik* community on all sides are their biggest cause of marginalisation. These are a threat to the *Ik* communities which live in constant fear and uncertainty of their lives. Consequently, as a survival mechanism, the *Ik* keep very close to each other with a strong informal network of communication to alert each other in case of danger or some good news. They can thus be either very easy or difficult to mobilise depending on how they perceive the motives of the visitor/outsider. For example:

*If Iks see a car coming in their area, one person will emerge from the bush to confirm who the person in the car is and depending on his assessment, the person will send an echo/sound to communicate the message to others telling them either to come out or keep away. And if they are really suspicious about the visitor, they will all disappear in the forests.* Kaabong district CDO - Gender

Apart from speaking a unique language and living on mountains, the *Ik* have a unique way of life as well. For instance, they do not cook and eat together as a family like most communities do. Whoever feels hungry, cooks what is enough, eats and goes away without caring about others. Eating takes place any time one feels hungry and others will do the same – children, women and men. However, cooking usually takes place in the evenings as during the day, they are mainly gathering fruits, greens, and firewood. The lack of an organised system of cooking at home implies that children who go to school will not find any cooked food at home to eat when they return. As a result, *Ik* children are encouraged to go to school when they are sure the school will provide food, otherwise they will not attend school. A study was carried out to investigate why *Ik* children drop out of school – many of these children; especially girls are sent to school in waiting for marriage. Usually in about P.5 to P.7, they are married off during holidays. Poverty and lack of wealth (no cows) among the *Ik* make them look at the girls as a source of wealth. Many times they arrange these marriages without the girls' knowledge.

A government initiative to protect all people including the *Ik* and property in Kaabong district is in place – the disarmament process and deployment of armed personnel has created some security. The district prioritises the development of schools in Kamion SC whenever it gets resources. With their own SC and a counsellor (though not *Ik*, but married in the community) representing them at the district, the *Ik* are expected to slowly progress. A constituency of their own is also being lobbied for in efforts to recognise the *Ik* and raise their standard of living.

## Chapter Three

### STATUS OF EDUCATION RESOURCES IN KAABONG DISTRICT

Kaabong district education objectives, strategies and outcomes outlined in the DDP aim at promoting formal and informal education by supporting UPE; recruiting more teachers and retaining them; expanding informal education (Special Needs, ABEK & ECD); strengthening existing institutions and; opening more community schools. This is aimed at increasing literacy rates and ensuring a well informed community.

#### 3.1 Formal Education Resources

Formal education resources in Kaabong district comprise of ECD centres and primary schools. The district does not have any PTCs, the nearest that serves the district is in Kotido district which is about 80 Km away. It was reported that the PTC in Kotido has only 3 students from Kaabong district enrolled because many locals do not like the teaching profession and despise it. This implies that even if the district has its own PTC, it could attract very few locals although the number would be probably more than the current 3 students enrolled in PTCs.

##### 3.1.1 Early Childhood Education Centres

Kaabong district was introduced to early childhood education by a CBO called Community Support for Capacity Development (CSCD), which is supported by UNICEF. The CBO focuses on ECD programme in the district where it established ECD centres. Some of the ECD structures/centres are not well established in terms of structures where some have only the roof without walls. Efforts to meet the CSCD officer were fruitless as the office was closed throughout the week and the officer could not be traced on phone. It was reported that the officer is not facilitated for the work and hence does not report to office. SCI also introduced some ECD centres alongside its ABEK centres in order to have as many girls as possible enrol because most of them would stay at home to take care of their young siblings. The functionality of the ECD centres in terms of feeding into PS could not be well established. According to a focus group discussion with teachers in Kalapata PS, this was not happening as expected since out of about 1000 children registered in ECD centres, only about 5 were recorded to have enrolled in Kalapata PS. Kalapata is one of the sub counties with the lowest school enrolment in the district. As a result ECD centres were introduced in the sub county to help boost enrolment figures. However, the outcomes of the ECD centres in the area are not seen as in the following statement:

*The ECD centres here are supported by UNICEF. But we don't know whether these children are taught or not. We have not yet seen the outcome. There are very many ECD and ABEK centres here. The ECD prepares for ABEK. And the ABEK centres bring here, from informal to formal. There is no coordination at all. That is why we find difficulties in registration. FGD, teachers*

There were some ECD centres opened in Kaabong Town Council but these failed to take off. One of the ECD centres required parents to provide food for the children in the centres and had not indicated this to them initially, it therefore collapsed. The second ECD Centre provided parents with some 10.000/= to 20.000/= so that they could buy food for their children to bring to school. This also failed as the money

was diverted to meet other pressing needs. This kind of situation has failed the operation of ECD Centres in Kaabong district to prepare children for primary schools.

### **3.1.2 Primary Schools in Kaabong District**

The district is not up to date on formal education. There are 52 government aided and 16 community primary schools (68) in Kaabong district which are not enough. There are no private schools in Kaabong district except the community schools. The need for more schools are needed in the district has resulted in the establishment of community primary schools which should be granted government status so that trained teachers are provided; they become well managed and ease the burden on parents. This would also improve accessibility of primary education in the district. Generally the schools lack staff accommodation, classrooms are not enough, the schools are understaffed, and latrines are inadequate and unfriendly to the different needs of children. Kamion SC which hosts the Ik community is the worst of all of sub counties.

Teachers' staff houses are inadequate. Considering the number of teachers in the district and the number of available staff houses, it gives a ratio of 2 teachers per one room. Classrooms are not only in poor conditions but inadequate too. The district pupil classroom ratio is 1:77 compared to the national one which is 1:55. The two schools visited had supposedly 'permanent' classrooms for P.1 to P.7 but in both cases, poor workmanship was clearly reported and displayed. Most of the floors of the classrooms observed were cracked with no smooth floors expected which creates a dusty environment in classrooms.

There are no teachers' latrines in most schools and therefore share with pupils which are usually in poor condition and without water in the school and hand washing facilities. Both schools visited lacked water in the school premises. School furniture is in short supply as many pupils in both schools were observed seated on stones, logs or on the floor. It is mainly P.5 – P.7 classes that had a few desks with the majority of them in poor state. Kalapata PS for instance had a total of 37 desks, and the few chairs available for teachers were borrowed from the Sub-county.

**Accessibility of Schools to IPs:** Out of over 130,000 school age children in Kaabong district, less than one third (39,373) children are in school; while the rest have either dropped out of school or have completely refused to enrol in school because their parents are keeping them at home to look after cows, goats, and sheep. Mobilisation efforts by the district to increase the enrolment of children and keep them in school have not yielded satisfactory results. Distance is also a big factor. The schools are generally far away from the communities. Some schools are as far as 5 to 10 Km from *Manyatas*. The long distances that children have to walk to school coupled with the insecurity along the roads makes it dangerous especially for the girl child (rape, abuse), consequently some children are discouraged from attending school. The issue of distance is being addressed by encouraging community schools so that primary education is taken closer to communities. However some parents despise such schools for lack of facilities and qualified teachers. There is a place within the Ik community called Ukukwe, the nearest primary school is about 10 Km which is too long for children to walk moreover through forested and uninhabited areas. In 2009, UNICEF supported the Ik community by constructing a community school to ease the burden of long distances travelled to school. Some of the children do not attend school or drop out of school due to lack of scholastic materials and uniforms. However the biggest barrier to school attendance in Kaabong district is cultural factors and the negative attitude towards education by parents.

FGDs with teachers revealed that pupils are used to eating food at school and now that there is no food from WFP, the attendance is very low especially P.1 – P.3. When food was available in the schools, the daily attendance in lower classes was very good. Moreover, the Ik community eat only once, usually in the evenings, sometimes eating only green vegetables (which they spend the whole day collecting in the forests) without any starchy food to accompany it. Therefore, with the current hunger, the children look at school as a place to go and have some food.

The way of life of the IK also affects accessibility to schools by their children even when there is food at home and none at school. The tendency of every family member cooking for her/himself what is enough and goes away, most times done from the gardens, discourages children from going to a school which will not provide food and yet they may starve if they are not present at home/garden to prepare for themselves. They mainly cook fresh beans, maize or sometimes roast it in the gardens. However, it was reported that it is difficult to entirely understand the Ik people's traditions and way of life because they do not socialise outside themselves. The schools in Kaabong district are generally inaccessible especially to the Ik community.

**Requirement of a Culturally Appropriate Curriculum/School Calendar for Iks:** Findings do not suggest the need for a culturally appropriate curriculum and a school calendar suitable for the Ik culture and way of life because the current curriculum and calendar was reported suitable once the cultural factors and negative attitudes that are affecting the education of their children are addressed. They require sensitisation on the value of educating their children as well as security.

**Status of Primary Schools in the Ik Community:** The Ik community has been marginalised since independence with no proper primary schools and health facilities. It has 6 primary schools out of which 3 are public schools and 3 are private and supported by the community. The public schools in the Ik community serve a small area compared to the 3 community schools whose catchment area is wide and yet lack government support. Community schools are not entitled to instructional materials and trained teachers deployed by the district. The district supports the community schools under the PRDP and UNICEF programmes where classrooms, teachers' houses and water and sanitation facilities are provided as lobbying continues with the ministry to grant them aid. The teachers in the schools are not Ik.

The public schools in the Ik community are: Kamion PS (P.7), Lokwakaramwae 1 PS (P.3) and Lokwakaramwae 2 PS (P.6). The Community Schools in Kamion SC (Ik) are: Usake, Timu and, Lokinene primary schools. The only P.7 PS which is 48 Km from Kaabong district headquarters has not been granted PLE centre status and therefore its candidates have to walk for over 10 Km to a nearby school (Kalapata PS) to sit for their exams. As a result of the appalling education status in the Ik community, a Kaabong district woman MP invited the Minister of Education and Sports to Kamion SC where she led the delegation to the Ik community in June 2013. While a secondary school was promised for Kamion community, the DEO recommended to the minister that the community schools in the Ik community be granted government status so that they can get better managed and offer quality education.

The infrastructure in Kamion PS is inadequate and poor. It has one partially complete little block of teachers' houses with two units and another half complete house with two units. The 6 teachers share the partially complete block whereby each single unit is shared by 3 teachers. This partially explains why the school has no female teacher as she would need a staff unit to herself. The HT of the school who

originates from another SC, about 90 Km from the school lives in his office, which also serves as a staff room, a store, and on the other side, it is a classroom as well as a store and a dormitory for both girls and boys. The district education department is currently committed to addressing the issues in the Ik community by ensuring that in its plans, there is an activity targeting them. With limited local resources, the department depends on SFG, PRDP and sometimes from other agencies like UNICEF to support primary education in the Ik community. Therefore the state of schools and primary education in the Ik community is appalling as the school facilities are in poor conditions and are not accessible to the IPs.

**Availability of Trained Teachers/Teachers' Quality and Effectiveness:** The entire Karamoja region lacks adequate native teachers. Most of the teachers are from outside Kaabong district and are majorly from Kapchorwa, Teso, Bugisu, Lango and Acholi. In Kaabong alone, there are less than 85 Karimojong teachers out of the 473 teachers in the district. This gives an average of 1.6 local teachers per school in Kaabong district; and this number is inadequate for the thematic curriculum. The inadequate number of local teachers for the thematic curriculum poses a challenge to its implementation. Most of the teachers are qualified with about 5% (15) of them licensed/unqualified. Generally the teachers are not enough and do require refresher courses in pedagogical skills. Although the district thinks that the staff ceiling of 529 teachers needs to be increased, it has not been able to reach the ceiling because first and foremost Karamoja region generally lacks native teachers and attracting teachers from outside the district is a big problem. For example, there was a recent nationwide recruitment of teachers; all districts advertised at the same and interviews were conducted more or less at the same time. This was a setback for Kaabong district because teachers from outside the district went back to their districts in preference.

It is suggested that government should consider supporting a number of Ik students who completed S.4 and could not proceed due to lack of money to enrol in PTCs instead of just sitting at home doing nothing. However, data from the district community development department indicated that while efforts to encourage S.4 leavers to join PTCs are good, some of the students may desire to join but they are challenged by the PTCs' entry requirements that necessitate one to have passed Sciences, Maths and English with at least a credit – which is a problem in the district. Therefore the district strategy is to encourage the learners and teachers passionate about science subjects to work harder and join PTCs. For instance, it was reported that the nearest PTC in Kotido, has only 3 students from Kaabong district undertaking teacher training because of the issue of passing Maths and English. The majority of PTC students are from Teso, Lira, and Abim.

**Instructional materials for the Thematic Curriculum:** The district has instructional materials for the thematic curriculum but they are in short supply. In some schools, the thematic curriculum is not functional due to lack of bilingual/native teachers to implement it. In both schools visited, the teachers reported that sometimes they implement the thematic curriculum in English instead of Karimojong. The instructional materials are therefore in the Karimojong language which is appropriate for most learners except those in the Ik community. Hence the Ik have been forced to learn Karimojong in order to cope. Besides not all thematic subjects have appropriate instructional materials for them. Some of the challenges facing the implementation of the thematic curriculum in Kaabong are summed up in the quotation below:

*There is only one teacher for P.1, occasionally supported by the head teacher. He is the only one of us who knows the language fluently and can teach P.1. However right now he got problems and has been away for a week, so there is no learning for P.1 and they are not coming to school now. The madam who*

*handles P.2 sometimes calls pupils from upper classes to come and help with translation! P.3, has only one teacher - when he is not there, there are no classes! For me, I just teach strictly in English because I don't know Karimojong.* FGD, Teachers

As indicated above, some non-Karimojong teachers are also teaching lower classes out of dire need. The teachers therefore requested for more instructional materials to be provided so that learners have access to them after class hours or during revision to help them understand better what was taught in the classroom. The district community development department argues that emphasis needs to be placed on having the thematic curriculum teachers for the Ik and Dodoth Karimojong as a critical area.

### **3.2 Non-Formal Education Resources**

**3.2.1 Community Primary Schools:** There are 16 community primary schools in Kaabong district which are not coded and grant aided. They operate informally, are managed by elders who in most cases lack any knowledge about education and its system and the 'teachers' are unqualified. Although the schools are filling the gap, some parents are discouraged to take their children to such schools since they consider it as wastage of time. Since the community schools are not recognised by government, they mainly get their support from the community and sometimes from the district education office.

**3.2.2 Alternative Basic Education for Karamoja (ABEK):** Following a study conducted to investigate why the Karimojong were not sending their children to school, ABEK programme was introduced with support from Save the Children International (SCI). It is a programme that appreciates and takes into account domestic chores (i.e. looking after cows by boys and girls and; some girls helping their mothers in the gardens and at home) that prevent children from attending school. Therefore ABEK programme is flexible and takes place when the boys and girls are free at home. While community schools tend to follow the formal primary school system of education ABEK is different. Its curriculum developed by NCDC is in Karamojong and is based on a modular learning system. It enrolls learners from 6 to 18 years who are encouraged to join formal education afterwards. This has increased enrolment in formal education. When they join PS, they start from P.3 or P.4 because they are bright by then. Many of them have joined formal schools and some of them have completed University. The classes mainly take place in open places and under trees as there are only 2 permanent ABEK centres. The lack of permanent structures affects learning during the rainy season. There were 18 ABEK centres but SCI is constrained by funds and is scaling down to 10/11 centres. It operates in selected sub counties whose enrolment is very low e.g. Kalapata. Kamion Sub County is not among because its culture is different from the rest of the sub counties.

### **3.3 Decentralisation of Primary Education**

The decentralisation of primary education mandates the district education department to deliver monitor and oversee the provision of primary education services in the districts. The district LGs are therefore responsible for planning and implementing primary education in the districts while the central government (MoES) is responsible for policy formulation, support supervision and guidance. The policy places primary education under the MoLG which is responsible for logistical support among other duties. Under this arrangement, the district LGs are responsible for the recruitment, deployment and management of teachers in primary schools. The MoLG has not adequately supported the district in its logistical requirements which has left the district education department without a vehicle for its activities and; due to limited resource envelop of the district, it is unable to fill the gap. Therefore the education department is severely incapacitated in performing its duties because of its dependency on local revenue of which



only 2 sub counties are able to provide some reasonable revenue for the district. The inadequate local resources, have retarded the implementation of primary education activities especially school inspection activities. The district receives only SFG and PRDP from the central government. School inspection grants from Central government were reported to come every quarter but were so meagre that they are unable to carry out all school inspection activities. The department thus experiences difficulties in undertaking activities in the hard-to-reach areas of the district.

FGDs with teachers revealed inefficiencies in the district LGs regarding the construction of school infrastructure. They reported that some of the SMCs are not influential and not known by the district officials to the extent that when they report cases of shoddy work by contractors, they do not listen to them. Therefore the contractors continue with the shoddy work and the district goes ahead to them in spite of their complaints. This was reported to weaken the SMC's activities.

### **3.4 Community Participation**

Community participation is central to the success of primary education in any community. However, the involvement of communities in primary education in Kaabong district is generally very low due to the negative attitude towards education coupled with poverty and seasonal hunger. For instance the community is supposed to construct teachers' houses, school sanitation facilities and so forth but they are not doing anything about it. This is not uniform though across the district as there are a few communities supporting primary education activities. The communities of Kaabong believe in realising 'fruits' of education immediately and if there are no results to show, they are discouraged to contribute. The negative attitude towards education however dates way back to colonial days when the British recruited men from Karamoja for the World War II. The process of recruiting men involved a white man writing down names of new recruits on paper with a pen. During the war, some of the men died and the Karimojong associated the pen with the deaths of their sons and hence they buried the pen. The burying of the pen was later associated with Karimojong not sending their children to school. This was a setback in the education of Karimojong for decades until a time when the community thought about the idea of unearthing the pen. Therefore in 2001/2002 a big celebration was held in Kotido to unearth the pen and pave way for Karimojong parents to send their children to school – hence the “Burying the Pen and Unearthing of the Pen” ceremony. Whether this has improved the situation is something that remains to be seen. Community participation is so low that some community members view the teachers as people who came to benefit and develop themselves from the community.

The community does not support the schools to meet some basic requirements of the schools that are lacking. For example Kalapata PS does not have enough cooking utensils for the large population of pupils. It has only one big saucepan which in the first place does not go through the kitchen door normally unless it is rolled inside. Therefore, porridge is cooked at least four times in the same saucepan as it is stored in some other containers in order to be able serve all the school children. This is time consuming and usually delays classes. The Ik in the community consultations acknowledged their very low participation in supporting their schools and pledged to mobilise their children to attend school including the girl child and also contribute towards the development of their schools.

## Chapter Four

### GENDER PATTERNS AND EDUCATION PERFORMANCE IMPROVEMENT PROGRAMMES IN KAABONG DISTRICT

#### 4.1 Gender Issues and Imbalances in Education

The GEP aims at addressing existing gender issues and imbalances if UPE is to be achieved in Uganda. In line with GEP, the Uganda GPE project aims to “promote access, retention, transition and achievement in ECD and improve gender balance in care giving cadre” and; “to increase quality, participation and ensure gender equity in primary education”. It is upon this background that gender disparities in primary education in the district have been outlined for consideration in the implementation of the proposed GPE project. Statistics indicate that there are major gender disparities in access, school attendance, retention, and completion rates between girls and boys in Kaabong district. The degree of the disparities is however not uniform across the district with Town council schools showing better results. The lack of functional and effective ECD centres does not help in preparing children 3-5 years for primary education. This implies that the GPE project has a big task to do in Kaabong to ensure that it establishes some ECD centres in order to achieve its objectives.

#### 4.2 Gender Patterns of Community Institutions

Kaabong is still a strongly male dominated district with most community institutions in the district predominantly headed by men. The men are also the majority in the institutions with less women participating especially in decision making. This is reflected at district level where no woman heads any department implying that gender perspectives may be less articulated in senior management meetings. At school level, SMC have at least one or two female members but their participation or contribution in meetings was reportedly limited. Culture and the high illiteracy rates among women were cited as the root cause of the problem. Advice from some CSOs that operate in the district suggest that Karamoja needs some time to empower more women before thinking of balancing the gender on SMC as it would be difficult to fill all women’s positions.

There are only 7 (13%) female head teachers of the 52 head teachers of public schools in the district. Of the 483 primary teachers in the district, only 18% (or 85) are female. At one of the primary schools visited (Kamion PS), there was no female teacher at all. Only one female teacher is at the second school visited. The situation is even worse in informal institutions such as the community schools which are mainly managed by elders, who are usually men. Generally women are still lowly regarded in the communities and therefore the gender patterns of institutions are severely skewed in favour of men or boys. This pattern suggests that in Kaabong, the men carry the agenda since they are the majority in and heads of most institutions and departments; while the articulation of gender issues are left dormant.

#### 4.3 Gender-Disaggregated Data for Schools

Gender-disaggregated data for primary schools in Kaabong is available both at the district and school levels. The schools generate the data based on gender for their schools and feed the district education department which in turn compiles for all primary schools in the district. The schools visited had the data

displayed on the notice boards for public viewing. The schools also display the daily attendance per class against enrolment figures including data on children with special needs as well as orphans.

#### 4.4 Participation of Girls and Boys in Primary Education

Out of the 39, 373 children in Kaabong schools, less than half, 44.2% (or 17,389) are girls. The district education department reported that it is a rosy picture given that gender disparities have greatly improved since Kaabong became a district. At the time, there were very few girls and some schools hardly had any school girls compared. The “Go back to School, Stay in School and Complete School” campaign; usually undertaken before schools open strengthens girls’ enrolment besides increasing the general enrolment. Tables 3 and 4 below present the participation of girls and boys in the two primary schools visited.

**Table 3: Kamion PS Enrolment and Attendance by Gender, 2013**

Class	Enrolment			Attendance			Day scholars			Boarders		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
P.1	90	78	<b>168</b>	71	53	<b>124</b>	71	53	<b>124</b>	00	00	<b>00</b>
P.2	33	27	<b>60</b>	29	26	<b>55</b>	29	26	<b>55</b>	00	00	<b>00</b>
P.3	37	34	<b>71</b>	30	24	<b>54</b>	30	24	<b>54</b>	00	00	<b>00</b>
P.4	32	19	<b>51</b>	28	17	<b>45</b>	28	17	<b>45</b>	00	00	<b>00</b>
P.5	24	12	<b>36</b>	19	08	<b>27</b>	19	08	<b>27</b>	00	00	<b>00</b>
P.6	27	16	<b>43</b>	21	12	<b>33</b>	21	12	<b>33</b>	00	00	<b>00</b>
P.7	16	05	<b>21</b>	14	04	<b>18</b>	00	00	<b>00</b>	14	04	<b>18</b>
<b>GT</b>	<b>259</b>	<b>191</b>	<b>450</b>	<b>212</b>	<b>144</b>	<b>356</b>	<b>198</b>	<b>140</b>	<b>338</b>	<b>14</b>	<b>04</b>	<b>18</b>

*Source: Kamion Primary School Notice board*

**Table 4: Kalapata PS Enrolment and Attendance by Gender, 2013**

	Enrolment			Attendance			Attendance	
	Boys	Girls	Total	Boys	Girls	Total	Day scholars	Boarders
P.1	153	121	<b>274</b>	92	76	<b>168</b>	-	-
P.2	127	69	<b>196</b>	81	65	<b>126</b>	-	-
P.3	101	78	<b>179</b>	44	22	<b>66</b>	-	-
P.4	48	41	<b>89</b>	38	16	<b>54</b>	-	-
P.5	37	25	<b>62</b>	24	12	<b>36</b>	-	-
P.6	23	21	<b>44</b>	20	07	<b>27</b>	-	-
P.7	23	04	<b>27</b>	16	04	<b>20</b>	-	-
<b>GT</b>	<b>512</b>	<b>359</b>	<b>871</b>	<b>315</b>	<b>202</b>	<b>497</b>	<b>395</b>	<b>313</b>

*Source: Kalapata Primary School Notice board*

The above statistics portray clear imbalances in the participation of girls and boys in primary education in the district. Enrolment and daily attendance figures for P.1 to P.7 for the schools indicate a significantly the less participation of girls than boys in all classes and the disparities get wider from P.5 to P.7. What is baffling is that the gender disparities in lower grades are also wide unlike in some schools where enrolment in lower primary is almost half between the genders or even higher for the girls, e.g. in Kanungu district. At P.7 level, the girls represent 24% and 4% in Kamion and Kalapata PS respectively. Kalapata PS which is both a day and boarding school does not seem to improve girls retention levels compared to Kamion PS which is a day school with an improvisation of boarding for P.7 learners, moreover in the Ik community.

The population of Kaabong comprises of more females than males; and fewer girls in school suggests that the majority of children who are not attending school are girls. The trend is observed in ABEK Centres where the majority of participants are girls because the informal programme is run when the girls are free and it is less demanding than formal education. Part of the reason is also that parents prefer to take boys for formal education than the girls due to cultural factors. ABEK learning is also flexible and sometimes follows the girls in the villages (i.e. mobile ABEK), which encourages them to attend.

The two schools visited both have boarding sections. Boarding schools/sections are encouraged in Karamoja region for security reasons but also to curb defilement cases as girls walk to and from school. However, boarding schools come with their own demands especially for the girl child. FGDs with teachers of Kalapata PS raised the issue of the lack of sanitary towels for girls in boarding section because their parents do not support them, a big factor affecting their performance because they miss classes whenever they are in their periods. While the girl child who is a day scholar may decide to stay home to avoid embarrassment, the girls in boarding are stressed when they are in their periods without any support and eventually some of them drop out of school as a result.

Other key factors affecting girls' participation in primary education are early or arranged marriages encouraged by the parents, negative attitudes of parents about education generally and that of the girl child; courtship rape, defilement and, hunger (lack of food at school and home). Meanwhile the Ik community was reported to be literally living in two countries (Uganda and Kenya) to the extent that whenever hunger strikes the district, children move to a nearby refugee camp in Kenya and register so that they can get free food and other benefits. This leads to seasonal drop outs which sometimes become permanent, and the parents are not bothered because they are helpless. At the time of the SA, Kaabong was the worst hit district with starvation in the region. An elaboration of how bad the situation is for the girls in the Ik community is presented in the quotation below:

*Poverty compels some parents to arrange for their daughters to be married off to wealthy families. The parents will then invite the boy to start 'disturbing' their daughter and suddenly she is messed up with (raped). This coupled with the low attitude to education, even if girls are sent to school and study up to P.7, the parents will eventually get them boys to marry –to get some food and dowry (spears, axes, gourds etc.) which they sell to get some little money.* FGD Kamion Teachers

Sometimes the girls are interested in education but the total lack of parental support and negative attitudes send the girls out of school. The Karimojong believe that when girls are educated, they become prostitutes which discourage their education as it is derogative to brand one a prostitute in the Karimojong culture and hence some girls prefer to marry before they get 'educated'. This partly explains the poor performance and high dropout rates among girls. The situation does not only deprive the girl child of her basic rights but also affects her psychologically and emotionally.

Another key factor affecting girls' participation in education is the insecurity situation in the Ik community. Although the security has improved generally due to police and UPDF deployment; the Ik cannot keep any domestic animals or accumulate assets/wealth because their neighbours on all sides would kill them so that they can take their animals and property. Therefore, in most cases girls are used as a source of income and as such it is a pride for a family to have many daughters. The Ik expect to get wealth and indirect labour from their daughters. Consequently, the Ik live a terrified life, are poverty

stricken and cannot improve or prosper unless they are assured of security of life and property. It affects everything they do as in the quotation below:

*The farming is just near the homes and yet they have enough land but fear to be killed. They cannot do business either due to transport problems. They are thus stuck in one place. If you are stuck in one place doing nothing meaningful, poverty perpetuates which affects everything.* FGD, Kamion Teachers

The proposed GPE project aims to increase the participation of both girls and boys while ensuring gender equity in primary education. Given the scenario presented above, it is most unlikely that the GPE project can achieve this aim unless it also engages in addressing gender issues that affect the participation of girls in order to achieve gender parity in primary education.

#### **4.5 Education Programmes for Performance Improvement in Kaabong District**

Education performance improvement programmes or NGOs/CBOs implementing such programmes identified in Kaabong district were: School Feeding Programme (SFP) of the World Food Programme (WFP); capacity building programme of ADRA – Uganda; the scholarship programme for the Ik; Kotido Peace Initiative (KOPEIN) programme; and the child rights programme of War Child UK.

##### **4.5.1 School Feeding Programme of WFP**

It was not possible to interview officials from the WFP but reports from interviews with stakeholders indicated that WFP has been implementing a School Feeding Programme for some years in all primary schools in Kaabong district which ended last year. The programme aimed at increasing school enrolment, retention, improve school completion rates, and ultimately improve the performance of learners. WFP also implemented a special programme to encourage the girl child to enrol and keep in school – the *take-home-ratio* for the girl child. The take-home-ratio programme involved providing food for every girl child in school to take home. This increased girls' enrolment in schools but when the girls reached P.5 - P.7, they were withdrawn by their parents for marriage so that they could get dowry. The SFP also significantly increased school enrolment and daily attendance of learners. However, upon its withdrawal, school enrolment has drastically dropped especially around this time of the year when communities in Kaabong are starving to death. This experience provides an important lesson for the GPE project in that as teachers' effectiveness in improved, corresponding efforts are required to improve the retention and completion rates of especially the IPs so that they can benefit from the project

##### **4.5.2 Capacity Building Programme of ADRA – Uganda**

ADRA-Uganda is a relief and development international NGO that has operated in Kaabong district for over a decade. ADRA's programme in education is focused on capacity building initiatives of SMCs, PTAs and head teachers. It operates in 7 sub counties of the district namely Kathile, Lolelia, Sidok, Lodiko, Kaabong East, Kaabong West and Town Council. The programme facilitated the formation of Kaabong District Primary Head Teachers' Association (KAPHTA) and is strengthening its capacities to become a strong civil society actor. The SMCs and PTAs have been sensitised and trained on their roles and responsibilities as well as the importance of being empowered for improved school management and governance. Exchange/exposure visits are organised for head teachers and SMCs/PTAs within and outside the district so that they can see what SMCs in other places are doing.

The capacity building programme has opened the eyes of SMCs/PTAs to the extent that they are now proactive. Prior to the training and exposure visits, SMC/PTAs always wanted to be paid for the duties

performed as they viewed it as a job but have since reformed. They now know their roles and responsibilities and do contribute whenever they are called upon instead of expecting to receive. For example some SMC members have donated land to schools for growing crops. Some of them have mobilised seeds for planting while others have spearheaded the planting of live fences around the schools. The mindset previously held that government was responsible for providing all school requirements including meals for them to be able to take their children to school is fading in the sub counties where ADRA operates and change is beginning to come. The positive implication of ADRA's capacity building programme for the Uganda GPE project is that weak school management and governance is sometimes a result of a lack of knowledge about what is expected of school management and that strengthening their capacities can yield some positive results.

#### **4.5.3 Scholarship Programme to the Ik by Missionaries**

The Missionaries' scholarship programme for the Ik community is offered to all Ik children to enable them go to school. The programme enrolled some of the Ik children in boarding primary schools in Kaabong to minimise the environmental and cultural challenges that the Ik children are faced with when they study in day schools. The programme registered some progress at primary level with some of the Ik learners supported as they completed P.7 and joined Kaabong Secondary boarding school. Unfortunately most of the Ik children who joined secondary coupled up with each other in school and got married during holidays when they were just in S.1 and S.2.

The Ik people have a tendency/culture of depending on their daughters and sons-in-law to provide the required household labour and basic needs which propels early marriages - sometimes without their daughters' knowledge. When parents are in need of labour, they will marry off their daughter so that their son-in-law is called upon any time to provide labour and other basic needs to his parents-in-law. Similarly their daughter is supposed to provide basic needs to her parents-in-law. It is a kind of exchange arrangement that culturally obligates the married girl or boy to provide for their parents-in-law. Therefore whereas the scholarship programme could have had loopholes by taking away the children from their community, culture and the lack of any value attached to education played a big role in failing the initiative. A boarding secondary school within their community that allows them to return home on weekends to support their parents would probably be culturally appropriate. A better option would be to have more primary schools close to the Ik to ease accessibility and avoid boarding primary education which seem culturally inappropriate given their lifestyle. It is therefore important to note that understanding the culture and way of life of the Ik is central when designing a programme for them because a lot may be invested and still get poor outcomes.

#### **4.5.4 Kotido Peace Initiative (KOPEIN) Programme**

KOPEIN programme was started in 2008 to encourage Ik children complete primary school education with the assurance that they can join secondary schools if they completed primary and passed. It involves the payment of school fees and all basic necessities for secondary school education of all Ik children. KOPEIN also supported Kamion PS to have it fenced although the Ik community is not happy with the fence because it is of a lower standard than the one of a neighbouring school, Kalapata PS. Furthermore, it provided scholastic materials to pupils and teachers of Kamion PS and is sponsoring all Ik learners who complete P.7 and join senior one. The programme had initially planned to support the Ik children up to S.4 but have since adjusted the programme to continue supporting them up to S.6 and perhaps even in institutions of higher learning.

#### **4.5.5 War Child UK**

This is an international NGO that advocates for child rights in Kaabong district. The child rights programme is implemented in primary schools of 8 sub counties where it operates namely Kalapata, Kamion, Kathile, Lolelia, Sidok, Kadepo and Town Council. They have established child rights clubs and child parliaments in schools as well as community child rights committees with members from the sub county, community development department, the military and the police so that issues around children's rights are addressed collectively. The organisation focuses mainly on child protection and case management including Gender Based Violence (GBV). They sensitise communities on GBV, early marriages, and defilement. It also tries to instil life skills to pupils through the children's clubs. Their programmes address some the cultural and other issues that have an indirect impact on performance improvement in primary education.

## Chapter Five

### IMPLEMENTATION OF THE PROPOSED UGANDA GPE PROJECT IN KAABONG DISTRICT

#### 5.1 Background

In Kaabong district, the proposed Uganda GPE project is expected to be implemented in 2 priority primary schools selected by the MoES based on the BRMS. These are Timu PS in Kamion Sub County and Loteteleit PS in Lolelia Sub County. These are among the 900 priority schools selected across the country based on BRMS from which about 600 schools may be finally selected for the project. During the assessment in Kaabong however, it was found that Timu is a community school and therefore not eligible for the project. The MoES was of the opinion that if Timu is disqualified, it should be replaced by a public school which serves the Ik people so that they can also benefit from the project.

#### 5.2 Screening of IPs in the GPE Project Proposed Areas

With the above background, if Timu primary school is eliminated from the schools to benefit and is replaced by another school from Kamion Sub County which is government aided, then the presence of IPs (Ik) are expected in the GPE project areas. Any school selected from Kamion Sub County serves almost exclusively the Ik people. It thus implies that the implementation of the GPE project in Kaabong district will trigger the World Bank Policy on IPs OP 4.10: Indigenous Peoples.

#### 5.3 Rehabilitation and Construction of Schools in the District: Triggers of OP 4.12

Infrastructural development under the project will be undertaken in existing schools and therefore displacements and resettlements are not foreseen. The district stakeholders were confident that schools have got enough land for the project going by the SFG experience. It was further argued that the SMCs and PTAs can always mobilise for more land and other resources for schools when need arises, and hence no issues expected with regard to implementing the project. The district education department is in the process of compiling the amount of land schools own by encouraging SMCs/PTAs to demarcate school land and ensure that the land has proper documentation (Agreements), so that when the project starts, the schools should be able to provide documentation regarding to land ownership.

There were some land related issues observed at the two primary schools visited in Kaabong district that may potentially trigger OP 4.12. At one of the schools, there could be some displacements of land for teachers' cultivation necessitating compensation for crops that are grown on the land and providing alternative land for the teachers; besides having land demarcation issues. The second school expressed shortage of land for expansion because it is catholic founded, shares the land with the Mission and is bordered by a trading centre. In addition the trading centre community is encroaching on the school land raising demarcation concerns. The school has ever demarcated school land with shrubs but the community stubbornly removed it. Therefore such circumstances may inevitably trigger the Involuntary Resettlement Policy OP 4.12.

#### 5.4 Capacity of Institutions to Implement Social Safeguards

The key players in implementation of the proposed GPE project will be the district education department, district engineering department and the SMC/PTA at school/community level. However, their capacity in



implementing social safeguards is inadequate and requires strengthening. They should be trained on social safeguards and the RPF be disseminated to them in a clear and simplified manner. Emphasis should be placed on sensitisation, monitoring and follow-up to ensure that the policy with regard to social safeguards is implemented where issues are identified. The district education department was confident that no social safeguard issues will arise in the district as a result of the implementation of the GPE project will be implemented in existing schools. However as indicated above a few issues might emerge which necessitates the relevant institutions/structures to clearly understand the RPF policy and its implementation.

## **5.5 Community Consultations**

Public consultations were undertaken with the Ik community to get their views on the proposed GPE project and their priorities. The Ik community was appreciative of government's efforts to consider bringing the GPE project in their area and above all to be recognised and consulted for the first time on their issues and concerns. They also appreciated the proposal to promote ECD centres for their younger children and where possible to have their children taught in the Iche'tod so that they can learn better. The Ik community members believe that if the GPE project improved the standard of schools in their community, they would be relieved of having to travel far looking for quality education for their children. They therefore requested that better schools such as what they see in other sub-counties should be provided. Their priorities proposed for the GPE project to consider included the need for:

- Schools that offer both day and boarding sections; quality classrooms which are well equipped with furniture; enough staff houses for their teachers; separate boarding accommodation for girls and boys to avoid the two sexes sharing one room; proper bathing shelters (bathrooms) which are separate for girls and boys; lighting system for the schools; separate latrines for pupils and teachers, including separating the genders; piped water powered by solar in the school; a school administration block; a library for storing books and for learners revisions; computer rooms with computers; provision of co-curricular activities; motivation of teachers; teaching their children in the Ik language for the thematic curriculum was suggested and finally they would like proper fencing of their school for security. They think that their fence is not strong enough.
- The SMC/PTA to be trained so that they can perform better. They should be trained on their roles and responsibilities; project monitoring and supervision as the contractors normally do shoddy work because the SMC do not know the right cement mixture and are not empowered. They also requested for incentives to motivate them.

The Ik community also outlined the key reasons for their reluctance to send their daughters to school as:

- Cultural beliefs that the girl child is meant to be at home to perform domestic chores; early marriages; the negative attitude of parents towards education thus neglect supporting their children; high illiteracy rates especially among the women are not interested to educating their daughters to school since they are not educated themselves and; poverty which prevents them from providing basic school requirements.

It was clear from the Ik community consultations that they are for education in spite of the cultural and marginalisation challenges which is in line with the district education department's position that if Karamoja is to move forward, there is need to invest in education in a manner that appreciates its good cultural practices and gets rid of the bad ones. For example, for cattle rustling to completely stop, there

is need to invest adequately in education and ensure that all school age children are in school. Cattle raiding will be defeated if all children are in school because it is the out of school children who are trained to raid; and therefore the priority for the district is in education. The approaches may differ but there is nothing that comes above education in the district. The department believes that if all Karimojong get educated, even the hunger that is experienced would be no more because they will be able to use their income to buy food. It is unimaginable for how long Karamoja will depend on relief.

### **5.6 Potential Adverse Impacts of the GPE Project on the Ik**

Consultations with the Ik community on the proposed GPE project revealed that there would be no adverse impacts on them except positive effects that are potentially expected once the project is completed. The following are some of the impacts expected:

#### ***Strengthen the Enabling Environment for the Provision of Quality ECE:***

- The Ik were pleased that there is a possibility of having ECE centres in their community which might encourage their children to start going to school from an early age and make them more intelligent and ready for primary education. This might increase enrolment in primary schools and reduce on drop outs because the learners were well prepared.

However as findings indicate, it is important for the GPE project to consider the ability of the Ik community to make a contribution towards any ECE centres that may be established in their community – the ECE Centres have failed in the entire district and it is unlikely that the Ik will meet any costs making them to lose out if all costs are not met.

***Supporting Teachers to Improve Instruction and Strengthening Teacher Motivation:*** The positive impacts on the Ik community by having motivated teachers who are better instructors of learners are as follows:

- When the quality of teaching in their schools improves, the Ik community will recognise the value of education and make it their priority. Parents' negative attitudes towards education may gradually change when they see the good results of education. This will increase the number of children who will enroll and complete school which will in turn improve the literacy and numeracy levels in their community. In addition the GPE project could contribute to an increment of the number of university graduates in their community.
- Reduction in the dropout rates (currently at 70%); increase in the completion rates (currently at 26% - 30%) and; improvement in learners' performance are expected. Consequently numeracy and literacy levels (current is 12%) will increase to about 30% - 40%. And the situation whereby at the beginning of year, the enrolment is high but drastically drops by the end of the year will come to an end as fewer learners will drop out.
- Increased community awareness on improved hygiene and sanitation among the Ik community is expected as they will learn from their better taught children. When the school children return home, they will teach their parents about hygiene and sanitation to curb some of the negative attitudes such as the refusal to use of latrines.

Noteworthy for the GPE project is that for the above impacts to be realised among the Ik community, there is a need for some affirmative action for the IK community such as improving the boarding section

of their schools and; providing meals, uniforms and scholastic materials for their children given their unique way of life and marginalisation. Otherwise the GPE project will not improve their situation with regard to primary education

### ***Strengthening School Management***

- Schools with modern and enough infrastructures which are well managed due to better management and governance brought about by the GPE project will attract more children from the community in addition to the above impacts. This will contribute to the safety of their children since they will not be walking long distances looking for good schools but will have one within their community that has good infrastructure and quality teachers who are committed and motivated.
- School Management Committees will be empowered to monitor school projects including teachers which will lead to improve performance of learners

## Chapter Six

### OVERVIEW AND SOCIAL PROFILE OF COMMUNITIES IN KANUNGU DISTRICT

#### 6.1 Overview of Kanungu District

Kanungu District is located in the South Western part of Uganda between 29° 50'E and 0°45'S of the Equator. It borders the districts of Rukungiri in the north and east, Kabale in southeast, Kisoro in the south and the Democratic Republic of Congo in the west. Formerly Kinkizi County under Rukungiri district, Kanungu became a district in July 2001. It has two constituencies namely Kinkizi East and Kinkizi West. Kanungu district consists of 3 Town Councils namely: Kanungu, Kihihi and Kambuga town councils. The district is reported to have two minority groups: the *Batwa* and the *Banyabutumbi*, and a 0.5% population of Non-Ugandans (Kanungu DDP). Kanungu district comprises of one county (Kinkizi); 13 Sub Counties including 3 Town Councils; 57 Parishes and 16 wards; and 515 Villages (LC I). The role of the LG is to implement and monitor government programmes at the respective levels.

**Population and Language:** Kanungu's population is 241,800 with 116,800 males and 125,000 females (2010 population census). It is projected at 250,900 with 120,700 males and 130,200 females (2013), which is about 0.8% of Uganda's total population. Kanungu's population has been steadily growing at an average rate of 2.1% for the last three decades compared to the national growth rate of 3.3 percent. The past two decades have witnessed a population increase of 75%. There is uneven population distribution in the district with Kambuga and Kihihi sub counties taking a lion's share, accounting for about 15% and 14% of the total district population respectively. It is a mountainous district covered by forests and many small rivers and streams and, Lake Edward which is the main source of fish besides the fishponds. Kanungu is largely inhabited by the Bakiga people and the most commonly spoken languages are Rukiga and Rufumbira. Other small languages spoken include Kinyarwanda, Ruhororo and the Batwa language which has no name. There are two minority groups in the district namely the *Batwa* and *Banyabutumbi* who also speak Rukiga but with a different intonation.

**Demographic Characteristics:** Kanungu has a lower population growth of 2.1% and a total fertility (TFR) rate of 6 children per woman, compared to that of Kaabong which is 9.5% and 7.2 children per woman respectively. Such big families have negative implications on the socio-economic status of the households and a heavy weight on the ability to educate all their children. As a result many families find it difficult to access basic necessities of life especially education (Kanungu DDP). About 54% of Kanungu population is composed of dependants who are not involved in any productive activity. Every adult in Kanungu district thus has at least one dependent child/person. The dependency burden on the small working population has constrained the provision of primary education among other basic needs.

**Gender Status:** Kanungu is a largely male dominated district where a large percentage of women's household contribution is geared at non-monetary activities and almost all household property 'naturally' under the household head, the man. As if this was not bad enough, women have no control over their children and many times widows are denied custody of the children as culture entrusts the custody of children to paternal uncles in the clan. Widow inheritance (a form of gender based violence in which widows are force to marry a relative of their deceased husband) is also a common practice in Kanungu

which is known to increase the prevalence of HIV/AIDS in women. The district is proud to have a woman LC V chairperson but this does not translate into equal representation of men and women at the district political wing and the district civil service whose CAO is a man with all departmental heads being men. In the district education department, all are men except three ladies who serve as education human resource officer, assistant district inspector of schools and the secretary to the DEO.

## **6.8 Social Profile of Communities in Kanungu District**

The people of Kanungu district are largely peasant farmers who cultivate on small fragmented farms (0.4 hectares per household) on a subsistence scale. The percentage of the unemployed is 0.5% (Kanungu DDP). Other categories of communities that make up Kanungu district include: the minority groups (*Batwa* and *Banyarutunde*), civil servants, business community and vulnerable groups.

### **6.8.1 Peasants Farmers**

The people engaged in subsistence agriculture or peasant farming account for the largest proportion (79%) of Kanungu population with 96.9% engaged in crop farming (Kanungu DDP). These mainly live in the rural areas. These people are poor as studies have shown that people living in rural areas and subsistence farmers in particular are the poorest in Uganda. There is therefore a need to redirect efforts to those interventions that will directly boost the participation of these households in education. The main food crops grown are matooke<sup>5</sup>, beans, maize, ground nuts, Irish potatoes, rice and sorghum. Food crop growing is mainly the domain of women in the district. The major cash crops grown are tea, coffee, rice and matooke as well. While the tea factories have their own plantations, the local people also grow tea as out growers to feed the factories. It is important to note however, that much as this group may be economically poor, it is food secure as the food basket in Kanungu district is relatively fair which puts children in a good nutrition position. This was also observed as one travelled along the roads in the rural areas that the communities had food. However, some of these agricultural activities negatively affect children's education. For instance when rice matures, children are used as scare crows to chase away the birds and; when the time comes for making 'kasese' as the bananas ripen children are kept away from school to support their parents. Some of these activities involve a lot of work that parents are forced to use their own children to provide labour.

### **6.8.2 Commercial/Business Farmers**

Kanungu district has an ample climate and topography suitable for tea growing which has encouraged large scale or commercial tea growing. There are three tea factories in the district: Bwindi Tea Factory, Kayonza Growers' Tea Factory (the only private entity owned by Farmers) both in Kayonza SC and, the third tea factory in Rugyeyo SC, also owned by Kinkiizi Development Company. There are also a few farmers engaged in commercial coffee growing. Commercial farmers in Kanungu constitute a small portion of the district's population.

### **6.8.3 Batwa/Pygmies**

Prior to their eviction, these were originally forest people who used to live a life of hunting, collecting honey, gathering forest fruits and root tubers (*ebikwa* and *ebihama*) and the forest also served as their hospital where they would get medicinal herbs. In Kanungu, they lived on the fringes of Bwindi impenetrable forest and their sole livelihood depended on the forests. They were originally small in size

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<sup>5</sup> Matooke is a local Ugandan name for green banana which is usually eaten when cooked and is a staple food for a large community in Uganda. It is known as plantain in West Africa.

and physique, but intermarriages, kind of food eaten and/or life outside the forests is gradually changing the Batwa's key distinguishing features. In 1991, the GoU gazetted Bwindi impenetrable forest for conservation, leading to the displacement of the Batwa from their natural habitats, the forests, and therefore had to find elsewhere to live. This left them helpless and destitute. They have been since resettled by some development agencies and are being supported to enable them cope with their 'new' life in a 'new' environment. The district does not know how many Batwa exist in the district, nor could the agencies consulted establish how many they are in total. Unlike the rest of community members, the Batwa do not own land or assets and lack food because they are not originally farmers and find growing crops on the small pieces of land they occupy unusual and cumbersome. The Batwa are therefore squatters wherever they live, that is, they have no formal or customary rights to the land. As a result they provide labour for the Bakiga in their gardens in return for food or cash. Details about the Batwa are provided under marginalised and vulnerable groups as well as under the Batwa Development Programme.

#### **6.8.4 Civil Servants/NGO Workers**

This category forms a small percentage of about 1% of the population in Kanungu district. They are mainly workers of the district local government or other development partners in the district such as NGOs, CBOs, FBOs and the church. About 71% of the total population in the district is illiterate which is still below the Country's target of 95%. This has limited the development process in the district and thus the district's strategy of providing FAL services to the population. There are no known Batwa serving the district civil service, not even as a member of SMCs of the 3 schools met. This is attributed to their low level of education. However, CoU is employing some Batwa at its Hospital in Bwindi as an affirmative action but also as way of encouraging other Batwa to take education more seriously.

#### **6.8.5 Business Community**

The private sector in Kanungu district is not well developed and a few individuals do business privately. Therefore the business community forms a very small proportion of the district's population, about 4%. The business community includes both the formal and the informal sector such as the crafts workers, machine operators, and elementary occupations. With only 14% of the population in urban areas mainly the 3 town councils, the low urbanisation does not create enough demand for the business community to flourish. The three tea factories and one coffee factory also in Rugyeyo and owned by Kinkizi Development Company add to the business community in Kanungu.

#### **6.8.6 Vulnerable and Marginalised Groups**

**The Girl Child:** The rate of teenage pregnancies in Kanungu district stands at 42% alluding to the magnitude of the girl child's vulnerability in the district particularly as she grows older and gets to upper primary. As statistics indicate, the girls are usually very many in the lower classes, in most cases outnumbering the boys but when it gets to the transition class (P. 4) going upwards, the trend is catastrophic. The dropout rate for girls in the upper classes in Kanungu district is reportedly very high compared to boys. The rate of early/forced marriages in the district is very high, which is one of the major causes of the girl child's vulnerability. It is common for girls of 13-14 years of age to get married in Kanungu due to poverty and the unfavourable environment in which they live. Poverty makes some parents to connive with their neighbours to marry their daughters once they see that they have cows. Sexual abuses, of which defilement ranks highest in the district (at least 25 defilement cases are reported every month) are also to blame. The girls are sexually abused from school by the teachers and; at home

or between school and home. The environment at home, community and school contributes to the girls' vulnerability in the district. For instance when a defilement case is reported to police, the parents connive with the perpetrators to drop the case. The police also have their own challenges of corruption affecting curbing defilement. The DEO Kanungu narrates his experience of a case of a 16 year old girl who was defiled by a head teacher:

*I personally took up the case, reported to police and told them that they must look for the HT. When the HT learnt about it, he disappeared after he had paid the parents 800.000/-. Then the parents started giving information that was not connecting with the case and the HT continued pumping in a lot of money frustrating the DEO's efforts. The case was dropped. He returned he reinstated but the DSC recommended that he should be demoted to teaching. He went to the PSC which later directed us to reinstate him as HT. After this case, I vowed never to waste my time again on defilement cases. DEO, Kanungu*

With the rampant cases of defilement in the district, the DEO was yet involved in another after he vowed never to, this time a P.5 girl defiled by a teacher, the HT sought for help from the district education department. The teacher had run away after the incident. When the DEO and HT went to police to report the case they were frustrated by police. There is no defilement case in the district that has ever been heard to its conclusion, thus making the girl child extremely vulnerable, as culprits are never punished. Sensitisation activities have been reported to be going on but the poverty levels sometimes do not help – because when a parent receives money that he has never held in his hands, he forgets about the right thing to do.

All stakeholders argued that there are no cultural factors affecting the girl child's education in Kanungu district except for the above social and environmental factors. These factors include: socialisation, ignorance, poor school and home environments, ignorance of parents, lack of understanding by the different sectors (e.g. parents: what parental support is required of them to enable the girl attend school and what comes to their minds when they see their daughters' hips growing in size; as teachers: what is their role in helping the girl child stay in school – are they supposed to be touching her breasts or harassing her and; the district education department: what is it supposed to do to ensure that there is a gender friendly environment in schools). These social and environmental issues have become a big challenge for the district address.

Related to poverty, some girls drop out of school to go and work as maids/house girls in town or just to do domestic chores at home or when they start their periods due to inadequate support. It was reported that lack of water in schools and wash rooms in addition to lack of support in terms of sanitary towels amounts to the girl child missing school every month for about 4 – 5 days. And many times, it comes unannounced, a reason for them to escape from school. Keeping away from school for 4 – 5 days every month in addition to other factors that may keep her out of school is enough time to affect her performance in school.

The general lack of parents' motivation to encourage their children to go to school is another problem as it is common to find children of 10 – 15 years old not going to school. This was attributed partly to no value attached to education and the lack of jobs by some of the children who are university graduates. Consequently parents are not focused at higher education for the girls because even if they are not forced into marriage and school up to P. 7, the parents are reluctant to support them for secondary education.

Preference to educate the boy child especially in the midst of scarce resources and the prevailing poverty does not help sensitisation efforts made. *There is still a thinking among some Bakiga that when you educate a girl, you are educating for someone else but when you educate a boy, he will remain home and everything productive done will be at home.* As a result some parents prefer to prepare their daughters for marriage by keeping them at home in order to learn digging and other household chores before marriage. Parents would be ashamed if their daughter was ready for marriage when she does not know how to perform her social responsibilities as woman.

The above factors have contributed to creating an undesirable pyramid of the girl child school enrolment and retention levels as will be seen later in the section on the participation of girls and boys in primary education. The community development department has plans of addressing the girl child issues but is constrained by inadequate resources as well as a lack of coordination between the department and that of education. The other challenge is with stakeholders who are not playing their roles effectively. The head teachers for instance do not make follow ups with parents to get explanations when girls don't show up in school.

**Children with Special Needs:** Kanungu district has a large number of children with special needs in school amounting to 935 of which 521 (56%) are male and 414 (44%) are female. They comprise of all types of impairments but the majority being of hearing impairment (313), visually impaired (260), physically impaired (173), and mentally impaired (160). In Kanungu, children with special needs are neglected by their parents and many of them are not in school. These children are called derogative names in the community such as *kasiru* (fool) and are mistreated which leaves them stressed and miserable. They are characterised by having jiggers, wearing rags, living a wandering life and when contributions are requested by schools, these children are unable to make any small financial contribution. Mentally retarded children were a result of having no hospital nearby and women in labour would be affected during birth in which case they would give birth to children with mental impairments. Moreover, the district community development department does not have a programme for children with special needs and yet they require special attention to reduce their vulnerability. However, the department wrote to the commissioner in charge of special needs requesting for an extension of the services to the district but have not received any response yet. The district established a unit for children with special needs at one of the primary schools but it has failed to take off partly due to contentious ownership issues between district education and community development departments as none wants to take responsibility.

**Orphans and Vulnerable Children (OVCs):** The district is faced with a big problem of orphans and vulnerable children as 60% of school going children in Kanungu are OVCs. OVCs in Kanungu district include orphans, HIV positive children, child mothers, albinos, sickle cells children, children heading households and, children from the poorest of poor households. Children of teenage mothers who are neglected or left with grandmothers to look after them are also included in OVCs as some girls have a habit of having many children and leaving them with their mothers without any support. The group of OVCs also includes displaced children from Congo who normally come with their parents as refugees when there is civil war in Congo. The conditions under which these children live are not good for education; they lack enough food to eat and are usually susceptible to disease outbreaks. And when the refugee children come to school, they are dirty, miserable and don't bring food for their lunch.



The OVCs were reported to be more than the population of Batwa (even when the Batwa population is unknown) and; the conditions under which some of them live are worse than those of the Batwa (district CDO-Gender). Many OVCs were reported to be vulnerable due to their conditions and hence most of them cannot afford to have scholastic materials, uniforms lunch and other school requirements which lead to school drop outs or/and have discouraged many from attending school. And yet the UPE policy requires the parents/guardians these things for their children in school.

Experiences from the primary schools visited show that about 10% of the children enrolled at Kihembe primary school cannot afford to bring packed lunch and therefore study on empty stomachs. At Nyamirama II PS, 90% of the learners are from very poor families who cannot even contribute when asked to support the school as children of relatively well-to-do families could not enrol their children in a school which is in such a poor state. Most children at Nyamirama Twimukye PS were also reported to be from poor families that cannot raise money for examinations and hence the school ends up with few learners sitting for examinations. The schools buy the examinations, the reason they request parents to contribute a small fee. Asked why some children cannot bring packed lunch to school and yet there is food in the community, the response was that most community members have big families; about 10 or more children of which some are in secondary schools. This makes them poorer and unable to educate all of them or support their education adequately. As a result such families have just enough for supper but nothing to pack for their children to take to school; and without lunch, the learners take in very little during after-lunch sessions.

The orphan rate in Kanungu stands at 15.3% (Kanungu DDP). There are several factors contributing to the high number of orphans in the district. However, two main causes were cited: HIV/AIDS and witchcraft. It was reported that revenging in the community is a very common habit which involves witchcraft, moreover among close relations. In Kanungu district, many times the rights of orphaned children whose fathers passed on end up being abused because they are denied parental care and support from their mother due to cultural practices that children belong to the clan.

**The Batwa Community:** The Batwa are a minority group of people found in the South Western districts of Kanungu, Kabale, Kisoro, Kasese and Bundibugyo. They are forest people who used to live on the fringes and/or in forests before they were evicted by government in 1992. In Kanungu district, they were living along the edges of Bwindi impenetrable forest. The Batwa had no concept of land ownership because they never stayed in one place for a long time. They were mobile people who were not guided by strict regulations but used to freely move from place to place hunting small game using arrows or nets and gathering plants and fruit in the rain forest. They lived in huts constructed of leaves and branches, moving frequently in search of fresh supplies of food and anything else that pleased them. The Batwa lived in harmony with the forest and its creatures, including the mountain gorillas for a long time. This nature of life has made their transition in the ‘outside’ world very difficult for them. The Batwa still behave almost the same way they used to while they were in the forests, hoping perhaps that one day they may return to the forests. As a result of their unique way of life and eventual eviction, the Batwa have been marginalised for a long time and thus considered a vulnerable group.

When the Batwa were still in the forests, inter-tribal wars were common until one time when they were defeated and they retreated into the forests for safety. And when they were ‘chased’ from the forest,

government did not compensate them and thus had nowhere to go. They are impoverished, lack proper housing and hygiene, infested with jiggers (fleas) and, many of their children were reported not to be in school – although there are no statistics to support this assertion. The Batwa do not have regular jobs, therefore most of them sell their labour for survival. According to the Project Coordinator of Batwa Development Programme (BDP), when the Batwa were removed from the forest, they also lost their classroom and unique way of learning and passing on knowledge to the younger generation. This ‘classroom’ cannot be given back to them but an assurance that they can access quality education in their new ‘habitat’ is important to them. Uganda Wildlife Authority (UWA) allows them to access the forest for raw materials to make handcrafts and collect honey but not game meat is allowed.

Due to their unique way of life, it is difficult for the Batwa to concentrate on any single activity which is seen as against their norm or way of doing things. However, some of them are slowly changing since their resettlement. They have been resettled by BDP in 10 different areas namely: Kitariro, Kihembe, Byumba, Bikuuto, Rurangara, Mukongoro, Buhoma, Nteko, Mpungu and Kiberimu settlements. In each of these settlements, they have their structural leaders or LC 1. It is important to note that not all Batwa live in settlements, some are living within communities with the Bakiga; presumably preferring to integrate in the wider community. The main activities that occupy the Batwa depend on where their settlement is located. For example in Bwindi settlement, most of them if not all are occupied with entertaining tourists – singing and dancing for them which earns them money, which they spend on drinking (which is a major social problem in the community). In this settlement, the growing of crops has totally failed, despite warning about the need for self-sufficiency. Even their children are involved in entertaining tourists and once they get to know that some performance will take place, they will escape from school and join their parents to perform. Due to their refusal to grow crops, they have been trained in crafts to enhance their talent of making baskets which are sold to make additional income. A craft shop for the Batwa was thus established at Bwindi where they bring their crafts, BDP buys from them which are then sold to tourists and the proceeds are ploughed back through educating their children, health care, land acquisition and building them homes.

The Batwa who are in settlements that are not so close to Bwindi impenetrable forest are slowly learning to grow crops. They are provided with seeds and are growing crops such as *matooke*, beans, maize, and cassava. Some are keeping poultry and rearing animals like pigs, and goats although progress is very slow as they consume most of them. BDP is acquiring more land so that each Mutwa can have at least 1 to 2 acres of land to enable them grow some crops. Some Batwa in Kitariro settlement have been trained in carpentry and masonry work – and are making furniture, doors and earning their living from these activities. The Batwa have a rich cultural heritage which prompted BDP to establish a cultural centre for them. It is intended to bring Batwa children together so that they don’t lose their culture, they hear stories of the past from their elders, and they learn about how they used to live in the past and, share the changes of the environment they live in today. BDP usually targets the children every end of term when sharing of ideas is done and, are sensitised on how to peacefully live with others in the communities.

Although the Batwa have improved significantly in terms of their dressing, feeding and shelter, they are still perceived by the majority as an inferior group in society. They therefore require special strategies to include them in development initiatives. The district CDO-Gender, reported that while working with the Batwa in Kabale district, they had a strategy of attracting them to come for national immunisation days

which involved giving the few who came for immunisation badges and they would go back to the forests and collect all other Batwa to come for badges – in the process they were reached and participated in the programme. According to the community development department, the clustering of the Batwa and development approach by BDP is adding to their marginalisation.

The district planner concurs, and argues that the Batwa transformation is a process that must be handled carefully because people who have been living in the forest for many years cannot be brought out and expected to start socializing with others. It takes some time and patience until a time when these people can be able to freely mix with others. And the quicker one tries to change them, the more endangered they become. Therefore since the Batwa are out of the forests, they need integration and not isolation and or giving handouts. Prior to BDP intervention, the Batwa were slowly integrating in the wider community, digging and having their own gardens but since BDP activities, they are now on the receiving end expecting handouts all the time. There are many people who came from the Batwa or were Batwa but have changed their way of life and are NOT Batwa anymore, at least in terms of their way of life.

There are no statistics about the total number of Batwa children of school going age, nor is there for those in school. The education and community development departments have never taken any initiative to know how many Batwa children are in schools. No mapping of the Batwa has ever been done because they are not used as an indicator and thus not segregated during planning – they are considered just like any other community member. This should not be the case on all aspects because of their marginalisation and the community development department agrees arguing that their way of life makes them vulnerable to the extent that their voice cannot be heard which is enough reason to give them some special attention to improve their lives.

Given the nature of Batwa life, their children are clearly a vulnerable group. The children are undermined and bullied by their fellow children in schools because of the stereotypes held about them. They are often from poor households, do not sleep and eat well and appear miserable (when unsupported) compared to other children in school. The Batwa girl child's situation is a double tragedy because she is married off even earlier, 9 – 10 years. The Batwa would prefer to gather fruits and enjoy a hassle-free life rather than restricting them in one place due to some activity – thus they “escape” from school (day or boarding) to go fishing for mud fish in rivers. They do not want to be harassed or pushed and as such one has to be patient and go at their pace. The biggest challenge with the Batwa children therefore is discipline and impatience. They always want to fight at school because they were used to this kind of life in the bush. At Bishops PS, they are given shoes but some of them prefer to go bare feet and they will not use the mosquito nets that are provided to them. Take for instance:

*A P.5 boy at Bishops boarding primary school once said that he could not spend a whole week without sleeping with a woman, so he would escape because fornication in their community is normal; perhaps that is how they were behaving in the forests. Diocesan Secretary, Kinkiizi Diocese.*

Non-school attendance and absenteeism are common and dropout rates high among Batwa children due to lack of scholastic materials, uniforms and food. Batwa children are encouraged to attend school if food is provided at school; otherwise they will easily drop out and go hunting or looking for fruits. The only Batwa children who are trying to attend school are those that are fully supported by BDP and BMCT. And when a pair of uniforms is provided, it becomes the only cloth used both at home and school and

when it gets too dirty, they will not come to school because other children will laugh at them. Batwa children who are not sponsored by the local government will pack in their lunches some cooked banana used for making a local alcoholic drink. And because this kind of banana is not eaten as food by the Bakiga, Batwa children feel embarrassed to keep it together with other children and are ashamed to eat together. Batwa parents also do not comprehend the primary school system very well in order to appropriately support their children. Moreover the teachers and school administration do not have enough knowledge about the Batwa's way of life to help them understand Batwa concerns and handle them appropriately.

It is also worth noting that Batwa children have a tendency of shifting with their younger siblings who are in lower classes when they move to a higher level school. There are also Batwa children in some schools who do not want to be identified as Batwa. The reason could be because of the perception the community has about them and they do not want to be looked down upon and despised by the community. This was a contradiction to the experience with Batwa children who are at Kihembe PS. They are open, free, confident, very active and above all happy – they call themselves Pygmies and are proud of themselves. This could be due to the attention and special treatment they receive from BMCT which makes them feel special and recognised. The Batwa learners at Nyamirama II PS were timid and had no sponsors.

The Batwa and their children are always at risk of diseases because of poor hygiene – and yet the health service providers have not considered the issue more seriously. The change of environment and the 'new' way of living has affected their immunity and hence are not as healthy as they used to be while in the forest. Statistics indicate that HIV rate among the Batwa stands at 70%. This is because they drink a lot, socialize, and become reckless in the process of enjoying with other community members. Besides, the Bakiga believe that if a man has a backache and sleeps with a Mutwa woman, he will heal – this has raised the HIV prevalence in their community.

All the above factors make Batwa and their children vulnerable and unable to participate and benefit from the GPE project unless some special attention is provided. There was wide recognition from stakeholders that the Batwa are poor, lack food & clothing and cannot afford scholastic materials, uniforms and other school requirements and therefore should be supported in appropriate ways to enable their children equally access education like the rest of the children.

## Chapter Seven

### STATUS OF EDUCATION RESOURCES IN KANUNGU DISTRICT

With regard to the national policy, Kanungu district cherishes UPE for its people of which, formal and informal education is put into consideration. In the district most education institutions exist except universities. There are no non-formal resources for primary education.

#### 7.1 Formal Education Resources

The formal education resources in Kanungu consist of ECD centres, primary schools (public and private) and one private PTC. There is no government aided PTC in Kanungu district. The district is thus served by the PTC in Rukungiri which is the nearest but lacks the capacity to absorb all potential students in Kanungu district. The high demand for PTC services led to the establishment of a private PTC some 3 years ago. It has about 120 students at present, with 80 already qualified as teachers.

##### 7.1.1 Early Childhood Education Centres

There are over 82 nursery schools (ECD centres) registered with the district. However, some of them sometimes start operations without registration until a time when they are discovered. They are mainly urban based although there are some centres being established in the rural areas. According to the education department, ECD centres are well distributed and many churches and public schools as well as individuals are taking up the idea. In areas where ECE centres are unavailable, some parents are compelled for some reasons to take their children meant for pre-primary, especially those that are 5 years to primary schools. In Kihembe PS for instance, a number of 5 year olds were reported to be enrolled in P. 1 because their parents cannot go with them to the gardens which are far. And since they do not have care takers at home, they decide to enrol them in school. Some learners below the age of 6 were also observed at Nyamirama II PS implying the need for ECD Centres.

Kinkiizi diocese (CoU) has 15 ECD Centres attached to some of its schools. The Centres were established to prepare children below 5 years up to a time when they are 8 or 9 years when they can walk the distances to primary schools. These are church/community owned centres that meet the costs of teachers and erecting temporary structures or where the parents are unable, they use the back space of the church, or the clergy's house. The church sensitises parents to own the centres, to provide lunch, and facilitate care takers. ECD centres that serve Batwa children including the number of Batwa enrolled (69) in the centres is presented in Table 5 below. Diane Santon Nursery school is located within the Kitariro settlement to help feed Kitariro PS which is near the settlement. There is also Nina Waits ECD centre which is a community/Kinkiizi Diocese ECD centre but is not registered yet.

**Table 5: Early Childhood Centres Serving Batwa Children**

Name of Pre-Primary School	Girls	Boys	Total
1. Bwindi Kindergarten	05	02	07
2. Diane Santon Nursery School	09	20	29
3. Nina Waits Mukongoro	17	16	33
<b>Total</b>	<b>31</b>	<b>38</b>	<b>69</b>

The above findings indicate that most of the ECD centres are not in good condition as they lack structures and other facilities for playing and learning and; they are inaccessible and unevenly distributed.

### **7.1.2 Primary School Resources**

There are 134 government aided and 97 private primary schools in Kanungu district. Of these 82 primary schools are CoU founded under Kinkiizi diocese. Generally the state of primary schools in Kanungu district, on average is fair but with many gaps. There are a number of schools in dire need of infrastructure as some are still in grass thatched structures with one or two permanent classrooms built by parents. Some are constructed with mud and wattle but with iron sheet roofs. On the whole, there are no schools in Kanungu district with enough infrastructures except Omuchogo PS which recently benefited from the presidential pledge. The schools considered to be fair in the district have about 5 permanent classrooms with some requiring repairs that parents have to meet. The latrine coverage is very poor in the schools with teachers, boys and girls sharing latrines in most schools. The challenge with schools in the rift valley is that during the rainy season, the latrines are washed away. Furniture is in dire need too in many of the schools, leaving a number of pupils to sit on the floors, moreover on un-cemented and dusty floors. There is a general lack of libraries and storage facilities for books such as cupboards and shelves in most of the schools.

Only one of the 3 schools visited has a permanent classroom structure. One of the schools was in a very poor condition; it seemed so unsafe for the learners and the teachers. The same school lacks a head teacher's office and a staff room. The schools lack a permanent water source and sanitation is poor in the schools. The demand for a permanent water source at the schools by all stakeholders was overwhelming. The schools visited fetch water from springs, some very far from the schools. Two of the schools have water tanks for harvesting rain water but are not helpful during the dry season. And yet some of the schools are Centres for PLE implying that the structures and facilities available are inadequate for the large number of pupils who go to the schools to sit for their PLE. In Kihembe PS for instance, which is a Centre for PLE lacks enough furniture and a hall where all candidates can sit. Therefore it borrows furniture from the same school and the church including using the church as a hall for examination.

**Accessibility of the Schools to the Batwa:** Generally the government aided schools in Kanungu district are accessible to the Batwa community in terms of distance as their settlements were strategically located near these schools. In a few cases where the schools are far, Batwa children have been supported to access education by the Kinkiizi diocese's BDP. Therefore most Batwa settlements are close to UPE or/and private schools – it is a short walk able distance. For example Kihembe settlement is about 1.5 Km from Kihembe PS; Nyamirama II PS is 0.5 Km from their other settlement and; Nyamirama Twimukye PS which is bit far, about 4 Km from their settlement, Batwa children were reported to have been taken to boarding private schools. Kitariro PS is very close to Kitariro settlement and Diane Santon Nursery is within the settlement. It was established however, that most Batwa children wish to go to Bishops PS but due to limited resources that cannot allow more than 85 Batwa children at the school poses a challenge. This leaves the rest of Batwa children to go to UPE and other private schools. The major reason they want to go to Bishops PS is to have the things that others get when in a boarding school – beddings, mattresses – and they would also want to be in a place where they can sleep and have enough and good food for lunch and supper. It was reported that there is a big Batwa camp which has a P. 7 primary school and a secondary school with O and A' levels and, both schools have better structures

compared to most schools in Kanungu district. There are also private schools in Bwindi and Butogota town council where sponsors take Batwa children for schooling. Therefore the schools are generally accessible to the Batwa.

**Requirement for a Culturally Appropriate Curriculum or School Calendar:** The findings indicate that there is no need for a culturally appropriate curriculum for the Batwa and a school calendar suitable for them because the current curriculum and calendar was reported suitable for them once they get focused and take education more seriously. Besides the chances that they will go back to the forests and continue with their forest life are minimal. What needs to be done is to sensitise them so that they can cope with life outside the forest and socialise with other communities.

**Availability of Trained Teachers:** Kanungu district has a total of 1517 teachers of which 1123 are teachers in public schools with a ceiling of 1199. The district's inability to fill the required teaching staff ceiling for the district leaves a gap of 76 teachers implies that the number of teachers is inadequate. The manpower shortage negatively affects teachers' effectiveness in the district. The DEO however reported that the gaps are being filled. Table 6 below reveals that the majority of teachers are qualified as about 70% are grade III teachers and 22% have qualifications from grade IV to University. Only 4% are licensed teachers in the district.

**Table 6: Qualifications of Teachers in Kanungu District**

Qualification	Number	Percentage of Total
Licensed Teacher	59	3.9%
Grade II Teacher	28	1.8%
Grade III Teacher	1058	69.7%
Grade IV Teacher	17	1.1%
Grade V Teacher	68	4.5%
DPE (Dipl in Prim Ed.)	217	14.3%
Graduate Teacher	30	2%
Other Training	31	2%
<b>Grand Total</b>	<b>1517</b>	<b>100%</b>

Going by the qualifications, the quality of the majority (94%) of the teachers in Kanungu district is good and would be more effective if the major challenges are addressed – such as lack of refresher courses, training on the new primary curriculum, accommodation, a poor school learning environment, ensuring that all teachers are on the pay roll and so forth. All teachers in Kanungu district are local and therefore the issues of bilingual teachers do not arise as all of them can teach lower classes once they are trained on the new curriculum. The above factors in addition to a high teacher pupil ratio of 1:92 in the district as well as a high classroom pupil ratio of 1:63 compared to the national ratio of 1:55 greatly impacts negatively on teacher effectiveness. This in turn has affected the quality of education provided.

**Thematic Curriculum Instructional Materials:** Instructional materials in the local language are available in most schools but not enough in all schools in the district. The materials are appropriate because they are in Runyakitara, which is Runyankore/Rukiga languages, and is understood by most children if not all. An exception could be the displaced children of refugees from Congo. Apart from

English, the rest of the thematic subjects are in Runyankole/Rukiga. The 3 schools reported that the thematic instructional materials are not enough. Nyamirama II PS for instance reported that they received only 4 instructional materials last year and it was a challenge to have the books shared among so many pupils. However, some teachers at Kihembe PS reported that the thematic instructional materials are difficult to understand much as they are in Runyankore-Rukiga – the vocabulary is very difficult for some of them. The challenge is that the district does not have many people writing books in the local language, so it depends on the few local language materials available.

## **7.2 Non-formal Education Resources**

There are no informal education facilities for primary education in the district neither are there informal community primary schools. The only non-formal education resources available in the district are the Functional Adult Literacy (FAL) centres. And it is mainly the women who enrol for FAL classes although sometimes the participation of both men and women is limited. For instance, in some cases, FAL centres fail to get enough participants to enrol. The reason is that people are engaged in many other activities and view going for FAL as wastage of time which could be better utilised in the gardens.

## **7.3 Decentralisation of Primary Education**

The central government (MoES) is responsible for disbursing UPE funds to the districts. In the past the funds would be sent direct to the districts, which in turn would disburse to the various schools. However, due to delays experienced by the previous process, UPE funds are now sent direct to the schools' Bank Accounts from the Centre. The challenge with this however is that the district education department is not informed by MoES how much has been sent, when it was sent and, if the schools received the funds or not. This makes it very difficult for the education department to follow up on the schools' accountability, which is its responsibility under the decentralisation of primary education. The district education department usually gets indicative figures for UPE funds for the whole district but not the amount for each school. Communication to the district by the ministry should be done once the funds have been disbursed to the schools.

The Ministry also sends School Facility Grants (SFGs) to the district education department after indicative figures were provided for planning and budgeting purposes. The funds come with guidelines on how and what they should be spent on, e.g. for construction of latrines and teachers houses as was the case for the last financial year and; the SFGs cannot be diverted to something else. The selection of schools to benefit from SFG is undertaken by the education department through the district council which is best suited technically to know where need is most felt. The social services committee then discusses the selected schools and the council passes the decision of the social services committee. However, the challenge is that sometimes politics distorts the technical people's selection as every counsellor wants to take services to his or her area. It reaches a point when the technical officers give up and let the council do as it wishes. They will not listen to any arguments for a particular case once politics is at play.

The schools on the priority list for the proposed Uganda GPE project have already raised questions among the politicians. They have been screened and found out which of them are CoU, Catholic Church or Muslim founded schools. Where is the project going? Who has taken more? Who took last time? Which constituency is taking more? Is it Kinkiizi East or Kinkiizi West? All these questions have been asked and there is going to be issues. Of the priority schools, 5 are protestant and 11 are catholic founded, none is Muslim founded, and most of them are in Kinkiizi East. This is already a problem to cause serious issues. All the schools are in need except the 3 that should be disqualified. It is therefore important that



when a pre-appraisal exercise is undertaken by the ministry, they should consult the districts to minimise on these issues. Under the decentralisation of primary education, the district education department recruits the teachers through the District Service Commission (DSC) that appoints them and are approved by the Chief Administrative Officer (CAO). The department also undertakes monitoring and supervision facilitated by the ministry which makes quarterly releases under the Education Standard Agency (ESA).

#### **7.4 Community Participation**

The quality of education has been poor for a long time in Kanungu district a view reflecting minimal participation of the parents and the community in general (Kanungu DDP). Generally, community participation and parental involvement in primary education is still very low in the district depicting a low community commitment to primary education. Some parents try to provide the school requirements while others are not bothered at all, saying that UPE children are issues of the president. As a result, even a small contribution requested, most parents will not pay. For example:

*In one school, parents agreed to pay 200/- towards the teachers' lunch but 120 parents failed to pay. Therefore if they cannot pay 200/-, what will happen when a latrine collapses? To mobilise them to construct another is a problem. DEO, Kanungu*

The roof of Nyamirama II PS was blown off by a storm and the community did not do anything until they were helped by the DEO who requested for help from the Town Clerk to support them. The town clerk mobilised people to put back the roof. Although the degree of community participation differs from place to place, in general it is very poor in the district. Some community members are overwhelmed by the demands of their school given the poor conditions and inadequacies e.g. they engage some teachers on private terms and have to pay them to fill the gap left by understaffing.

Relatively high community participation and commitment of parents to primary education was observed at Nyamirama Twimukye PS which is a public school started in 1995 by a group of 44 parents. The school has never received any government support in terms of infrastructural development except for a water tank. And yet it was the only school of the 3 schools visited that had a permanent classroom block (P. 1 and P. 2) with a relatively good head teacher's office. They were grateful that their school was being considered for the proposed Uganda GPE project as two of their classes (P. 3 and P. 4) are undertaken under trees. The parents were already planning how to ensure that the two classes that learn from outside also get classrooms.

Community participation and commitment to primary education is worst among the Batwa. Most of the issues with Batwa learners such as non school attendance and absenteeism are attributed to lack of commitment by their parents. For example when there is a function in the community, the children will not attend school; they will attend the function until it ends regardless of how long it takes, that is when they will resume school. Worse still some parents sell the exercise books that are provided to their children – leaving the children with nothing. The findings indicate that Batwa community is literally being 'bought' to send their children to school because there is a total lack of community commitment, which is quite unfortunate and unsustainable. The Batwa who participated in both community meetings urged government to meet all school requirements including meals for the education of their children if they are to effectively participate in the proposed Uganda GPE project.

## Chapter Eight

### GENDER PATTERNS AND EDUCATION PERFORMANCE IMPROVEMENT PROGRAMMES IN KANUNGU DISTRICT

#### 8.1 Gender Issues and Imbalances in Primary Education

Gender issues and imbalances in all aspects of primary education in Kanungu district are still pronounced and must be addressed if the proposed Uganda GPE project is to register progress and achieve its objectives. There are few primary schools with ECD education centres in the district especially in the rural areas denying access to ECD services. There is a high dropout rate for girls as shown by the retention levels of 78% for boys and 22% for girls. Performance among both girls and boys is generally poor but worse among girls. There are fewer female teachers in the district with some schools having none at all. There are very few female head teachers compared to male. School management committees have one or two female members and their active participation is limited due to various factors.

#### 8.2 Gender Patterns of Community Institutions

The tendency of primary education resources in the district with regard to gender is that they are dominated by males at all levels. Of the 134 head teachers of primary schools in Kanungu district, about 10% (or 13) are female. Of the 1517 total teachers (including private school teachers) in the district, only 35% (or 530) are female teachers. The situation is even worse in government aided schools where of the total 1123 teachers, only 29% (or 329) are female as seen in Table 7 below.

**Table 7: Number of Teachers per SC by Gender, 2012**

Sub-County	Teachers				Teacher C/R ratio
	Females	Males	Total	% Female	
1. Kambuga T/C	78	126	204	38%	96
2. Rugyeyo	28	86	114	25%	97
3. Town/C	35	70	105	33%	68
4. Kirima	19	51	70	27%	73
5. Rutenga	9	68	77	12%	108
6. Kihiihi T/C	39	52	91	43%	86
7. Kihiihi	39	66	105	37%	92
8. Nyamirama	14	60	74	19%	107
9. Kanyantotogo	30	65	95	32%	89
10. Kayonza	25	82	107	23%	138
11. Mpungu	02	19	21	10%	104
<b>Total</b>	<b>329</b>	<b>794</b>	<b>1123</b>	<b>29%</b>	<b>100</b>

*Source: Adapted from Kanungu DDP 2012-2016*

In some sub counties the proportion of female teachers is as low as 10% and 12% as the case in Mpungu and Rutenga respectively. This confirms that some schools do not have female teachers at all. The relatively fewer or lack of female teachers in primary schools who should be the role models for the learners does not help in encouraging the girls' education. The gender pattern is similar regarding

teachers' qualifications as shown in Table 8. Of the total number of teachers qualified as grade III teachers, only 37% are female; of the graduate teachers, slightly above one fifth are female and; the females are the majority (61%) in the 'other training' qualification which might be below the required qualification for primary education teaching.

**Table 8: Qualifications of Teachers in Kanungu District, 2012**

Qualification	Male	Female	Total	Male %	Female %	% of Total
Licensed Teacher	34	25	59	57.63	42.37	3.9%
Grade II Teacher	15	13	28	53.57	46.43	1.8%
Grade III Teacher	670	388	1058	63.33	36.67	69.7%
Grade IV Teacher	16	1	17	94.12	5.88	1.1%
Grade V Teacher	50	18	68	73.53	26.47	4.5%
DPE	160	57	217	73.73	26.27	14.3%
Graduate Teacher	30	9	39	76.92	23.08	2%
Other Training	12	19	31	38.71	61.229	2%
<b>Grand Total</b>	<b>987</b>	<b>530</b>	<b>1517</b>	<b>65.12</b>	<b>34.88</b>	<b>100%</b>

*Source: Adapted from Kanungu District Education Department*

Considering the gender pattern of the 3 schools visited for the social assessment, all of them are headed by male head teachers but the proportion of female teachers is fair compared to the general district picture, that is, 33%, 33% and 40% for Kihembe, Nyamirama II and Nyamirama Twimukye PS respectively. All the teachers at the schools are qualified except one male teacher at Nyamirama II PS who is employed on private terms and is a Senior 4 leaver.

The illiteracy rate of women in Kanungu is much higher than that of men. Functional Adult Literacy (FAL) statistics show that both men and women participate, however females respond more to FAL than males. For example the district had a total of 4998 learners in 2010 of which was about 80% (or 3989) were females. Even the participation of FAL instructors is skewed in favour of women that is, 68% (or 216) of the 316 instructors were female implying that it is also a domain left for women, after all they are the most illiterate and besides, it is not an economically lucrative activity for men to enthusiastically participate.

### 8.3 Gender Disaggregated Data for Schools

Gender disaggregated data on most parameters of primary education in Kanungu does not exist both at the district and school level. The district education department does not have most gender disaggregated data for schools as efforts to obtain these were unsuccessful. The only gender disaggregated data available at district level is the number of children with special needs enrolled in school per class and the total number of teachers in the district including their qualification. Enrolment figures available for each school at district level are not disaggregated by gender. The district education department was however working on its education management information systems with support from USAID which had provided the computers, software and training on the system. It is therefore expected that in future, Kanungu district will be up to date with the data if the systems that feed the district with data are effectively supported. At school level, while it is common in most schools in other districts to find gender disaggregated data on

enrolment and attendance of learners from P. 1 to P. 7 on display, as was the case in Kaabong district; this was not the case in Kanungu. The gender disaggregated data obtained at school level had to be obtained from various avenues including counting the learners in their classrooms.

#### 8.4 Participation of Girls and Boys in Primary Education

It is evident from Table 9 below that the participation of girls and boys in primary education in Kanungu district is inclined towards girls as there are more girls (51%) enrolled at primary school level than boys. Of the 11 sub counties in the table, 7 of them have more girls than boys enrolled in schools. This data is supported by the 2002 Population and Housing Census which revealed that of the total number of primary school children in Kanungu district, 51% were females. This is also reflected in the primary education attainment of the youth where youth girls score higher (38.2%) than the boys (30.2%) presenting a total of 68.4% (Kanungu DDP). This trend may be common at lower primary levels but not as general rule. It would be important therefore to know the break down of the enrolment by gender per class in each school and; also get a picture of how many schools in Kanungu district go up to P.4 level. This would give a clearer picture of the participation of boys and girls.

**Table 9: Kanungu District Primary Education Enrolment by Gender, 2011**

Sub-County	Public Schools	Private Schools	Total	Enrolment	
				Girls	Boys
1. Kambuga	21	12	33	4426	3980
2. Rugyeyo	15	5	17	2701	2112
3. Town/C	11	6	18	2381	2452
4. Kirima	09	6	16	1822	1420
5. Rutenga	12	1	15	2517	2482
6. Kihiihi T/C	06	8	20	2309	1484
7. Kihiihi Sub /C	10	6	16	3214	3478
8. Nyamirama	10	3	13	2455	2091
9. Kanyantotogo	12	3	15	2068	2113
10. Kayonza	18	6	24	3728	3704
11. Mpungu	5	3	8	894	1398
<b>Total</b>	<b>134</b>	<b>49</b>	<b>183</b>	<b>27975</b>	<b>26807</b>

*Source: Adapted from Kanungu DDP 2012-2016, Data as of 2010*

The above enrolment figures are a good sign but how many of the so many girls enrolled keep in school and complete the primary education cycle? The general pyramid for enrolment and retention in Kanungu district is that from P.1 to P. 3, the number of girls is usually higher than the boys but as you climb upwards, P. 4 to P. 7, the number of girls completely drops to about 64%. What brings about this trend rotates around environment in which these children live discussed in the section on the vulnerabilities of the girl child. The overall situation of enrolment by gender in the 3 schools visited reflect a trend similar to the above as shown in Table 11 overleaf where the enrolment of girls at the schools is higher than the boys. However, taking a closer look at the enrolment of girls in upper classes of the P.7 school, the opposite is prominent with the exception of P.6. The proportion of girls enrolled in P.4 to P.7 is less than 50% except P.6 which has more girls, depicting a low retention level of girls in primary education.

**Table 10: School Enrolment by Gender for the 3 Schools, 2013**

Class	Kihembe PS				Nyamirama II PS				Nyamirama Twimukye			
	Girls	Boys	Tot	% of Girls	Girls	Boys	Tot	% of Girls	Girls	Boys	Tot	% of Girls
P. 1	59	51	110	53.6	54	44	98	55.1	26	40	66	39.4
P. 2	23	22	45	51.1	22	32	54	40.7	29	15	44	65.9
P. 3	24	23	47	51.0	30	27	57	52.6	22	19	41	53.7
P. 4	15	27	42	35.7	24	18	42	57.1	11	11	22	50.0
P. 5	24	25	49	49.0	-	-	-		-	-	-	
P. 6	16	15	31	51.6	-	-	-		-	-	-	
P. 7	08	11	19	42.1	-	-	-		-	-	-	
<b>Total</b>	<b>176</b>	<b>169</b>	<b>343</b>	<b>51.3</b>	<b>130</b>	<b>121</b>	<b>251</b>	<b>51.8</b>	<b>88</b>	<b>85</b>	<b>173</b>	<b>50.9</b>

Asked why this trend, the stakeholders of the schools reported that since the value for education in the community is low, some boys prefer to work in the tea plantations and factories to earn quick money which points to another issue of child abuse (child labour) that might be going on in the tea plantations. The performance of pupils at Primary Leaving Examination shows discrepancies between girls and boys with more boys performing better than the girls. This is clearly portrayed in Table 11 below:

**Table 11: Kanungu District Performance in PLE, 2005 - 2010**

Sex	Division 1			Division 2			Division 3			Division 4		
	M	F	TL	M	F	TL	M	F	TL	M	F	TL
2005	135	65	<b>199</b>	905	734	<b>1639</b>	269	313	<b>582</b>	58	91	<b>149</b>
2006	99	195	<b>294</b>	829	959	<b>1728</b>	235	152	<b>387</b>	55	47	<b>102</b>
2007	218	124	<b>342</b>	1116	103	<b>2153</b>	190	332	<b>522</b>	48	71	<b>119</b>
2008	85	47	<b>132</b>	883	713	<b>1596</b>	519	571	<b>1089</b>	121	189	<b>310</b>
2009	174	113	<b>287</b>	1005	893	<b>1898</b>	367	523	<b>890</b>	121	156	<b>277</b>
2010	264	167	<b>431</b>	1095	1049	<b>2144</b>	281	458	<b>739</b>	75	126	<b>201</b>

*Source: Kanungu DDP*

With the exception of the year 2006 where more girls performed better than boys getting Divisions 1 and 2 and fewer in Divisions 3 and 4; the rest of the years, the boys performed better getting Divisions 1 and 2 while the majority of the girls were in Divisions 3 and 4. With the challenges that face the girl child, it is not surprising that it translates into her low concentration and retention levels, and eventually her poor performance at school. There was a year that one sub county did not have any girl registered for PLE and yet in lower primary they are the majority. The situation of the girl child in the district is appalling. Last year, the situation was not any better for the same sub county as in the quotation below:

*Last year, almost 23 girls in the district delivered towards PLE time and one delivered during exams. Mpungu SC with 6 PLE Centre schools had only one girl who sat PLE and by the time the results were out, she was married. CDO-Gender*

Early marriages are considered normal in Kanungu and thus a common practice for young women and girls to be married off, denying them their right to basic education. Meanwhile the Batwa are inconsiderate of age when marrying off their daughters and hence the need for special attention given

when designing programmes to address their needs. The district council came up with a strategy on the girl child education but enforcement is the problem – the girls are not empowered to present themselves in court and parents do not support them. The proposed GPE project aims at achieving gender parity in primary education which is unlikely to be reached in the above circumstances implying that for the project to make any meaningful progress in gender equality in education, the issues affecting the girl child must be addressed.

## **8.5 Education Programmes for Performance Improvement in Kanungu District**

In Kanungu district, CoU through Kinkiizi Diocese has a programme called BDP which is undertaking some work in the area of primary education by sponsoring Batwa children. The other organisation is Bwindi Mgahinga Conservation Trust (BMCT) based in Kisoro district is also focusing on the Batwa. There were no performance improvement programmes in the district that are focusing on the rest of the communities.

### **8.5.1 Batwa Development Programme (BDP)**

Batwa Development Programme (BDP) is an initiative of Kinkiizi Diocese under the Church of Uganda and a registered organisation. The programme was created *“to empower the Batwa Pygmies by supporting Batwa education, land acquisition, home building, health care, water and sanitation, income generation, and cultural preservation”*. Among its many goals, BDP aims *to support Batwa nursery, primary, secondary and higher education when appropriate, as well as provide vocational training opportunities*. The Diocese of Kinkiizi was created in 1995 and it was at this time that it started reaching out to the Indigenous Peoples of Bwindi forests, the Batwa Pygmies, whom they found, marginalised by their nature of life – solely living in and on forests. Initially referred to as the ‘Keepers of the Forest’, the Batwa marginalisation was exacerbated in 1992 when the GoU gazetted Bwindi impenetrable forest as a National Park and a World Heritage Site to protect the 350 endangered mountain gorillas within its boundaries. They were thus evicted from the forest for conservation purposes and tourism. This marked the end of a life they had been accustomed to since time immemorial and a loss of their habitat as well as livelihood.

Given the conditions of the Batwa – a sudden change of place of habitation which is unfamiliar accompanied by a corresponding way of life which is difficult for the Batwa to cope with, the BDP programme was conceptualised with the major aim of resettling and helping the Batwa transit smoothly in their ‘new’ life. The programme with support from Kellermann Foundation thus embarked on fundraising for resources from sponsors so that it could acquire some land and resettle the displaced Batwa. To date the programme boasts of 11 Batwa settlements on 300 acres of land – 10 in Kanungu district and 1 in Kisoro district, close to the border with Kanungu. There are a total of 820 Pygmies (Batwa) in the 10 settlements run by BDP in Kanungu district.

Among several initiatives undertaken by BDP, education is a key activity aimed at assisting Batwa children to acquire education. The education programme started in 1998 when the diocese conceptualised the idea of a Millennium school which would offer Batwa children quality education by the year 2000. This led to the establishment of Bishops Primary School in Kanungu Town Council specifically for the Batwa children in order to achieve the aim of a millennium school. On failure to raise enough Batwa children in the school, it opened its doors to non-Batwa children, thus integrating the Batwa with other children. Unlike other church founded schools, Bishops PS is private, independent and not a government

aided boarding school through which many Batwa children are being educated. Considering the poor teaching and quality of education provided in CoU founded-government aided schools, the millennium school idea aimed to guarantee quality education to Batwa children, improve primary school performance and get good products. The school's enrolment is 400 pupils and takes at most 85 Batwa children due to limited resources. Currently, there are 82 Batwa children (29 boys and 53 girls) at Bishops PS. BDP works in partnership with Bwindi Mgahinga Conservation Trust (BMCT) Programme in ensuring Batwa children attain quality education.

BDP provides nearly everything for Batwa children at Bishops Boarding PS: it pays school fees, provides meals, beddings and mattresses, knickers, soap, Vaseline, shoes and shoe polish, tooth brushes and tooth paste and pocket money. Meanwhile BMCT provides uniforms and scholastic materials and if they are limited, BDP comes in to support. Apart from those in Bishops PS, BDP also supports various Batwa children in UPE and private schools as well as Kindergartens in the district. However, in spite of all this support, it is a struggle to keep the Batwa children in school – a lot of sensitisation has to be done. Table 12 below presents the number of Batwa children in Kanungu schools supported by BDP and BMCT.

**Table 12: Batwa Supported Children in Pre-Primary and Primary Schools**

	Boys	Girls	Total	Remarks
<b>Primary Schools</b>				
1. Kitariro Primary school	03	04	07	UPE school in Batwa Settlement
2. Kihembe Primary school	09	05	14	UPE school to benefit from GPE
3. Epiphany Primary school	04	01	05	Private school close
4. Ntungamo Parents Primary School	01	03	04	Private school with Gov. support
5. Bujengwe Primary school	11	10	21	UPE school
6. Byumbapres Primary school	14	09	23	UPE school
7. Buhoma Community PS	06	07	13	Community and CoU School
8. Bishops PS Kinkiizi	29	53	82	CoU private boarding school
<b>Sub-Total</b>	<b>77</b>	<b>92</b>	<b>169</b>	
<b>Pre – Primary Schools</b>				
9. Bwindi Kindergarten	02	05	07	
10. Diane Santon Nursery School	20	09	29	Is in Kitariro Batwa Community
11. Nina Waits Mukongoro	16	17	33	Is a Community & CoU school
<b>Sub-Total</b>	<b>38</b>	<b>31</b>	<b>69</b>	
<b>Grand Total</b>	<b>115</b>	<b>123</b>	<b>238</b>	

It was not possible to establish the total population of the Batwa, number of children of school going age (6-12) and the number of children under 6 years of age. This would give a rough idea on how many Batwa children are not in school given that BDP supports 169 in primary schools and 69 in pre-primary according to the above table.

*Achievements of BDP:* Indeed Bishops PS has been able to deliver a few Batwa children to higher institutions of learning. Two pioneers of the school were reported to be at University at the moment. One young woman is at Uganda Christian University (UCU) in Mukono pursuing a degree in Business Administration and a young man is also at UCU, Kabale Campus undertaking a diploma in Tourism and Hotel management. Achieving this level for the two former Batwa pupils of Bishops PS is attributed to having been supported in a good PS which enabled them to perform well and enrol in good secondary

schools. For instance the boy went to Budo secondary school and the girl went to a very good school in Kabale for their secondary education. There were high hopes for the boy who went to Budo but he was reported to have wasted his chance, being not so serious with studies and focused more on the money and attention that he was receiving. Other Batwa products of Bishops PS include 9 students (5 boys and 4 girls) at Kinkiizi High school; 5 students (4 boys and 1 girl) at Kambuga Senior Secondary School; and 2 students at AICM – Kabale (1 boy is undertaking a course in Tourism and Hotel Management and a girl pursuing a Financial Management course).

At pre-primary level, the nursery schools that have supported Batwa children are doing well, they have the required teachers and parents bring their children because of the opportunities they see i.e. provision of food, uniforms etc. The only challenge with the nursery schools is the lack of proper structures – they are temporary structures and not in good condition and the Batwa parents keep on advocating good structures but BDP does not have resources for this because what is raised is used to support their children in school. Rotary Club supported them with putting up some pit latrines. This year, 238 Batwa children from various settlements are enrolled in pre-primary as well as primary schools as indicated in Table 22.

*Social Issues and Challenges:* The biggest challenge that BDP faces is the high Batwa school dropouts and irregular attendance due to culture, poverty and pregnancies. They generally love adventure and Batwa children want to change school from time to time. For example:

*You may find that they enroll in a school and after just one term, a child wants to change school and yet you have already paid fees! And because some of the girls enrol in school when they are mature, coupled with their seemingly early indulgence in sex, the girls get pregnant and drop out. So far this year, we have had 2 primary school girls drop out due to pregnancies.* Project Coordinator, BDP

Another challenge BDP is faced with is of some Batwa children leaving UPE schools and going to private schools and yet the resources to support them in private schools are limited. For example recently 2 Batwa pupils left Kihembe PS and went to Epiphany PS (both day and boarding school). And when BDP shared with them, they said that they left Kihembe because of the regulations. However, what BDP knows about these children is that they want to be exposed to other types of experiences; they want to know what goes on in other schools – just like their former nomadic way of life in forests – wanting to move from place to place.

HIV/AIDS is a serious issue among the Batwa communities, with an HIV prevalence rate as high as 70%. And most of them were reported not to be undertaking HIV testing. Their reckless sexual behaviour, overdrinking, ignorance, poverty and exposure to TVs and radios are some of the factors attributed to making the HIV prevalence among the Batwa community worse.

*Whenever a Mutwa gets money, it is used for drinking and indulging in sex. Poverty is also a problem – when someone gives a lady 5000/-, they go for sex and; the way they live also is a problem – live in small huts with no privacy/secretcy and thus have sex freely in the presence of all.* Project Coordinator, BDP

BDP has requested for collaboration with some programme which is working on indigenous health climatic change interventions to address the HIV/AIDS issue. The programme is trying to establish



malaria prevalence in the area but also among the Batwa. BDP requested them to provide kits that can test for both malaria and HIV at the same time which they have promised to bring. Meanwhile Bwindi Community Hospital, also under Kinkiizi diocese occasionally undertakes sensitisation of school children on issues of HIV/AIDS, particularly on preventive measures but also on how and where to seek for support when one is infected.

*Lessons that can be drawn from BDP Experience:* The Batwa children require a lot of monitoring and follow up if they are to stay in school – BDP in collaboration with teachers usually visit their parents to find out why they drop out or do not attend school. What they have learned is that Batwa children dislike strict regulations, routine and order. And to them, school requires them to do some routine with strict regulations, which they sometimes feel they should not abide by. What BDP does is to continuously sensitise them to become good citizens and people who can associate with others. Furthermore, BDP has set up committees among Batwa parents whose role is to ensure that their children enrol and attend school. These committees are sensitised to understand the importance of education. Teachers must therefore understand the Batwa way of life, accept it and handle their children that way – they need to be patient with them, give them time to change but not to rush them. For example, if a Mutwa leaves school to go home, teachers should just accept the reality and handle them appropriately.

BDP also reported that a boarding school model would be most appropriate for Batwa children because those in the boarding school are integrated with others and are performing well. However, it was also suggested that while some children should be put in boarding schools, others should be supported in UPE and other day schools because of more resources required for boarding schooling which they cannot afford without external support. In BDP's experience, the past was very difficult to retain Batwa children in school but are slowly changing; they are now able to stay in school for a whole term due to the parents' participation. Their parents also go for visitation in boarding schools and the children are happy when they see them. Change is gradually coming although there are still challenges.

### **8.5.2 Bwindi Mgahinga Conservation Trust**

Based in Kisoro district, Bwindi Mgahinga Conservation Trust (BMCT) is reported to work in Kisoro, Kanungu, and Kabale districts. Bwindi Mgahinga Conservation Trust was reported and observed to be supporting the education of Batwa children in Kanungu district. It was not possible to meet any of its officers because they do not have an office in Kanungu district. However, as indicated by BDP, BMCT partners with them in supporting Batwa children access quality education in Kanungu district. BMCT provides scholastic materials and uniforms for Batwa children in primary schools. In 2010 and 2011, BMCT supported 195 pupils (92 girls and 103 boys) and 221 (103 girls and 118 boys) respectively in Kanungu district. BMCT also purchases land and resettles the Batwa. BMCT has however been blamed for making the Batwa too dependent and absolutely lazy and yet if supported with seeds they can grow crops and also rear animals.

### **8.5.3 Centre for Batwa Minorities**

Centre for Batwa Minorities (CFM) was identified by a MoES official as one of the organisations to consult. The NGO was visited but its office was closed. According to their sign post, this is an NGO that advocates for the rights of ethnic minorities in Uganda whose mission is “to promote and protect the rights of the minority groups through empowerment of communities and individuals in Uganda”. They are based in Kampala at Plot 1057, Nsambya By Pass Road, Nsambya, P. O. Box 28089, Kampala,

Uganda. Telephones: 0711 185200, 0777 912981, 0772 908890. Email: [cfmlegal@gmail.com](mailto:cfmlegal@gmail.com), [cfmdirector@gmail.com](mailto:cfmdirector@gmail.com). Website: [www.cfm-uganda.webs.com](http://www.cfm-uganda.webs.com). When contacted through the phone lines on the sign post, they said that their office was closed because they were all in the field in Kanungu. The consultant arranged to meet in Kanungu the following week but when contacted from Kanungu to arrange for a meeting, it became impossible, as one officer kept on referring me to another with contradictory information. They were not in Kanungu anyway but later in the course of the week, a couple of other officers from the organisation in Kampala called but we could not communicate effectively.

The district education and community development departments as well as the project coordinator of BDP do not know about CFM neither have they ever heard about it. All they said was that there are many individuals and CBOs/NGOs that are using the Batwa to make money without really helping them. However, in spite of the efforts made by various organisations, there is no single Mutwa employed at the district local government. What is known is that there is one Mutwa employed at IFTC in Mpungu Sub County; a few others who studied up to P. 7 are employed at Bwindi Community Hospital (CoU private hospital) as an affirmative action and a way of encouraging others; and they are all on the pay roll.

## Chapter Nine

### IMPLEMENTATION OF THE PROPOSED GPE PROJECT IN KANUNGU DISTRICT

#### 9.1 Background

The implementation of the proposed Uganda GPE project in Kanungu district is expected to be undertaken in 16 priority primary schools selected by the MoES based on the BMRS. Discussions with the district education and planning departments however suggest the removal of three schools (and subsequent replacement by others) on the priority list on two grounds. First, is that one of the selected schools (Kihembe Central Academy) is a private school and is not in existence any more and; secondly two of the schools received support recently and one of them now has very good structures in place and another is about to benefit from a presidential pledge. Omuchogo PS received a presidential pledge which was honoured and; constructions have been completed making it to “look like a university” and, besides the district also gave the school a staff house. Nyamigoye PS should also be considered hesitantly because the president held a rally in the school and pledged to support the school. The DEO has already received an indicative pledge figure of about 70 million; the president said that he must construct some structure in the school for people to remember that he made an address from the school.

#### 9.2 Screening of IPs in the GPE Project Proposed Areas

Indigenous Peoples (IPs), the Batwa/Pygmies in this case were found to be present in the GPE proposed project areas of Kanungu district. Of the 16 priority schools selected to benefit from the proposed GPE project, it is estimated that about 4 schools might have Batwa children or are in the vicinity or Batwa community. The three schools selected for the SA have Batwa children in attendance and their settlements close by except for one school.

Kihembe PS has 14 Batwa children and their settlement is within a distance of 1.5 Km to the school. Nyamirama II PS has 3 Batwa children and is within proximity of 0.5 Km. The 6 – 10 Batwa learners reported to be at Nyamirama Twimukye PS do not want to be identified as Batwa but the school administration knows that they are Batwa children. The nearest Batwa settlement to the school was reported to be about 4 Km away. Therefore the Batwa children enrolled at the school could be among the few whose parents are integrated in the wider community. Given the nature of life of the Batwa and their demands, it is most unlikely that their children could be walking the long distance in search of education.

Most Batwa children are enrolled in private primary schools, such as Bishops and Epiphany primary schools because there are several agencies sponsoring them. This is the main reason why very few of those going to school are in public schools. However, it was anticipated that with the improvement of the schools through the proposed GPE project would attract more Batwa children and increase their numbers.

The two community meetings held at Kihembe and Nyamirama II primary schools had participants from the Batwa settlements nearby who were either parents, community members or both. The screening in the schools and communities around has therefore revealed the presence of IPs in the project areas of the proposed GPE project implying that the implementation of the project will trigger OP 4.10: Indigenous Peoples.

### **9.3 Rehabilitation and Construction of Schools in the District: Triggers of OP 4.12**

According to the district education department all the listed priority schools to benefit from the proposed Uganda GPE project are either protestant or catholic church-founded schools. Most schools in the district are religious founded including Muslims. For instance the 3 sampled schools for the SA namely Kihembe, Nyamirama II and Nyamirama Twumukye primary schools are Church founded schools - 2 are Catholic Church and 1 is CoU-founded. Therefore most of them are part of the church establishments, share the same land and reportedly have enough land for development and expansion. The Church/Muslims gave a portion of land to the schools, some with clear demarcations and others do not have clear boundaries. What the religious bodies have however refused to do is to allow the schools have their own land titles. CoU has a land title for the whole church land including the school. The district education department has however advised them to make an extract of the school so that it also gets its own well demarcated plot within the church land to avoid issues that have happened in the past.

The DEO cited one case where a land dispute was reported at Omuchogo PS; there were no clear boundaries between the school and church land and the SMC in consultation with the district went ahead to start erecting a building on what was assumed to be school land without consulting the Parish Priest. By the time the Priest realised the building was at window level, he thus stopped the contractor and chased him. The contractor reported to the DEO and he requested to be paid more because his workers had started working and he had to send them away. The DEO held a meeting with the priest of which the priest explained that the school are constructing on church land without consulting him and yet the land had been ear marked for other developments. Talking to the priest as well as other priests on the importance of developing the school solved the problem and construction resumed. The issue was that the church was not consulted otherwise they are always positive about developments in the schools

In the 3 schools visited for the SA, there were reportedly no foreseen land issues with regard to the expansion or construction of school structures in the schools. In the meetings with SMCs, the church leaders who are also SMC members were represented and urged the GPE project to proceed with its plans. There is enough land for the project, they reported. The consultant could see their point on being shown the size of the school land but documentation is required to confirm their reports.

Kihembe PS which is a CoU founded school reported that it has about 4 – 5 hectares of school land which is enough for expansion at the moment and in case more land was needed, negotiations would be undertaken with Church to add them more. The church has 40 acres of land for the church, school and health centre. The Kinkiizi diocese Bishop is responsible for everything, and the land has been demarcated. Therefore, it was a matter of the school management and the church which is the foundation body to sit and agree in case of new constructions are expected.

Nyamirama II PS was given school land by the church and that there are agreements made and minutes of the meetings to the same effect. The Catholic Church under which Nyamirama II PS falls has 15 acres of land and 2 acres were provided to the school and there are agreements to this effect. There is also a *“school plan and the land is enough for expansion, construction of new buildings and there will be no displacements”*, said the SMC members.

Nyamirama Twimukye PS has about 3 acres of land. There is a written documentation between the school and church regarding the land donated to it and the district was informed in writing. There is also a school site plan. There is a banana plantation and trees for the school and, gardens for teachers with

beans, potatoes and some cassava. The school management said that these are no issues for such a project.

The above findings suggest that the church is positive about development in their schools but proper procedures of information sharing and consultations with key stakeholders are necessary before decisions are undertaken regarding erecting permanent structures in the school. The findings also point to the necessity to present documentations that confirm land ownership and clear demarcations.

Whereas the school management (SMC) did not take seriously issues related to displacements of farm land and tree plantations as a result of the implementation of the proposed GPE project in their school; issues are likely to arise given that some of the school land is under use. Issues related to involuntary displacements are foreseen at Nyamirama Twimukye primary school as some of the school land is under cultivation by the teachers and the church. A banana plantation is close to the only classroom block and other crops have also be grown including tree plantation of pine trees. This will certainly trigger the Involuntary Resettlement Policy, OP 4.12: should the constructions take place where the gardens and plantations are located.

#### **9.4 Capacity of Institutions to Implement Safeguards**

There is limited knowledge on social safeguards. Stakeholders at the various district levels do not fully understand the importance of social safe guards even when explained and elaborated. They do not consider the displacement of other forms of land use on school land as something that should even be discussed but the people concerned would be informed about it, which to them is enough, after all it is school land. This is partly due because the GPE project supersedes the cultivation taking place in importance. Therefore there are limited capacities at the district and community levels to implement social safe guards with regard to the proposed GPE project. Sensitisation, training and follow up by relevant officials may address the capacity gaps to enable them comprehend, own and implement social safeguards.

#### **9.5 Community Consultations**

Public consultations were held with a broad segment of community members of Nyamirama II and Kihembe Primary Schools to: disseminate the objectives of GPE; review the menu of alternative activities proposed to ensure these reflect the priorities of both men and women; assess the potential impact of the project; determine whether design features will address their needs and fit their circumstances and; inform the local communities about the social assessment's terms of reference.

The first public meeting was held at Nyamirama II PS which is P.4 school. The meeting consisted of 26 participants all from Ntungamo parish of whom 12 were female, 14 were male and 6 were Batwa (all men). The head teacher gave welcoming remarks and invited the consultant to address and facilitate the meeting.

The second public consultation was conducted at Kihembe PS which is a P.7 school. On failure to realise a good number of local community members on a previously scheduled date, another day was suggested for the meeting, and an overwhelming 112 members of the community participated in the public consultations. Of these 63 were female, 49 were male and only 4 were Batwa (3 women and 1 man). The head teacher gave welcome remarks, followed by a speech from the Priest of CoU on which the school

was founded and then the chairman of the SMC also made some remarks before the Consultant took over to facilitate the meeting.

Having attentively listened to the GPE objectives and its various components including the proposed activities to be implemented, the participants of both meetings overwhelmingly welcomed the proposed Uganda GPE project in their communities and pledged their full support during its implementation. This was inclusive of the few Batwa who were represented at the meetings. The meetings were lively and participatory. The facilitator ensured that most of the participants actively contributed to the meeting by encouraging and probing the various segments of the local community to take part. Women as well as Batwa people actively participated when specifically requested and given the chance to say something. At some point the participation of women became spontaneous and contributed equally as men without having to be probed. However, the few Batwa represented had to always be specifically probed to say something. After the meeting, while chatting with the Batwa they mentioned that their participation is inhibited by an inferiority complex which they feel while in a group meeting with other people.

To community members of Nyamirama II PS, the proposed GPE project was a dream comes true because it was reported that their school was the worst in the whole Country. The head teacher and teachers were embarrassed of their school. Pupils from the nearby private school usually laugh at pupils of Nyamirama II PS. Generally no one believes any serious learning goes on in the school in its state. However, poor parents have no choice but bring their children to the school – about 90% of parents of the school are poor. To the local community of Kihembe PS, they had been waiting for this time for a long time when government would remember them and indeed the time had come for a school which was the first school in the district – this is an opportunity for them to shine again.

Both communities highlighted that education of their children is very important and therefore unanimously agreed that the development of their schools to provide better education as per the proposed GPE activities was their highest priority. They reported that they wanted their children to learn in a good environment and be taught by teachers who are motivated and skilled on how to instruct learners. Asked why some of the Batwa children are not in school, the Batwa said that by the time they were displaced from the forest and came to the settlements, some of their children were far beyond school going age while others are involved in hunting and fishing and the rest are still young. However, they said that to improve learners' performance and ensure that primary school completion rate for both sexes improve, the following should be considered in addition to the proposed GPE activities:

- ❖ ECE centres should be as close as possible to the communities given the tender age of children for ECE as they should not be walking long distances which may discourage many of them from attending.
- ❖ The project must consider the provision of water and sanitation as the two communities highlighted it as a priority in improving the environment at both schools. Without a clean source of water at the schools, the pupils and teachers feel thirsty and dehydrated – many times eating their food with dirty hands and no water to drink afterwards. The only latrines at the two schools were constructed for girls but are shared with boys and teachers. There should be separate latrines for each category and provide hand washing facilities too.

- ❖ Enough teachers' houses should be provided instead of providing one or two units which may house the head teacher and one teacher leaving the rest of the teachers to continue walking long distances to school which leads to late coming and leaving early as well as absenteeism.
- ❖ They requested government to support the girl child with sanitary towels in order to keep more girls in school so that they complete primary school. They said that whenever girls start their menstruation and lack the necessary support, they either stay home for that period or drop out of school and are forced to marry early.
- ❖ In addition to the girl child, they requested that the various vulnerable children in the community should be given some special attention if their access is to be improved so that they can equally participate in primary education. The support should be in form of provision of uniforms, scholastic materials and meals.
- ❖ The project should consider the provision of solar power to improve academic performance.
- ❖ The buildings to be constructed should be fitted with gadgets that protect them against lightning/thunder
- ❖ They Batwa thanked the government for the GPE project but expressed the challenge they face - of their children escaping from school due to lack of food or without any sound reason. They thus suggested a boarding school for them with a fence, gate, watch man and tight security so that they can be strictly controlled inside and no child would escape. On engaging them on their request of a boarding school – whether it would solve the problem or if there was a root cause of the problem that needs to be dealt with first before forcing them into a 'strict' boarding system; and cited for them Bishops PS which is boarding but they still escape and; above all if they would be able to meet the expenses to do with boarding schooling. They were adamant about it and said that at least the young ones will not escape if trained to remain inside and the older ones will get used to it, besides the gate keeper would not allow them to get out. This contradicts their nature of 'free' life without any regulations that was reported earlier. It might not work as expected – but instead may cause riots or breakages in order to escape. The Batwa expect government to meet all the costs involved in educating their children.
- ❖ The non-Batwa community members said that the problem is with the parents. When the children return home and find no food, the parents tell the children to accompany them in search of food. Therefore the child will go with the parents to look for food, not even in the locality, and the next thing you know, they are hunting for animals and some are collecting honey somewhere far which keeps them away for 1 to 2 weeks and they forget about going to school.
- ❖ The Batwa went further to express their views that they want a modern school with *“very good constructed classrooms, with glittering windows, doors and a cemented floor, a well-furnished school, nice buildings with good teachers so that their children are attracted to schooling”*. In addition they requested for full government support such as providing lunch, school uniforms and scholastic materials for their children because they are unable to provide these given that they lack land on which to cultivate food and do not own any assets. Therefore the project should support them holistically meaning, providing all school requirements, if their children are to enroll and keep in school. They said that they can only provide food for their children in the evenings at home but not lunch at school due to shortage of land in the camp which has been over utilised and is less productive.
- ❖ The Batwa rejected the thematic curriculum and requested in very strong terms that their children be taught strictly in English so that they are able to speak English fluently from an early age. And that

their children should not speak any other language except English at school, home and in the community so that their parents can also learn from them. They said that they have been marginalised for a long time and if their children are able to speak English, they might be recognised as equal human beings in the long-run. It was explained to them the reasons for the introduction of the thematic curriculum and asked them if they still would rather speak English fluently and ignore the importance of learning using the language of instruction that learners understand best in lower classes. Their response was that being recognised by other communities is more important to them at the moment. The suggestion was from one of the Batwa women at Kihembe PS community meeting.

- ❖ Meanwhile the Batwa at Nyamirama II PS requested for Functional Adult Literacy (FAL) because they lack such services in their area and yet for them to participate in any development, they need to know how to read and write. They said that they have lagged behind because they are not educated and; nobody listens to them because they are all illiterate.
- ❖ The Batwa are concerned about their future having been displaced from the forest. They said that their leaders do not listen to them including their area MP because they are illiterate and therefore do not participate in any developments in their community. They said that even their leaders (Chairmen) do not follow what is going on due to ignorance and illiteracy, and therefore are not very helpful to their communities.

## **9.6 Potential Impacts of the GPE Project on the Batwa**

Consultations with the community/Batwa in Kanungu district did not provide any likely negative impacts of the proposed GPE project even when probed. Therefore the positive impacts that the project is anticipated to make on the Batwa were as follows:

### ***9.6.1 Strengthen the Enabling Environment for the Provision of Quality ECE***

- The social assessment findings indicate that for the Batwa to participate and benefit in the proposed GPE project, they should be fully supported and seduced to take their children to ECD centres. While ECE Centres may be established by the private sector as a result of a favourable environment created by the project, the Batwa are unlikely to benefit from these unless affirmative action is taken in respect to meeting the ECE costs and other requirements from Batwa parents. Mobilisation and sensitisation alone might not yield a significant impact.

### ***9.6.2 Supporting Teachers to Improve Instruction and Strengthening Teacher Motivation***

- According to the Batwa, improved instruction by teachers who are skilled and motivated will enable their children to advance in their studies and become professional people and future leaders of their community in particular but Uganda in general. And when their children hold important positions in society (have professional jobs), the Batwa will eventually be recognised by other communities. Therefore the GPE project is seen as a means through which they will attain recognition - a very important issue among the Batwa because of their marginalisation.
- The improved standard of schools as a result of effective teachers, better infrastructure and school management will inevitably attract parents and pupils which will increase school enrolment – and increased enrolment will lead to further improvements in the school.
- Furthermore, it will improve primary school completion rates leading to more children who will join secondary schools and those who will continue to advanced levels and complete professional studies



will get good jobs which will in turn lead to improved standards of living of the Batwa and other local communities.

- In the long run, it is expected that a well managed school with effective teachers may eventually attract a secondary school in the community because the increased number of pupils who complete P. 7 and pass will need a secondary school in their locality to serve them instead of having to look for secondary school education outside their community. This is because many parents in the community would not afford sending their children to secondary schools that are not within reach.
- The Batwa also expect the GPE project to change their attitude towards education; they will begin to value the education of their children with the belief that in future their educated children will be able to support them if they get employed, thus improving their standards of living.

### ***9.6.3 Strengthening School Management***

- Improvement in learners' performance is expected because teachers will be resident at school in staff houses provided by the GPE project, which will give them enough time to prepare the schemes of work and lesson plans. A modern school will also attract teachers of better quality, and better teachers implies better instruction of learners as well as adequately supporting the learners which will lead to improved performance.
- The GPE project will ease the burden on parents because of the presence of permanent structures which do not require major repairs except for routine maintenance work. For example, it was explained that if a school has been asking for Uganda Shs 5000/- as building charge, it may go down to about Uganda Shs. 1000/-. The reduced burden on parents will improve their livelihoods.
- The better teaching environment expected will attract better teachers to the school, encourage more children to stay in school and improve performance and completion rates. Improved performance and completion rates will subsequently lead to improved numeracy and literacy of primary school graduates
- Better and more classrooms in some schools will attract more learners which might raise the school level to P.7. Teachers and learners will save the time they spend carrying chairs and blackboards in and out every day to conduct classes from outside. Sometimes the furniture is destroyed in the process of carrying them daily. Therefore the project will increase the time for instruction because once the pupils arrive at school they will go straight into their classrooms and lessons will begin. This is expected to reduce on the number of school drop outs and improve performance.
- The Batwa further indicated that if the Uganda GPE project provides water to the school, constructs classrooms, latrines and teachers' houses; their children would come back and study at the public school close to them instead of going to Epiphany which is private and a bit far. This will not only reduce on the distances that their children walk to Epiphany PS but will save on their travel time, making them less tired and hence more concentration in class which may improve their performance.

Affirmative action should be considered for the IPs if the above impacts are to be realised otherwise it will remain mere rhetoric.

## Chapter Ten

### RECOMMENDATIONS

Based on the findings of the social assessment in Kaabong and Kanungu districts, the following recommendations are put forward to be considered in refining the proposed Uganda GPE project design and development in order to ensure that the IPs (Ik and Batwa) benefit from the Project. It should be emphasised that for the IPs to benefit from the Project, their children must enrol, keep in school and complete primary schooling and thus recommendations are focused in these areas.

#### 10.1 Recommendations Regarding World Bank Policies

10.1 The presence of the Ik in the GPE project areas in Kaabong district will trigger the World Bank's Policy on Indigenous Peoples OP 4.10. It is therefore recommended that an Indigenous Peoples Planning Framework (IPPF) should be prepared so that the participation and eventual benefit from the GPE project is guaranteed to the greatest extent possible. It is further strongly suggested that if Timu School is disqualified from the priority list, it should be replaced by another school from the Ik community.

10.2 Given that the implementation of the proposed Uganda GPE project will trigger the World Bank's Policy on Indigenous Peoples OP 4.10 due to the presence of the Batwa in the project areas, it is further recommended that the preparation of an Indigenous Peoples Planning Framework (IPPF) be undertaken to guide their participation and ensure that they benefit from the project in a way that suits their culture and avoid or minimise adverse impacts on them.

10.3 The World Bank's Policy on Involuntary Resettlement OP 4.12 is also most likely to be triggered by the implementation of the proposed Uganda GPE project in both Kaabong and Kanungu districts and therefore suggest that the GPE project integrates the RPF in the implementation of the project to mitigate or minimise any adverse effects.

10.4 It is also recommended that in order to boost capacities at district and school levels with regard to the effective management of social safe guards, the district education department team particularly the school inspection team as well as the SMCs should be trained on social safeguards and their management.

10.5 The GPE project should bring together all key stakeholders of schools: the foundation bodies, SMCs, immediate neighbours of the school and the district education and engineering departments for consultations regarding school land ownership and the proposed sites for construction as a pre-implementation activity.

#### 10.2 Recommendations for IPs (Batwa and Ik)

10.6 Given the Batwa's culture of roaming 'freely' and their 'unregulated' nature of life which in the past consisted exclusively of gathering, hunting and fishing and which has been interfered with by virtue of their eviction and; have now been introduced to the school system which places certain demands

on them as well as requiring them to abide by its rules and regulations such as ensuring that their children attend school regularly and providing the necessary school requirements all of which seem inappropriate for them; it is therefore recommended that the proposed GPE project should take cognisance of this aspect of their culture and train/sensitise the teachers and school administrators to be patient with the Batwa, give them time to change, and be understanding in handling them so that they can gradually begin to spontaneously enjoy their education.

10.7 GPE project activities that aim at benefiting the Batwa should use an integrative approach whereby they are integrated into the wider community such as mobilising them to attend UPE schools and creating an enabling environment for them to participate and benefit instead of isolation which may end up marginalising them further. Only areas that require affirmative action must be specific and targeted to them. Unlike the Batwa who are in settlements scattered in the wider communities, the Ik live in a sub county of their own.

10.8 Although the Ik cannot have instructional materials for the thematic curriculum in their language at the moment due to lack of an orthography; it is recommended that in order to address issue regarding the implementation of the thematic curriculum in Ik schools, the project should sponsor O' and A' level Ik leavers who meet the minimum qualifications for PTCs so that they are able to teach the thematic curriculum. They would still use instructional materials in Karamojong but would be able to effectively translate them in the Ik language for the learners who do not understand Karimojong.

10.9 Rigorous mobilisation and sensitisation of the Ik and Batwa should be undertaken regularly particularly at the beginning of every school term so that they can effectively participate and benefit from the GPE project. This could be done through radio, church, BDP and the use of their community structures should be critical in the mobilisation and sensitisation efforts. Furthermore, the Ik and Batwa also need to be provided with a 'comfortable' environment or something that can attract them to schools such as assured meals and certain items that identify them and make them feel special and recognised e.g. school bags

10.10 It is recommended that the SMC should serve as some kind of 'middlemen'<sup>6</sup> in respect to the mobilisation and sensitisation of the Batwa so that they can send their children to school. This should gradually enable Batwa parents to take the responsibility of educating their children.

### **10.3 Recommendations for Improving Gender Disparities**

10.11 It is recommended that efforts to advocate for ECD centres on each and every primary school should be carried forward by the GPE project. In addition, the ECD centres should be within a short walk able distance as children at such a tender age cannot be expected to walk long distances.

10.12 Since Karamoja region is encouraged to have **boarding schools** for the safety of especially girls; it is suggested that the proposed GPE project should consider promoting a few boarding primary schools for girls which would reduce on the incidences of girls being raped and abused in homes and

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<sup>6</sup> Middlemen was a term used by the community to refer to sponsors, individuals or development agencies that are supporting the Batwa children to access education by taking them to schools of the middlemen's choice and meeting all the costs and school requirements.

along the roads. Although abuses also do take place in schools, girls are safer in schools. In addition, a well facilitated boarding school that is able to keep the learners during holidays would solve the issue of so many girls and boys in the kraals.

- 10.13 It is suggested that one hour (3-4pm) on a specified week day every term should be devoted to sensitising parents, teachers, learners and the entire school community on the issues of the girl child and how to address them. This should be incorporated in the GPE sensitisation activities in order to improve girls' enrolment, retention and eventual completion of the primary school cycle.
- 10.14 It is further recommended that the district education department should work closely with the community development department through information sharing and collaboration on strategies for addressing the issues of the girl child in the community and schools.
- 10.15 The GPE project should ensure that all beneficiary schools have at least one female teacher who should be supported and encouraged to deliberately serve as role models for the girls in school and in the community. The support should be in form of sensitising the teachers on how to be good role models.
- 10.16 Kaabong district should take affirmative action to address the gender imbalances regarding absenteeism among both the learners and teachers. Furthermore, interventions aimed at reducing the gap between male and female should be targeted to increase the number of female teachers.
- 10.17 Female teachers should be deployed or transferred to schools near their families or in areas where they can easily live with their families as findings show that in remote hard-to-reach areas where there are no trading centres to offer rented accommodation like Mpungu sub county in Kanungu district, female teachers would not effectively operate in such schools as the district has the lowest number of teachers, let alone female teachers.
- 10.18 It is further recommended that in order to address one of the girl child's challenges regarding her education, the project should consider supporting school girls with sanitary towels and creating friendly sanitation facilities so as to improve their school attendance.
- 10.19 The composition of the SMC regarding gender calls for the review of guidelines for the formation of SMCs to ensure equal representation of women and men; and in areas where minority groups exist; they should also be represented on the committees.
- 10.20 The training and capacity building initiatives of SMCs that the proposed GPE project intends to undertake should incorporate training on gender issues to enable the articulation of gender issues in SMC meetings.
- 10.21 It is suggested that the proposed GPE project should support the district education department in data collection and management to strengthen its district EMIS and enable it to have reliable and up to date data, especially statistics.

## APPENDICES

### Appendix 1

#### List of Key Informants Consulted

	Name	Designation	Organisation	Contact	Date
1	Ms. Maggie Kasiko	Gender Technical Officer	Gender Unit, MoES	<a href="mailto:mkbaiswike@yahoo.com">mkbaiswike@yahoo.com</a> <a href="mailto:mkbaiswike@gmail.com">mkbaiswike@gmail.com</a> 0772 436378/0757 436378	10/06/2013
2	Ms. Rosette Nyanzi	Gender Research Officer	Gender Unit, MoES	<a href="mailto:nanyanzis@yahoo.co.uk">nanyanzis@yahoo.co.uk</a>	10/06/2013
3	Mr. Odwar Simon Peter	DEO	Kaabong District LG	<a href="mailto:SimonPeterodwar@yahoo.com">SimonPeterodwar@yahoo.com</a> 0772 353748/0752 353748	18/06/2013
4	Ms. Achii Christine	Senior CDO - Gender	Kaabong District LG	<a href="mailto:christineachii@gmail.com">christineachii@gmail.com</a> 0772 613848	18/06/2013
5	Mr. Ekwee Simon	District Planner	Kaabong District LG	<a href="mailto:mrfox105@gmail.com">mrfox105@gmail.com</a> <a href="mailto:mrfox58@yahoo.com">mrfox58@yahoo.com</a> 0772 325658/0755 325658	18/06/2013
6	Mr. Lamech Lule	Kaabong District Coordinator	ADRA	<a href="mailto:lamechlule@gmail.com">lamechlule@gmail.com</a> <a href="mailto:lamechlule@yahoo.com">lamechlule@yahoo.com</a> 0774 834082/0755 871124	19/06/2013
7	Ms. LilyGrace Akech	Project Officer	ADRA	-	19/06/2013
8	Mr. Apolo Sirimoe	Coordinator	War Child UK	<a href="mailto:dpcuganda@warchild.org.uk">dpcuganda@warchild.org.uk</a> <a href="mailto:apolosirimoe72@yahoo.com">apolosirimoe72@yahoo.com</a> 0754 529316	19/06/2013
9	Ms. Lokote LinaChristine	Project Officer, Kaabong	SCI	<a href="mailto:lokotelina@gmail.com">lokotelina@gmail.com</a> 0774 871588/0750 8715588	19/06/2013
10	Ms. Santina Sangar	DIS	Kaabong District LG	<a href="mailto:SantinaSangar@gmail.com">SantinaSangar@gmail.com</a> 0772 625034/0753 625034	19/06/2013
11	Mr. Ngole Edmond Elijah	Head Teacher	Kamion Primary School	-	20/06/2013
12	Mr. Ochen Simon Peter	Youth, teacher community school	Timu Community school	-	20/06/2013
13	Mr. Gax Luutu Gabriel	Head Teacher	Pajar Primary School	-	20/06/2013
14	Mr. Siya Ignatius	Head Teacher	Kalapata Primary School	0789 065342	21/06/2013
15	Grace Nankabirwa	Economist	MoES	<a href="mailto:gnankabirwa@gmail.com">gnankabirwa@gmail.com</a> 0713 503209	25/06/2013
16	Mrs. Josephine Kasya	LCV C/P	Kanungu LG		15/07/2013
17	Mr. Bakiga God William	DEO	Kanungu LG	0772681961	15 - 18/07/13
18	Mr. Atuhaire Innocent	District Planner	Kanungu LG	0772425668, <a href="mailto:atuhaireinnocent@yahoo.com">atuhaireinnocent@yahoo.com</a>	15/07/2013
19	Mr. Saturday Jackson	Population Officer	Kanungu LG	0772563737 <a href="mailto:jacksonsaturday@gmail.com">jacksonsaturday@gmail.com</a>	15/07/2013
20	Mrs. Arinaitwe Stella	Diocesan Secretary	Kinkiizi Diocese		15/07/2013

21	Mr. Namara Christopher	Head CDO	Kanungu LG		15/07/2013
22	Mr. Turyamureeba Stephen	Senior CDO - Gender	Kanungu LG	0789 040719 <a href="mailto:s.turyamureeba@yahoo.com">s.turyamureeba@yahoo.com</a>	15/07/2013
23	Tukwasibwe Frank	Head teacher	Kihembe P/S	0782 470651/ 0750 991431	16/07/2013
24	Mr. Tumwesigye Simon Philip	Head teacher	Nyamirama II P/S	0774 154567	17/07/2013
25	Mr. Byarugaba Cleophas	Head teacher	Nyamirama Twimukye P/S	0782 809548	19/07/2013
26	Rev.Can. Enos Komunda	Project coordinator	BDP/Kinkiizi Diocese, COU	0772 355531	19/07/2013

## Appendix 2

### Lists of FGDs Held

#### a) FGD with Teachers of Kamion Primary School

	Name	Gender	Classes Taught	Contact
1	Mr. Lochul John Ilukol	M	P. 1, 2, 5 & 7	0755595711/0779595711
2	Mr. Chemonges Ivan	M	P. 4, 5, 6 & 7	-
3	Mr. Komol David Moding	M	P. 3, 4, 6 & 7	0756 442500
4	Mr. Ariko John Ralson	M	P. 2, 4 & 6	0774 072198

#### b) FGD with Kamion Primary School SMC

No	Name	Gender	Title
1	Lotuk Paul	M	SMC
2	Lemu Joseph	M	SMC C/p
3	Nadiye Katarina	M	SMC Vice C/P
4	Lojore Pasquale	M	SMC Member
5	Ngelecha Regina	F	SMC Member
6	Lotyanga Inyasio	F	SMC Member
7	Ngelecha Regina	F	SMC Member
8	Ngowe Edmonde	M	SMC Sec

#### c) FGD with Teachers of Kalapata Primary School

	Name	Gender	Classes Taught
1	Mr. Lokidi Micheal	M	P. 4, 5, 6 & 7
2	Mr. Onek Simon Peter	M	P. 4, 6 & 7
3	Mr. Ongwen George Micheal	M	P. 3, 4, 6 & 7
4	Mr. Omel Francis	M	P. 4, 5, 6 & 7
5	Mr. Okello George Oke	M	P. 3, 4, 5 & 6
6	Ms Chomonges Charity	F	P. 1, 2 & 4

**d) FGD with Kalapata Primary School SMC**

No	Name	Gender	Title
1	Ngoya Peter Xavier	M	C/P SMC
2	Marwas Martin	M	Member P.T.A
3	Longole Peter	M	Member P.T.A
4	Lokapel Elisabet	M	Member MC
5	Meri Luka	F	C/P P.T.A

**e) FGD with SMC of Kihembe Primary School: Date: 16/07/2013**

No	Name	Gender	Designation
1	Rev Stephen Besigye	M	Priest/Member
2	Katiba Moses	M	Vice C/P
3	Annet Byamukama	F	Member
4	Midias Akunda	F	Member
5	David Isaiah	M	Member
6	Turyamugisha Salvan	M	C/P and PTA Rep.
7.	Kazoora Frank	M	Member/LC C/P
8.	Tukwasibe Frank	M	Secretary & HT

**f) FGD with Teachers of Kihembe Primary School; Date: 16/07/2013**

No	Name	Gender	Classes Taught
1	Tumuryabe Denis	M	Deputy HT
2	SemandaMoses	M	P. 1
3	Kyomuhendo Allen	F	P. 2
4	Caroline	F	P. 2
5	Emphraim	M	P. 5
6	Moses	M	P. 4
7	Emmanuel	M	P. 6
8	Tushemereirwe	M	P. 1
9	Richard	M	P.5, 6, 7
10	Frank	M	H/T

**g) FGD with SMC of Nyamirama II Primary School; Date: 17/07/2013**

No	Name	Gender	Designation
1	Bitaruhaga Emmanuel	M	C/P
2	Anna Turyabusigye (f)	F	PTA Chairlady
3	Magezi Crescent	M	Treasurer
4	Fulugezi	M	Member
5	Jackson	M	Member
6	Tumwesigye Simon Philip	M	H/M/Secretary
7	Rukundo Thadeus	M	Catechist
8	Rev. Ndyomugenyi	M	Member/In-charge CFS

**h) FGD with Teachers of Nyamirama II Primary School; Date 17/07/2013**

No	Name	Gender	Classes Taught
1	Monday Laban	M	P. 4
2	Tukahirwa Honest Hope	F	P. 1
3	Mwesigye Rossette	F	P. 2
4	Biryabarema George	M	P. 3
5	Tumwesigye Simon	M	H/T

**i) FGD with SMC of Nyamirama Twimukye Primary School; Date 19/07/2013**

No	Name	Gender	Designation
1	Musinguzi Bigo	M	C/P
2	Twinomuhwezi Bosco	M	Member
3	Africana Besigye	M	Member
4	Tinfayo Julius	M	Member/Catechist
5	Byarugaba Cleophas	M	Secretary

**j) FGD with Teachers of Nyamirama Twimukye Primary School; Date: 19/07/2013**

No	Name	Gender	Classes Taught
1	Twesigomwe Evarist	M	P. 3
2	Twesigomwe Claert	M	P. 2
3	Kosha Fortunate	F	P. 1
4	Byarugaba Cleophas	M	H/T



### Appendix 3

#### Lists of Public Consultations/Community Meetings

##### i) Ik Community Meeting held at Kamion Primary School

No	Name	Gender	Title	Parish
1	Ochen Simon Peter	M	Youth	Timu
2	Ngorok Thomas	M	LCI C/P	Timu
3	Kuwam Anjello	M	Youth	Timu
4	Maruk Paul	M	Security Officer	Kamion
5	Ngoya Aido Lolem	F	SCM Member	Lokwakaramol
6	Lemu Martine	M	Elder	Kamion
7	Longoli Zachary	M	Elder	Kamion
8	Ariko Hillary	M	LC1 C/p	Timu
9	Lokure Jacob	M	LC1 C/p	Timu
10	Ngorok Joseph	M	Youth	Kamion
11	Ngoya Pete	M	LC1 C/P	Kamion
12	Lokol x-Stophet	M	SMC	Kamion
13	Lokoru Anthony	M	Member	kokosowa
14	Lemukol Paul	M	LC1 C/P	Timu
15	Ngorok David	M	LC1 C/P	Timu
16	Munyen Christine	F	Housewife	Kamion
17	Akuwam Monica	F	Housewife	Kamion
18	Lomongin Paul	M	Member	Kamion
19	Longoli John	M	C/P Youth	Kamion
20	Komol Simon	M	Youth	Kamion
21	Lokwang Simon	M	V.H.T	Kamion
22	Longoli Hillary	M	Parish Councillor	Lokwakaramor
23	Lokwanga Mark	M	Parish Chiefs	Lokwakaramor
24	Ekales Madalena	F	Member	Kamion
25	Lokieny James	M	Member	Kamion
26	Ngoya Paul	M	Parish Chief	Kamion
27	Lomyany Peter	M	Youth	Kamion
28	Lojore Pauqale	M	SMC	Kamion
29	Lotianga Ingaso	M	SMC	Kamion
30	Itira Marino	M	SMC	Kamion
31	Siloi Maria	F	Parent	Kamion
32	Lochiam Santo	M	LV	Kamion
33	Lochiam Hillary	M	LC11	Kamion
34	Nadiye Katharina	F	SMC	Kamion
35	Lemu Joseph	M	SMC C/P	Kamion
36	Lonipe Kizito	M	P.C	Kamion
37	Machiam Christin	F	Member	Kamion
38	Lonipe Kizito	M	Councilor	Kamion
39	Nadiye Regina	F	Member	Kamion
40	Nacham Christine	F	Housewife	Kamion
41	Nakuwam Monica	F	LC111 C/P	Kamion
42	Chilla Lolyang Peter	M		Kamion

ii) **Community Meeting Held at Nyamirama II Primary School**

No	Name	Gender	Title	Mutwa
1	Nahabwe E	M	Parent	
2	Biryumeisho	M	Parent	
3	Buryahika F	M	SMC Member	
4	Byarugaba D	M	Parent	
5	Bitenihirwe P	M	Parent	√
6	Nsekerehe	M	Parent	√
7	Barurugahare	M	Parent	√
8	Masumbuku	M	Parent	√
9	Bahati Amon	M	Parent	√
10	Momo Edison	M	Parent	√
11	Tukahirwa J	F	Parent	
12	Tukamuhurira Ivas	F	Parent	
13	Kyorisiima Velone	F	Parent	
14	Tukundane J	F	Parent	
15	Nakanwagi	F	Parent	
16	Tindewensi K	F	Parent	
17	Nyiraguhiirwa	F	Parent	
18	Ailet	F	Parent	
19	Asiimwe Phiona	F	Parent	
20	Magezi C	M	Parent	
21	Bakandusya R	F	Parent	
22	Anna Maria T	F	SMC Member	
23	Byoruganda	M	Parent	
24	Katarihwa Jackson	M	SMC Member	
25	Tumwesigye Simon	F	SMC Member	
26	Bahati Augustine	M	Parent	
	<b>Total</b>	<b>14 Males &amp; 12 Females (6 Batwa – all men)</b>		

iii) **Community Meeting held at Kihembe Primary School**

No	Name	Gender	Title	Mutwa
1	Noel Benson	M	Parent	
2	Ankunda Julius	M	Parent	
3	Arineitwe Richard	M	Parent	
4	Kazooba Frank	M	Parent	
5	Atuhwere Laban	M	Parent	
6	Ampurire Nelson	M	Parent	
7	Twinomatsiko Eliphase	M	Parent	
8	Mbabazi Felex	M	Parent	
9	Turyatamba Robert	M	Parent	
10	Akahaturira Herbert	M	Parent	
11	Kamoomo Honest	F	Parent	√
12	Rwerure Christopher	M	Comm. member	
13	TTuryagenda Jackson	M	Parent	
14	Fereth Timaricwa	F	Comm. member	
15	Christine Musa	F	Comm. member	
16	Roseline Tibesigwa	F	Parent	
17	Provia Gabandi	F	Parent	
18	Aharimpisya Ailet	F	Parent	

19	Mrs P. Turyashemererwa	F	Parent	
20	Kyampeire Honest	F	Parent	
21	Twinomugyisha Peace	F	Parent	
22	Kirakwennde Edurida	F	Parent	
23	Kyarisiima Peace	F	Parent	
24	Mugabigwe Loy	F	Parent	
25	Prisca Sunday	F	Parent	
26	Karimunda Benon	M	Parent	√
27	Ngarambe Gad	M	Parent	
28	Kararikawe Eric	M	Parent	
29	Tindimwebwa Absorome	M	Parent	
30	Annah Mutabazi	F	Parent	
31	Kendegye Elina	F	Parent	
32	Briyo Pascal	M	Parent	
33	Magazi Samuel	M	Parent	
34	MMurembe Moses	M	Parent	
35	Dimu Francis	M	Parent	
36	Tugumisirize Donozio	M	Comm. member	
37	Mukombe Charles	M	Parent	
38	Iret Kugumisiriza	F	Comm. member	
39	Peninah Bİbangamba	F	Parent	
40	Mugisha Adrine	F	Comm. member	
41	Tumushabe Aidah	F	Parent	
42	Munuubi Francis	M	Parent	
43	Turyashemeregwa Loy	F	Parent	
44	Pendaza Anita	F	Parent	
45	Niwabiine Jemima	F	Parent	
46	Jackline Beyanga	F	Parent	
47	Petience Tumwesigye	F	Parent	
48	Muhawe Adah	F	Parent	
49	Matsiko Charles	M	Parent	
50	Turyakira Elly	M	Parent	
51	Kwikiriza Apollo	M	Parent	
52	Barinabo Jack	M	Parent	
53	Kwesiga Ephraim	M	Parent	
54	Hope Tibemanya	F	Comm. member	
55	Tukwasibwe Ronald	M	Parent	
56	Tugabigwe Banald	M	Parent	
57	Mbonimpa Gad	M	Parent	
58	Monday Enock	M	Parent	
59	Nvunabandi Benard	M	Parent	
60	Musiguzi Richard	M	Parent	
61	Bujererenga Geofrey	M	Parent	
62	Tweheyo Medard	M	Parent	
63	Kemirembe Medius	F	Parent	
64	Ahumuza Apollo	F	Parent	
65	Margret Makooko	F	Parent	
66	Jackline Mbonigaba	F	Parent	
67	Emily Muguni	F	Parent	
68	Goodchance Dezilant	F	Parent	
69	Ampeire Jeniffer	F	Parent	√
70	Ndagahwere Simon	M	Parent	
71	Tusingwire Fabith	F	Parent	

72	Allen Kuhumura	F	Parent	
73	Vasta Twine	F	Parent	
74	Mugabigwe Jolly	F	Parent	
75	Kate Akatuhurira	F	Parent	
76	Turyasingura Emmanuel	M	Parent	
77	Irene Tweheyo	F	Comm. member	
78	Tumubwine Jeninah	F	Parent	
79	Juliet Magoba	F	Parent	
80	Natukunda Ronah	F	Parent	
81	Kate Matabaro	F	Parent	
82	Hope Mataagi	F	Parent	
83	Hope Bwomugabe	F	Parent	
84	Jenerous Karebya	F	Parent	
85	Harriet Ahabwe	F	Comm. member	
86	Semanda Moses	M	Parent	
87	Kyomuhendo Allen	F	Parent	
88	Tushemereirwe Caroline	F	Parent	
89	Tumwine Mauda	F	Parent	
90	Busingye Provia	F	Parent	
91	Allen Tumwebaze	F	Parent	
92	Bangirana Gard	M	Parent	
93	Tindiwengi Sylvia	F	Parent	
94	Habasa Costance	F	Parent	
95	Kelemensia Kajura	F	Parent	
96	Norah Barugahare	F	Parent	
97	Kinkuheire Fabith	F	Parent	
98	Africa Mlton	M	Parent	
99	Ivan Isaya	M	Parent	
100	Ariho Evas	F	Parent	
101	Kyomuhendo Robinah	F	Parent	
102	Tuhwere Wlber	M	Comm. member	
103	Ephrance Gwesiga	F	Comm. member	
104	Rev Can. Besigye Steven	M	Priest	
105	Orimubona Judith	F	Parent	√
106	Jolly Musekura	F	Parent	
107	Barugahare James	M	Parent	
108	Ampeire Patience	F	Comm. member	
109	Irene Mukombe	F	Parent	
110	Tumuramyeye Deus	M	Parent	
111	Turyahimbisa Salvan	M	Parent	
112	Tukwasibwe Frank	M	Head teacher	
	<b>Total</b>	<b>48 M &amp; 94 F (4 Batwa-3 females &amp; 1 male)</b>		

## Appendix 4

### Work Plan

Date	Activity	No of Days	Output
<b>1. Inception Phase - Week of June – 4 - 10</b>			
4 – 10 June	Inception report Discussions with MoES and WB officials Collection of necessary documentation for review	5	Final Inception Report
<b>2. Desk Review - Week of June 11 - 15</b>			
	Read and Review the accessed documentation Tease out relevant information regarding GPE project in relation to IPs and other marginalised groups Write up the information in a systematic manner	5	Information gathered on the policy, legal and institutional Framework
<b>3. Fieldwork ( Phase One) - Week of June 16 – 22</b>			
Sunday 16 <sup>th</sup> Mon 17 <sup>th</sup>	Travel to Kaabong district District level interviews and discussions in Kaabong district	5	Primary data collected
Tue 18 <sup>th</sup>	District level interviews continue (morning) & Open group community consultations with local leaders and members from a broad segment of the community (afternoon)		
Wed 19 <sup>th</sup>			
Thu 20 <sup>th</sup>	School/Community level interviews and discussions School/Community level interviews and discussions held		
Frid 21 <sup>st</sup>	Interviews and discussions with other district development players in the area of education		
Saturday 22	Travel back to Kampala from Kaabong district		
<b>4. Fieldwork ( Phase Two) - Week of July 7 - 13</b>			
Sunday 7 <sup>th</sup> Mon 8 <sup>th</sup>	Travel to Kasese/Bundibugyo districts District level interviews and discussions in Kasese/Bundibugyo districts	5	Primary data collected
Tue 9 <sup>th</sup>	School/Community level interviews and discussions		
Wed 10 <sup>th</sup>	School/Community level interviews and discussions		
Thur 11 <sup>th</sup>	PTC/Community level interviews and discussions held		
Frid 12 <sup>th</sup>	Interviews and discussions with other district development players in the area of education		
Saturday 13	Travel back to Kampala		
<b>5. Report Writing - Week of July 15 - 19</b>			
	Compilation of Draft Report and submission to MoES and WB	5	Draft report
<b>6. MoES and WB input and Presentation of Draft - July 22 - 24</b>			
22 – 24 July	MoES and WB relevant officials for comments	1	Report presented Comments
24 July	Present Draft Report to MoES and WB Officials		
<b>7. Final Report Compilation - July 25 - 31</b>			
25 – 31 July	Comments incorporated into report	4	Final Report
31 July	Final report submitted		

## Appendix 5

### Terms of Reference

#### Terms of reference

#### **Proposed Uganda Global Partnership for Education (GPE) Project Social assessment in the Districts of Kasese/Bundibugyo and Kaabong.**

The Objectives of Uganda Global Partnership for Education Project are to: (i) develop and propagate standards for Early Childhood Education (ECE) to contribute to school readiness, (ii) improve teacher effectiveness, and (iii) strengthen school management - for primary education. Teacher effectiveness is defined as teacher presence, time-on-task, competencies and pedagogical approaches.

#### **Background**

Uganda has one of the youngest populations in the world (53 percent under 15 years of age), due to a relatively high population growth rate (3.2 percent). Around 80 percent of the population is rural, making Uganda the second most rural economy in Africa. Poverty in Uganda has declined over the last 20 years. The country is struggling to reach the millennium development goals, with approximately attaining 2 out of 8 MGDs by 2015. In addition, Uganda has a record of impressive growth, prudent macroeconomic management and structural reform; however this has recently come under test. Since 2009, growth has remained below historical trends as domestic and exogenous shocks weighed economic activity down. Despite an expansionary fiscal policy, economic activity in 2011/12 slowed down to about 3.5 percent. The overall fiscal deficit including grants was estimated at 7.2 percent of GDP in FY2011/12 compared to 4.9 percent in FY09/10.

However, to sustain this high growth and attained poverty reduction, Uganda faces numerous challenges including a renewed attention to education. Uganda needs to address infrastructure bottlenecks, increase agricultural productivity and value addition, reintegrate northern Uganda, manage urbanization, and strengthen its human capital base. Renewed attention to education is particularly important in light of the considerable gains from human capital on labor market income, youth employment, reduced fertility, urbanization, and for ensuring a positive and substantial demographic dividend in the decades to come.

Against this background, Uganda has made great progress in expanding access to education. The introduction of universal primary education (UPE) in 1997 led to significant gains in enrollments with a statistical information indicating a Net Enrollment Ratio (NER) at 83.2 percent with parity between boys and girls. Full gender parity in primary enrollments has been achieved. However, completion at class 7 measured against enrolment is very low. Primary completion rates for Uganda –measured by the international definition—were at 55% for 2011, down from 58% in 2008. The national measurement for completion – cohort survival to end of primary grade 7 –showed a grimmer picture of only 33% completing primary education. As a result, Uganda is unlikely to achieve the primary education MDG that was previously thought to be within reach. In addition, UPE has resulted in very low quality of education despite the initial high enrolments gained.

However, additional interventions are needed to support implementation of basic education to regain the earlier enrolment progress made, improve quality and capture the young children below the primary starting age. This is planned through; (i) developing and propagating standards for Early Childhood Education to contribute to school readiness, (ii) improve teacher effectiveness, and (iii) strengthen school management - for primary education. This part of the education needs has not attracted funding. Therefore, the proposed project seeks to help implement these objectives.

## **Project Conception**

The project, which is to be implemented across country, consists of four components which support the following activities: (i) Improving readiness to learn in primary school; (ii) Supporting teachers to improve instruction; (iii) Strengthening teacher motivation; and (iv) Strengthening school management and governance. The project component details are as below:

### **Component 1:** Strengthen the ‘enabling environment’ for the provision of quality ECE

Improving the provision of quality ECE is crucial to the realization of quality education in Uganda, particularly given the currently low rates of primary school completion. Early gaps in cognitive skills jeopardize children’s capacity and motivation to learn upon primary school entry thereby leading to high rates of student drop-out, low rates of primary completion, and inadequate preparedness at the time of secondary school entry. This Component will focus on strengthening the enabling environment for early learning to adequately meet existing gaps and increasing needs.

1.1 Undertake Early Childhood Development (ECD) policy review and establish minimum standards for ECD provision: Given the dominance of private sector provision, the Government’s role to effectively regulate and assure quality is critical. Latest global evidence from developing countries on effective ECE quality assurance mechanisms, ongoing development partner (UNICEF, The Aga Khan Foundation) supported initiatives, and the previous World Bank supported Nutrition and ECD Project (NECDP) will be drawn on to inform the policy review process.

1.2 Promote appropriate pedagogy for ECE and ECD. This sub-component will also focus on ensuring the early grades of primary education take into consideration early child development and the ability of the established curriculum to provide age-appropriate and timely pedagogy for improved learning.

1.3 Community outreach, parental awareness and education programs on the importance of ECE and parental stimulation.

### **Component 2:** Supporting teachers to improve instruction

The objective of this component would be to relax important constraints around teacher content knowledge and pedagogy, with the objective of improving the quality of numeracy and literacy (local and English language instruction at the primary school level. Implementation of this component for the lower grades of primary would be given greater attention, but upper grades of primary would equally be supported.

2.1. Developing teacher proficiencies with respect to the new primary curriculum (in-service and pre-service): This subcomponent will help teachers develop mastery over the new primary education curriculum and will be delivered both through in-service and pre-service teaching training modalities. The need and financing availability for rehabilitation of public non-core PTCs will also be explored.

2.2. In-service teacher training on pedagogical skills for delivering early grade literacy and numeracy teaching: There is evidence that structured, step-by-step teacher training in direct instruction focused on teaching children basic literacy (local language and English) and numeracy can yield substantial and sustained acquisition of basic skills. Under this sub-component, effective ongoing teacher development efforts aimed at improving literacy and numeracy instruction will be leveraged and scaled up. Different design option within existing programs will be rigorously tested (through impact evaluation) and the most developmentally- and cost-effective model will be scaled up.

2.3 Strengthening the teacher support system: This sub-component will focus on enhancing the capacity and effectiveness of the established institutional framework to provide regular and timely school based teacher support for improved learning. This system will include periodic standardized assessment of

teacher content knowledge and pedagogical skills to help improve the effectiveness of teacher training along with other teacher-based interventions, and a teacher competency based performance monitoring system.

2.4 Provision of textbooks, teacher guides, and supplementary instructional materials to support the delivery of the new primary curriculum.

**Component 3: Strengthening teacher motivation and accountability**

Recent empirical evidence from Uganda on teacher absenteeism and time on task suggests that there might be an incentive problem at the level of classroom teachers. Given that teachers are the single most important school variable influencing student achievement and teacher salaries are the single biggest expenditure in the sector, teacher underperformance constitutes an important source of inefficiency in sector expenditures.

3.1 Performance-based incentives for teachers: Technically viable interventions will be designed, tested, evaluated (drawing on international evidence from developing countries on performance-based incentives in collaboration with Ministry of Public Service). This sub-component will be combined (and evaluated) systematically in conjunction with the in-Service teacher training sub-component 2.2.

3.2 Strengthening teacher accountability to school management committees: This sub-component will be closely linked with component 4 but will focus specifically on strengthening teacher administrative and pedagogical accountability mechanisms to school management committees; and through them to parents and community in general. This will be done by training head teachers in administrative and pedagogical leadership skills, as well SMCs to systematically monitor teacher performance, report teacher performance on school report cards, and making use of information/feedback/guidance by the school inspectorate.

**Component 4. Strengthening school management to support learning**

This sub-component will aim to strengthen school governance and support systems. Gaps on this dimension call for strategic interventions at all levels of the service delivery chain including school, community, district and national levels.

4.1 Performance enhancing discretionary grants for schools: These will mainly be designed to help schools meet key Basic Required Minimum Standards (BRMS) for improved learning. Special focus will be put on schools that are deficient in attaining BRMS targets. The selection criteria for schools will be developed and agreed by stakeholders based on key foundational BRMS indicators which can be used as building blocks, through which other supporting indicators can be met. Utilization of grants by beneficiary schools will also be guided by a menu of options and indicators to enable progress monitoring. The need and financing availability for latrines, rehabilitation, additional classrooms under this school grant program will be explored.

4.2 Community/District level. This will be aimed at measures that enhance social accountability including parental participation in school governance, with greater focus on improving information flow within and outside the school. Institution and dissemination of school report cards in partnership with CSOs/NGOs is proposed. In addition, district directorates of education will be strengthened to manage the decentralized education service delivery and strengthen school inspection organs.

4.3 National level interventions focusing on:

(a) Support to broaden the scope of EMIS (spell it out) including development of a national inspection tracking system to enable progress monitoring of schools based on the BRMS indicators.



(b) MoES' monitoring and evaluation unit to regularly undertake qualitative assessments of program/project progress.

### **Objective of the Social Assessment, scope of work and approach**

In implementing this project across the entire country, the coverage may extend to cover areas inhabited by the indigenous people<sup>7</sup>. Indigenous people (IP) as defined in the Ugandan constitution are the Batwa in Kasese/Bundibugyo districts and the Ik people around Mt Moroto in Karamoja. The SA will determine the relevance of the specific approaches designed under GPE that may directly affect the 2 indigenous communities. Specifically, are the interventions, such as the introduction of standards for Early Childhood Education, improving teacher effectiveness, and strengthening school management for primary education, relevant and implementable within these communities, taking into account the uniqueness of the IPs. The social assessment is intended to inform the design of the project, in a way that involves the concerned stakeholders, building consensus and mutual understanding on the development priorities. The SA will provide relevant information to the project on the possibility of the presence of IPs and/or vulnerable persons in these districts and the integration of the information in the design including benchmarks and indicators for monitoring and evaluation.

The overall objective of this assignment is undertake a social screening of the presence of the IPs and to prepare a social assessment (SA) for the Uganda Global Partnership for Education intended to contribute the Skilling of the Uganda's population . The SA will be undertaken to:

- 1) assess the social characteristics of local communities, including screening and determining the existence of marginalized groups in Karamoja and Kasese/Bundibugyo Districts;
- 2) Undertake a gender analysis of the opportunities and constraints of women and men to participate and benefit in ECE and primary school education levels as defined by this GPE project;
- 3) Conduct consultations with key and local stakeholders; and draw/establish socio-economic information relating to the following aspects: teachers' quality, equality of education, inequality, centralization/decentralization of education system including community participation, social commitment of school community, children with special needs, and intercultural bilingual education application in schools and PTCs.
- 4) Assess any potential adverse social impacts of GPE, determine whether the projects are likely to trigger the World Bank Indigenous People's policy, and if so advise on steps to be taken to address and integrate the social issues in the design of the project early on during project preparation.
- 5) Review and highlight MoEs experiences and lessons in dealing marginalized communities and IPs where applicable

The assignment involves preparation of the SA report, undertaking IP due diligence for the project and defining ways of integrating SA recommendations into the project design. The assignment will include appraising of existing literature and data developed for related projects in the MoE; develop methodology for field research; data collection in Karamoja (Moroto district) and Kasese/Bundibugyo Districts; consultations with local communities and communities at the district and selected local councils in these districts; documentation and reporting as. The specific activities to be undertaken by these TORs are described in detail below.

### **Specific Activities**

#### *A. Background and preparatory work, public consultation:*

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<sup>7</sup>. IPs are defined as indigenous because they are distinct, are vulnerable, with very strong characteristics of strong attachment to their land and natural resources for their livelihood: have a special/separate customary, cultural, economic, social and political institutions that are different from dominant society around them and from the country at large. They also have their own indigenous language and view themselves and different and indigenous

Review information from secondary sources, and consult with key informants covering the following:

- i. Review the Ugandan policy, legal and institutional framework of relevance to GPE, and the legal framework applicable to vulnerable groups, and gender equality;
- ii. Assess the status of education resources (schools and PTCs) and the status of the education system, (both formal and informal) pertaining in the three districts;
- iii. Appraise existing social data to establish the social profile of the targeted of the selected communities (local governments) including an assessment of the existence of IPs and other vulnerable and marginalized groups in the project areas.
- iv. Determine the demographic, occupation, stratification structure of women and men and youth in local societies
- v. Assess the availability of gender-disaggregated data for schools and determine at which level this data is available.
- vi. Assess the presence of the IPs in the project area. If yes – follow the due diligence process as per the World Bank Policy on Indigenous People OP 4.10.
- vii. Determine if there will be any land take for the rehabilitation and/or construction of any schools etc. Will this trigger the Involuntary Resettlement Policy OP 4.12?
- viii. Hold public consultations informing the local communities about the SA TORs, ensuring broad participation in the consultation and recording the steps and the degree and composition of participation
- ix. Building on the secondary sources and the outcome of the public consultation, identify the additional information required to establish a baseline on which the impacts of GPE interventions in these districts can be evaluated
- x. Report of the findings and make relevant recommendations for GPE.

#### *B. Assessment of likely Social Risks and Positive Impacts*

Identify likely social and economic risks and impacts of the project activities in these communities:

- i. Advise whether Indigenous Peoples Policy is likely to be triggered by the project.
- ii. Consult with broad segments of community members on GPE objectives; review the menu of alternative activities proposed to ensure these reflect the priorities of both women and men; and assess the potential impacts of the projects, determining whether design features will address their needs and fit their circumstances.
- iii. Map the gender patterns of existing community institutions (both formal and informal) and their role in education at the community level.
- iv. Assess the institutional capacity of the institutions proposed under the project to manage and monitor environmental and social safeguard issues and to employ gender-sensitive participatory approaches.
- v. Analyze formal and informal relevant institutions of the project context including:
  - a. Defining (in)accessibility or availability of schools and PTCs to remote indigenous peoples;
  - b. Assessing the requirement of culturally appropriate curriculum or school calendar;
  - c. (In)sufficient number of trained teachers (indigenous and/or bilingual) to train the children both for ECE and primary school level;
  - d. (In)availability of culturally appropriate pedagogical materials (including bilingual textbooks);
  - e. Cultural constraints to girls' enrolment;
  - f. Other types of cultural barriers affecting their education at the proposed traditional educational institutions.
- vi. Identify existing education performance improvement programs and their experience in the project target areas in terms of their cultural appropriateness.
- vii. Assess whether specific groups (teachers - men and women, children - girls and boys, women and Female HHs) are likely to lose-out from the GPE project implementation.

- viii. Based on the SA findings, propose appropriate recommendations to be integrated in the design of this project to ensure that the marginalized groups in these districts benefit from the GPE project.
- ix. If applicable, recommend appropriate capacity building measures to ensure effective management of safeguards and other social development issues especially pertaining to (gender) equity

The proposed project seeks services of a consultant to screen the presence of the IPs in the area of operation. If found in the operation area, prepare an Indigenous Peoples Education Plan (IPEP) in consultation with the IPs to assess emerging social concerns/opportunities, likely impacts and risks relevant to this project in respect to the indigenous persons (IPs) and relevant marginalized persons in these districts and present specific recommendations to mitigate the impacts (both negative and positive) on the IPs. In addition, this study will include actions and recommendations to address issues identified and guidance on strengthening positive practices within the project design.

**Expect output:** The final report including: description of methodology, baseline information and description of consultations and their findings, Ugandan policy, legal and institutional framework relevant to project implementation, assessment of the potential impact of GPE on social, cultural and economic risks, proposed mitigations to overcome these risks and concrete recommendations for project design and safeguard instruments, the capacity gap of the implementing agencies at all levels. If the SA determines the presence of IPs in the project area, the output will include an IPEP.

**Timeframe:** The assignment will be done in a total of 30 working days from the signing of the contract including the submission of the report.

### **Consultant's Qualifications**

- Graduate degree in Sociology, Anthropology or Social Sciences or a related field
- 10 years of relevant work experience
- Experience with education projects
- Excellent communication / interpersonal skills and ability to work in teams
- Ability to work independently and with minimal supervision
- Experience with World Bank projects, Safeguard Policies and Procedures including a track record in complex World Bank safeguard policies work, entailing legacy, corporate risk, and highly complex projects
- Proficiency with the Land Laws and policies of Uganda
- High repute and recognition by the peers
- Seasoned professional judgment and nationally recognized leadership in the field of social due diligence

### **Reporting arrangements:**

The consultant will report to the Government/MoE GPE project Coordinator (or to an officer as assigned by the Project Coordinator) and will also receive guidance from the Bank Task Team as necessary.



## Appendix 6

### References

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6. MoES (2012): A Report on a Study of Female Primary Teacher Training Recruitment and Deployment in Uganda
7. MoES (2012): A summary of Proceedings of Gender Mainstreaming Workshop held from 12<sup>th</sup> – 15<sup>th</sup> November 2012 for the Karamoja Region at Moroto Core PTC, Moroto District
8. MoES (2013): Participatory Gender Audit Report
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13. Uganda Household Survey, 2009/10
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