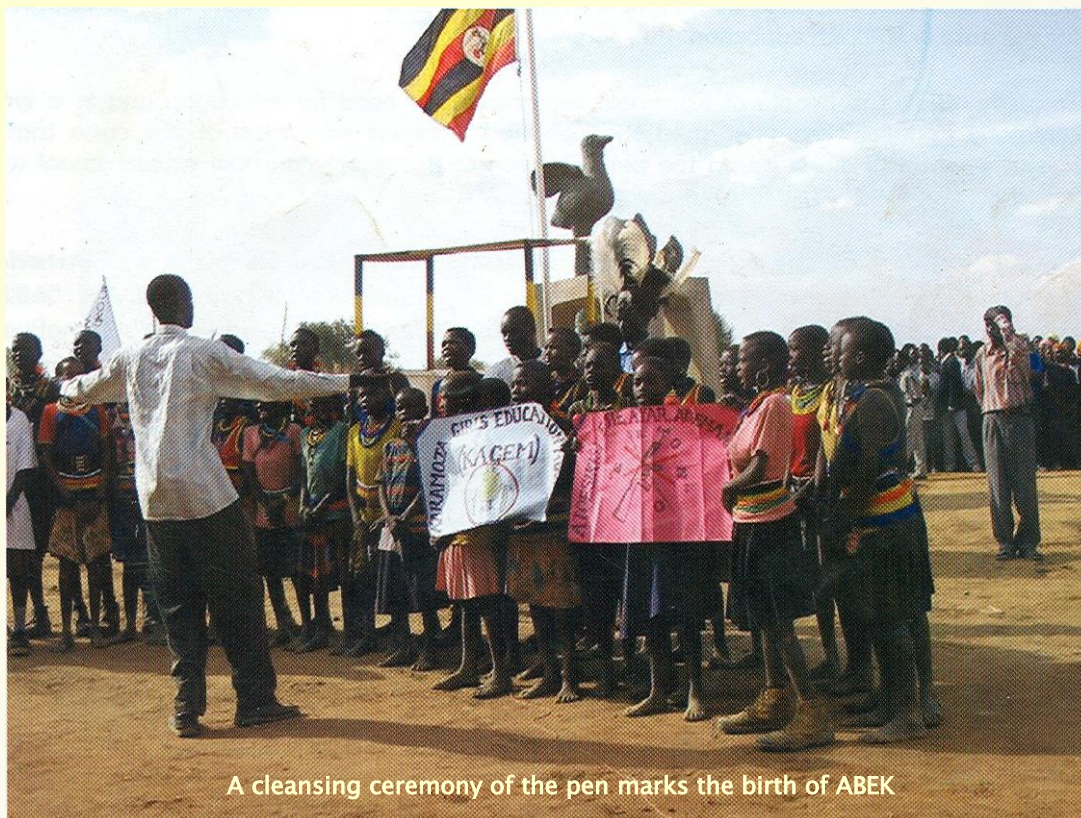


ALTERNATIVE BASIC EDUCATION FOR KARAMOJA



A cleansing ceremony of the pen marks the birth of ABEK

A REVIEW REPORT SUBMITTED TO
SAVE THE CHILDREN IN UGANDA
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By:
Development Education Consultancy

1.0 Background

1.1 INTRODUCTION

Alternative Basic Education for Karamoja (ABEK) was initiated by REDD BARNA – now a member of the Save the Children in Uganda (SCiU) consortium in 1998. ABEK is a response to the urgent need of basic education for children in the semi-nomadic pastoralist communities of the semi-arid Karamoja region. Understanding the context



in which ABEK was introduced and is implemented is key to an objective review of the project. Karamoja, situated in the North Eastern part of Uganda, is comprised of Moroto, Kotido, Nakapiripirit and Kaabong districts. Abim received district status starting July 2006, making a total of five districts in the Karamoja region.

Karamoja, is the home to the Karimojong – a nomadic agro-pastoralist people whose social and economic

life revolves around cattle. With a population estimated at 954,000, the Karimojong live on a land area of 27,200 sq. kilometres.¹ Although in varying degrees, the people of Karamoja live a pastoral nomadic life style with limited subsistence crop production. They experience long droughts that are punctuated by short rainy seasons. Most of Karamoja receives an extremely unreliable average annual rainfall ranging between 500

¹ UBOS. 2003.

- 700 mm²; the long droughts are primarily responsible for the frequent famines that hit the Region.

Generally there are two life styles in the Karamoja region, sedentary and mobile life styles. While in sedentary communities, women, old people and children stay in the *manyatta* (homestead) with a small number of cattle to support their staying. In mobile communities young men and boys move away with the kraal according to seasons or situations in search of water and pasture. During the wet season the men take livestock to graze near the homes, while during the dry season they move far away from their permanent homes tracking pastures and water. Most of the livestock are moved to grazing camps.

Each family member has clear roles and responsibilities. All adult men in reasonable health must go to graze and protect their herds, although a few warriors may be assigned to remain behind to protect the women and children, the disabled, the elderly and small herds that stay behind in the permanent settlements. Teenage boys and girls and young wives may also go to the grazing camps to accompany the herds. They take with them food stuffs the warriors do not get while in the grazing camps and return with what the family in the permanent settlement may not easily get in adequate quantities.

Karamoja region has been experiencing a longstanding cattle-rustling conflict characterised by a series of life threatening and destructive attacks, coupled with a culture of revenge and retaliation. Poverty, hostile climatic conditions and widespread availability of small arms and light weapons have continued to fuel inter-tribal cattle-



The grazing camp and the permanent settlement must be protected

² SNV. October 2004.

raiding and raiding between the Karimojong and their neighbours in Uganda and across the borders. Government strategies to improve the security situation and defuse this conflict have included a series of disarmament exercises. The government is currently implementing the Karamoja Integrated Disarmament and Development Programme (KIDDP) to contribute to human security and promote conditions for recovery and development in Karamoja.³

The rampant insecurity, unfavourable climate, culture of the people and way of life continue to present unique challenges to the overall development of the Region and specifically to delivery of social services, including education. Thus, little has been done to attract aid and development to the pastoralist lifestyle, which has left the region isolated and marginalised.

1.2 PURPOSE OF THE REVIEW

SCiU commissioned this study to review progress made and to identify issues of concern and lessons learnt for the future of ABEK and basic education of children living in special circumstances such as those in the Karamoja region. The review, therefore can inform at two levels, namely: at the project implementation level with issues for donors, project staff, learners, parents, communities, the districts and related stakeholders; and at the national level with issues for non-formal basic education for disadvantaged children, policy makers, other organisations supporting non-formal education and government strategic planning processes.

More specifically, the study aimed at achieving the following specific objectives:

- Examine the achievements and key lessons learnt and ‘best’ practices in the ABEK programme for programme learning and sharing purposes.
- Identify outstanding issues and factors that continue to hinder participation of children in school despite the ABEK and formal intervention, and suggest strategies for addressing these issues.
- Identify strategies for strengthening the transition between ABEK and the formal school and support persistence of children in the formal schools.

³ The Republic of Uganda, June 2005.

- Assess and propose modalities for reaching the children not accessing ABEK, particularly those in highly mobile communities and kraals.
- Identify areas that require strengthening and important programmatic changes in the ABEK programme to guide future programming.
- Analyse the key challenges faced by ABEK and how they can be addressed to minimise their effect on the project.
- Assess the extent to which the partnership with the local government facilitates the achievements of the project objectives and whether the partnership approach is cost effective in the Karamoja context.
- Assess the community and other stakeholder's involvement in the ABEK programme.
- Identify the specific roles of children in development, implementation and management of the ABEK programme.
- Document and recommend concrete actions for improving the ABEK programme including, but not limited to the following:
 - Key issues that could be addressed to bring more positive impact in the lives of children.
 - What needs to be done to ensure sustainability of the ABEK programme?
 - How can children further be involved in the programming and implementation processes?
 - How can administration, monitoring, documentation, supervision and support be improved at different levels?
 - How can the teacher recruitment, support and development be further supported?

1.3 METHODOLOGY

Geographical coverage

This review was undertaken between 3rd July and 14th August 2006 in the three districts of Kotido, Moroto and Nakapiripit.

Key data collection methods and techniques

The methodology included a review of project documents and other related literature as indicated in the References Section. The data collection process in the field included the use of structured interviews, focused group discussions, and case studies to facilitate learning from a wide range of stakeholders as indicated below. To ensure effective communication with parents and other stakeholders who do not speak English, SCiU provided interpreters. This enabled the Review Team to interact with target individuals and groups to illicit information and use respondent-supplied information to identify and discuss issues and develop recommendations.

As well, discussions and individual interviews were conducted with SCiU headquarters, district and field based project staff and representatives of partner organisations at district level. In Kampala, the Ministry of Education officer in charge of non-formal education, the UNICEF official charged with sanitation and child protection were interviewed. Another key aspect of the methodology was to observe a sample of ABEK learning centres: Lokatap, Romrom, Potongor, Namijimij, Nacele, Nadukae, Lemusii and Napao Learning Centres.

Tools and Respondents

Tools were designed, pre-tested and refined to facilitate collection of relevant information from a wide range of respondents on various themes. The table below highlights the tools and the respondents from whom data was gathered.

Table 1: Tools and Respondents

Tool /method	Number and type of respondents
In-depth/structured	3 Chief Administrative Officers
FGD structured	35 Village ABEK committees
FGD/structured	43 Facilitators
FGD/structured	95 ABEK children
FGD/structured	62 Parents
FGD/structured	70 Transferred pupils
FGD/structured	6 Sub-county, Supervisory and Monitoring Assistants

FGD/structured	4 Deputy HT and Teachers
In depth-structured interview	3 ABEK District Project Coordinators
In depth-structured interview	3 District Education Officers
In depth-structured interview	2 District ABEK Supervisors
In depth-structured interview	2 SCiU (Programme Coordinator Education)
In depth-structured interview	1 SCiU – Education Advisor – Karamoja
In depth-structured interview	1 MoES – Assistant Commissioner NFE
In-depth-structured interview	3 ABEK learners from the Kraal

The total number of respondents was 333 above the sample size projected number of 253. The respondents included 95 ABEK pupils, 70 pupils who transferred from ABEK to different formal primary schools, 3 ABEK learners from the Kraal, all the 3 District Education Officers and the 3 Chief Administrative Offices (CAO) representing the Districts of Moroto, Kotido and Nakapiripirit.

Parents, some doubling as members of the village ABEK committees, the Sub-county Supervisory and Monitoring Assistants, the SCiU staff from the field and the headquarters were included in the sample. The constraint in some places was caused by the disarmament exercise which was going on in the region at the same time of the review. We are convinced that the information collected is representative of the views and opinions the people in Karamoja sub-region have about ABEK.

Data Analysis

Data was analysed using both qualitative and quantitative methods. Analysis of qualitative data was done through a process of establishing themes, data reduction, verification and drawing conclusion. Analysis of quantitative data was done using ACCESS and Excel packages to establish frequencies and percentages. These were interpreted to establish meaning and draw conclusions.

Stakeholder Verification Workshop

Furthermore, a draft report on findings was presented to stakeholders in the three districts for their feedback and this was incorporated in the final report. More than 40 of stakeholders participated in the regional dissemination workshop. The presentation was made to the SCIU headquarters' staff on 11 August for their input. The third dissemination of the report was presented to 12 Members of Parliament from Karamoja region on 22nd August 2006.



Literature Review

2.1 THE RIGHT TO EDUCATION AND EDUCATION FOR ALL IN UGANDA

Uganda is a signatory to the Universal Declaration of Human Rights – UDHR – (1948) that declares basic education as a right for everyone regardless of their age, sex, tribe, colour, gender, ethnic origin, status, social and cultural origin. Similarly, the UN Convention on the Rights of the Child (CRC), which Uganda signed and ratified, acknowledges education as a basic right for all children. Uganda also pledged to achieve the commitments agreed to in Goal 2 and 3 of the Millennium Development Goals (MDGs).

While Goal 2 is to achieve universal primary education with a specific target to ensure that “all boys and girls complete a full course of primary schooling” by 2015, Goal 3 aims at “eliminating gender disparity in primary and secondary education preferably by 2005, and at all levels by 2015.⁴ Uganda has also been part of international education fora, specifically the World Declaration on Education for All in Jomtien and the Dakar Framework for Action (April 2000) that spells out commitments to achieve Education for All (EFA) goals and targets for every citizen and for every society through, among other strategies, non–formal education including alternative basic education.⁵

At the national level, the Constitution of the Republic of Uganda (1995) stipulates that “all persons have a right to education” (Chapter 4, Art. 30). The Constitution spells out further the child’s entitlement to basic education, for which both the State and the parents are responsible. As part of its education intervention strategies, Uganda has in place the Education Sector Investment Plan (ESIP) and since 1997 instituted Universal Primary Education (UPE) for all school–going age children. At its inception, the UPE program saw a soaring in enrolments by almost 51% – from 2.7 million children in 1997 to 5.3 million in 1999 (MoES, 2002).

However, implementation of commitments made by the government of Uganda at both international and national levels has often been inadequate. While UPE is commended for increasing enrolment, many children have remained out of school due to a wide range of hidden costs of education and criticism is levelled against the poor quality

⁴http://www.undp.org/mdg/tracking_targetlist.shtml

⁵ World Education Forum, April 2000.

education it offers to children. Uganda still faces a lot of challenges to achieving EFA and the MDGs education targets, especially in marginalised and 'excluded' communities such as those of Karamoja.

2.2 EDUCATION IN KARAMOJA

Karamoja has had a distressing history in relation to education. Resistance to education started in the colonial days. "To symbolise resistance to the state and its ways, the elders cursed and buried the pen – the symbol of oppression and antagonism to the essence of pastoral existence."⁶ Resistance to education started during the Second World War when the British Government recruited young men from Karamoja to fight. A pen was used to write the names of the recruited persons some of whom were killed during the war and never returned home. A pen was used to write the number of cows one had and this was used to force the people to pay tax. Another case against the pen is that it was used in judging the elders who resisted the government and in sentencing them to imprisonment. And the children who went to school, learnt how to use a pen and looked down upon the elders, the cattle and lifestyle of the Karimojong. Thus, the Karimojong regarded a pen as an instrument of oppression and cursed it. The curse that came with this traditional and spiritual act was deeply rooted.

The implications of this history are reflected in the poor education indicators of the region in comparison to other regions of Uganda. Less than 30% of the whole Karimojong population has access to education facilities. Compared to a national average of 17%, secondary school enrolment has remained lowest in Kotido, at 2%.⁷ The majority of the population does not read and write given the low literacy levels that stand at 12%, distributed equally amongst male and female, compared to the national average of 65% (Ministry of Education and Sports(MOES)).

Education statistics reveal that most children do not go to school. The Net Enrolment Ratios for Karamoja are indicated as: 35% of children in Moroto, 28% in Kotido and 36% in Nakapiripirit (MOES statistics Abstract 2004). It is important to note that these are the lowest attendance enrolment rates in the country.⁸ The region has extremely low primary school completion rates. In Kotido, Moroto and Nakapiripirit, the rates stand at an average of 1.3% compared to the national average of 22%.

⁶ ABEK Strategic Plan 2006 – 2009, November 2005.

⁷ OCHA, CAP, 2005, <http://72.14.221.104/search?q=cache:ULIfY1SJF-sj:ochadms.unog.ch/quickplace/cap/main...>

⁸ OCHA, CAP, 2005, <http://72.14.221.104/search?q=cache:ULIfY1SJF-sj:ochadms.unog.ch/quickplace/cap/main...>

A range of interrelated cultural, spiritual, social and economic factors is responsible for the education situation highlighted above. The semi-nomadic lifestyle does not provide conditions conducive to children's continuous and effective participation in education. Although slowly fading away, there are widespread negative attitudes towards education. The low value placed on education has meant limited investment in children's education.

Children engage in much child work and child labour at the expense of their education. On the one hand, boys spend most of the time grazing livestock near and far from home depending on where they can get pastures and water for the animals. On the other hand, girls do not enrol, or drop out of school because of reasons such as, family expectations to perform domestic chores, low value placed on girls' education, early marriage and lack of money to pay related costs.

Coupled with these factors, is the long standing insecurity mainly due to cattle rustling and conflicts over grazing pastures and water as well as marginalisation of the region by successive governments. Consequently, the Karamoja region has benefited least from various initiatives aimed at providing basic social services, including education and other supportive services, compared to any other region in Uganda. Children who, for one reason or the other, do not go to existing formal schools are benefiting from alternative or non-formal educational facilities in Karamoja.⁹

2.3 ALTERNATIVE BASIC EDUCATION FOR KARAMOJA (ABEK)

In partnership with REDD BARNA, the Government of Uganda through the Ministry of Local Government, as well as the District Local Governments in Kotido and Moroto in 1998, and Nakapiripirit in 2004 signed a Memorandum of Understanding – enabling REDD BARNA to implement ABEK as one of its overarching educational initiatives designed to benefit children in the Karamoja region who were not able to access formal primary education due to the semi-nomadic lifestyle of their parents and communities at large. Prior to this was a ritual to unearth the pen that had been cursed and buried because it was associated with oppression. This ritual was a breakthrough regarding development of education in the Region. ABEK was born and celebrated (as in cover page photo) to supplement formal education. With its flexible nature that

⁹ OCHA, CAP, 2005, <http://72.14.221.104/search?q=cache:ULlFY1SJF-sj:ochadms.unog.ch/quickplace/cap/main...>

enables children to continue to contribute to household livelihood, more children have enrolled and are accessing basic education.

The ABEK goal and objectives

At its inauguration in 1998, ABEK was intended to:

- Change the attitude of pastoral communities of Karamoja towards schooling
- Increase the community's access to and participation in basic education
- Achieve quality in the provision of basic education
- Meet the social and development needs of the communities
- Increase the number of children accessing formal school
- Increase the literacy rate among children and communities of Karamoja
- Equip children with basic life skills; improve the pastoralist skills among the people of Karamoja, and
- Improve the quality of life of children and communities of Karamoja.¹⁰

As the project grew, its goals and objectives changed taking into consideration the changing aspirations of the beneficiaries and the dynamics at both the global and national levels. ABEK reviews in 1999, 2001, 2002 and 2003 helped to shape the project as time went on.

In its current form, ABEK's 2006 goal is to consolidate implementation capacity and expand scope of ABEK programme thereby supporting the realization of UPE, EFA and MDGs¹¹. The specific objectives of the project are to:

- Increase enrolment, inclusiveness, retention and participation of children in pastoral communities enrolled for basic education;
- Improve the profile, competence, performance and motivation of ABEK facilitators;
- Improve quality of learning achievement and establish benchmarks for equivalence of ABEK programme;
- Strengthen institutional capacity of the district core coordinating team to support implementation of expanded ABEK; and
- Mainstream programme functions in gazetted technical institutions as well as government policy and investment priorities.

¹⁰ ABEK Strategic Plan 2006 –2009, November 2005.

¹¹ ABEK Project Plan for 2006, January 2006.

FINDINGS

3.0

ABEK: Curriculum, Beneficiaries, Facilitators and Learning Centres

3.1 INTRODUCTION

This section focuses on the curriculum implemented by ABEK, the target beneficiaries, the facilitators and learning centres while section 6 provides findings on achievements, lessons learnt and ‘best’ practices in the ABEK innovation to increase opportunities for children in the Karamoja region to access basic education.

3.2 THE CHILDREN BENEFITING FROM ABEK

The children targeted by ABEK were a big category, “children of a nomadic pastoral life style”. However, this was an over-simplification of otherwise an intricate mix. From the children in the FGD, the following sub-categories emerged:

- Child labourers, girls engaged in family chores such as cooking, fetching firewood and collecting water and the gender roles of care-taking their siblings.
- Child labourers, young boys grazing cows, goats and sheep near the manyattas, and fairly old boys below 18 years engaged in herding cattle in the kraals, or even involved in cattle rustling or raids.
- Children who could not access formal primary schools because of distance.
- Children who are disabled and are always not an education priority in their families (some lame children were attending ABEK centres).
- Over-aged children below 18 years who would feel uncomfortable to join a primary one class with the 6 year olds in a formal school.
- Children whose parents did not value education and could not have been let to go to a primary school by their parents for a whole day, because of their contribution to a family labour force.
- Children from very poor families where even a contribution of a pencil would be a serious financial barrier to a child’s being at school.

These children who would probably never enrol in the rigid formal education classes have been enrolled and are benefiting from ABEK. Originally ABEK was conceived as a

means to sensitise pastoralists in the Karamoja Region about the importance of education and to help children acquire basic life skills. The skills would help the graduates to improve the quality of life in their homes and communities and those wishing to join formal primary schools would if they could.

It is at a later stage, and out of need that it became a necessity that ABEK provides readiness for transitioning into formal primary schools. There is now evidence that learners who transition and join formal primary classes compete favourably with their counterparts in the main stream. Some are able to complete the primary education cycle within 4 years with support from the programme, which provides scholastic materials.

Children benefit from improved literacy and numeracy levels, which have greatly improved parents' attitudes towards school education. Many parents do not see education as a threat to their culture. Instead they have started to appreciate education as a means to improving conditions and their standards of living by creating better health practice, animal and crop care and general economic output.

Although ABEK is not specifically focused on the girl child, its flexible nature has increased enrolment of girls because it does not stop them from carrying out their traditional roles of helping with domestic chores. This is because parents and community leaders decide on the convenient time for children to be at the learning centre and when they should be at home. Parents, especially mothers do not easily release their daughters, for they see this as a loss of the extra hands to help with domestic chores including, but not limited to, fetching water from long distances, collecting firewood, caring for young siblings and in growing subsistence crops.

Unlike formal school days, in which time is imposed and strictly observed, the ABEK timetable is flexible and times are fixed and agreed upon democratically. Starting and finishing time is agreed among the parents, the children and the facilitators. This has attracted and made it possible for learners of different ages, including adults and with different learning potential to enrol in ABEK.

3.3 THE ABEK CURRICULUM

ABEK curriculum is based on specialized modules written in the local language "Ng'aKarimojong" presented in 10 non-linear instructional manuals integrating literacy

and numeracy in the local language in various themes with immediate practical relevance to the pastoral lifestyle.

There are 10 curriculum themes:

- Livestock Education
- Crop Production
- Environment Management
- Rural Technology
- Home Management
- Uganda Our Country; Rights and Obligations
- Peace and Security
- Human Health
- Sex Education
- HIV/AIDS and other Sexually Transmitted Diseases

Content includes, but is not limited to: indigenous knowledge and skills and basic life skills relevant to a rural/cattle-keeping context. Children learn about animal and crop husbandry, water and land use, environmental protection, health and hygiene and positive cultural practices.

The design and development of specific learning and teaching materials for this programme take into account the needs, interests, aspirations and uniqueness of the Karimojong people. It is this curriculum approach that has enabled elders to dispel fears that schooling would alienate children from the Karimojong culture. This curriculum is immediately accessible, relevant, and comprehensible.

ABEK employs functional basic education approaches to enable the children to do much of their learning without disrupting their normal domestic work routines. The approaches used are imaginative, resourceful; learner and community oriented and use special and sustainable instructional equipment and materials designed specifically for children from the cattle keeping tradition. Strategies used include; role play, story telling, riddles, games and sports, field visits, illustration and demonstrations, experimentation, music, dance and drama, and the use of local resource persons.

At the learning centres, the learning day starts very early in the morning, before the boys go to herd cattle and the girls start the domestic chores. Learning also takes place in the evening, once the boys have returned the cattle to the kraals and girls have finished their domestic work.

3.4 THE LEARNING CENTRES

There are no classrooms; offices or furniture like is found in mainstream schools. Learning takes place under trees or in makeshift shelters constructed by communities. The onus lies with the communities to erect shelters and improvise seats for learners.



ABEK open air-under tree shade learning centre
Centre

ABEK Learning

While using such environment, learning is frequently disrupted by weather extremes, such as wind, rain and sunshine. These conditions quite often make the children too uncomfortable to learn, lead to absenteeism, and handicap displaying and using of teaching learning aids. The centres are usually close to kraals and homestead. Currently, there are 268 Learning Centres in the Karamoja Region.

By the time of the review, the MoES was constructing 5 model learning centres under UPE funding. The centres are namely: Awoomuju, Longurepe and Nacele in Moroto district; Naperu and Kanyete in Kotido district. These centres will serve as a model for the future development of ABEK centres. The model centre has a permanent classroom block with concrete walls and iron roof. The two long sides of the building are half walls, with an attached store and office. The model centre also has a latrine with 5 stances. The respondents, including some from the education department did not indicate the model centres would take care of disabled children as well. This is worth taking into consideration before it is too late.



ABEK facilitators

ABEK facilitators, who now form a cadre of role models demonstrating the value of schooling in the community, have a minimum education standard of primary 7 and with a certificate. They are identified by community members in the communities they serve. Through an arrangement by the Ministry of Education, REDD BARNA, National Curriculum Development Centre, Kyambogo University and UNICEF, the facilitators were trained. Due to lack of basic academic requirements the female facilitators are less than a third of the 536 deployed at the time of this review. The initial course focuses on introducing the curriculum modules to the facilitators, and planning to teach. After training, facilitators start their work and are supervised by the Supervisory Assistants and monitored by Monitoring Assistants who report to the District ABEK co-ordinator.

Technical and financial assistance

ABEK is co-funded by the Ministry of Education, SCiU and the districts of Moroto, Kotido and Nakapiripirit and other development partners. More specifically, REDD BARNA now a member of the SCiU consortium, was the initiator of this innovation and was responsible for providing equipment, logistics, training and supported construction of physical structures. In the early life of the project, REDD BARNA mobilized partners such as the United Nations Capital Development Fund (UNCDF) who supported construction of model centres, while the World Food Programme (WFP) provided food to a few experimental centres and UNICEF constructed a few pit latrines. Currently, there is no provision for feeding. In collaboration with the District governments in the Karamoja region and the MoES, SCiU is the lead agency in the success story of ABEK. The district partners enjoy a good working relationship with SCiU and the support role it is giving them.

Unapproved policy for education of the disadvantaged children

During an interview with officials of the MoES, it was revealed that the above policy had not been approved by the Government although the process had been at an advanced stage for some time. There is a need for SCiU and its partners to liaise with other NGOs which are supporting basic education services using non-formal education initiatives, to lobby the Government to approve the policy in order to promote non-formal education initiatives.

4.0

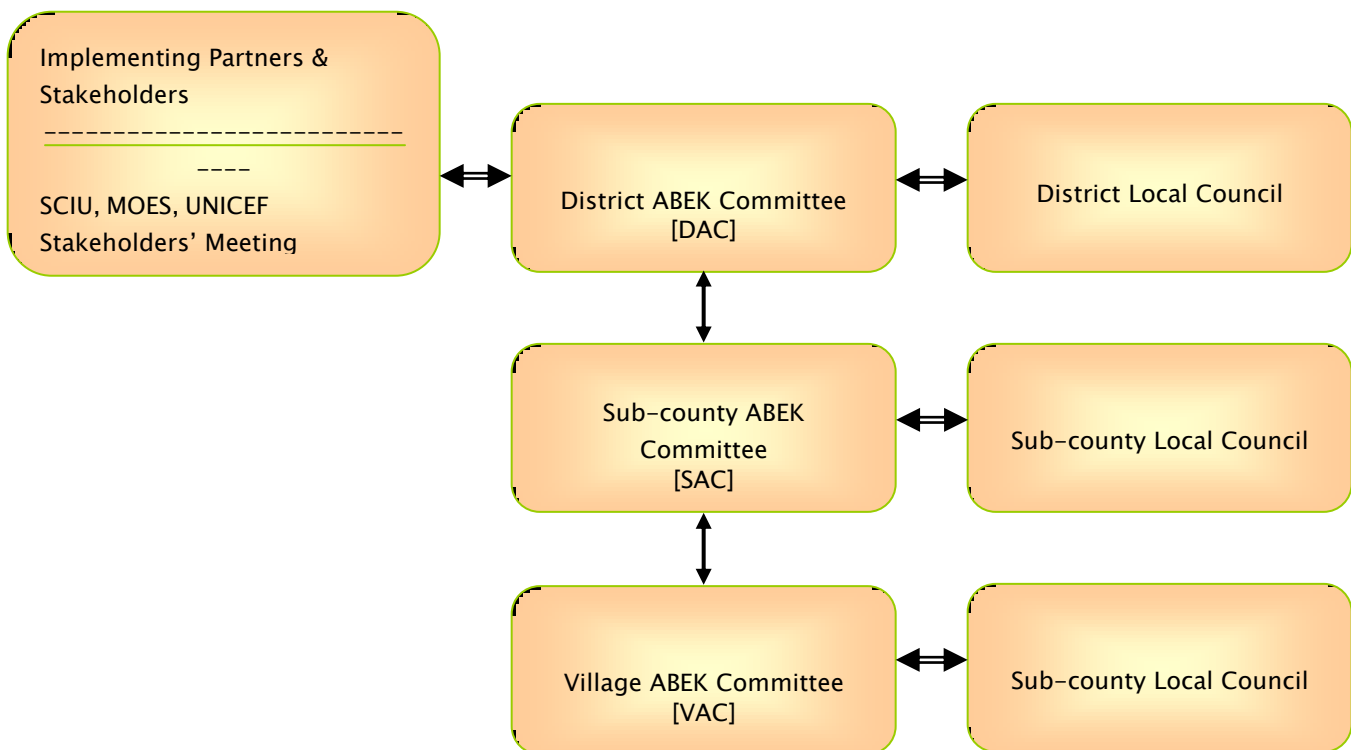
Working With Local Governments and Other Stakeholders

4.1 INTRODUCTION

At the inception of the implementation of ABEK, SCiU and the three districts of Kotido, Moroto and Nakapiripirit in the Karamoja region, signed a Memorandum of Understanding spelling out their relationship, roles and responsibilities, as well as obligations of each in the partnership. The Departments and staff of the district government, while implementing ABEK, do so within the confines of the agreed terms in the memorandum of understanding. By this agreement the committees established by the district governments play the roles of the district, while the district remains accountable to the relevant partnership members. The partnership relationships are illustrated and discussed below.

4.2 ABEK MANAGEMENT STRUCTURE

Figure I: District ABEK Management Structure



Composition of each committee and their roles and responsibilities are summarised in Figure 11 below.

**Figure 11:
Representation
of
Membership
on
ABEK
Committees**



Analysis of the composition of ABEK committees in Figure 11 above reveals a need for deliberate effort to ensure reasonable representation of women and girls. It might be necessary to specify the least number of female representatives on each committee. It is also necessary to provide space for two representatives of ABEK children, a boy and girl, on the Village ABEK Committee, and to establish a children's committee – to give them a voice and increase their participation.

4.2.1 Roles and responsibilities

SAVE the Children in Uganda

Interviews with the District ABEK Co-ordinator and Supervisor identified the key roles of SCiU as that of providing technical and funding support to the project. In this regard, SCiU provided technical support to the project in the field and funded the project through quarterly releases to the Ministry of Education and Sports. SCiU supported training of facilitators and other staff to increase efficiency. This was done by meeting costs of workshops and facilitating follow up supervision and hands on support.

In addition, SCiU provided scholastic materials to ABEK children and supported production and distribution of curriculum books, lesson preparation books, chalk and children's exercise books. In July 2005, the MoES took over the responsibility to pay ABEK facilitators' salaries. This was a big break through for sustainability of ABEK.

However, this good intention had not been met by the time of this review. Non payment of ABEK facilitators, for a period above one year, has weakened the commitment of ABEK facilitators, leading to absenteeism by both ABEK facilitators and pupils as well as temporary closure of some centres in Moroto and Nakapiripirit districts. As a result, the review team did not find children and facilitators at Napao Learning Centre in Amudat parish in Amudat sub-county in Nakapiririt; and at Nacele Learning Centre in Naitakwae parish in Nadunget sub-county, in Moroto district. Members of the focus group discussion, among whom were members of the Village

ABEK Committee, expressed their concern about the delayed salaries of ABEK facilitators. Overall, wherever the Review Team went, members were inquisitive to know why facilitators had not been paid.

It was noted that non-payment of the facilitators' salary for over 13 months– since July 2005, had done a lot of damage to ABEK in regard to commitment by facilitators, pupils' learning and general mobilization of communities. Whereas, the review team observed that the Government had made a sustainable strategy of paying the facilitators' salaries, the process had taken too long and this has negatively impacted on ABEK programme. This undesired situation needs to be addressed and the damage repaired at the earliest time possible.

Philosophical relationship between MoES and ABEK

At a dissemination, consultative and verification meeting which took place after similar workshops that targeted Karamoja regional stakeholders and staff of SCiU, included 12 Members of Parliament, 2 senior education officers from the MoES and senior SCiU staff. Among other important issues, the question on the philosophical relationship between the MoES and ABEK was raised. In an effort to clarify this relationship, the MoES officials explained that ABEK was never intended to be a parallel system to the formal education system and that it was meant to be complementary to the formal system. However, the MoES now needs to more deliberately consider why the formal system in Karamoja had not attracted the category of children now attending ABEK and had not earned the appeal of the parents, elders and the communities to the extent that it necessitated the introduction of the ABEK intervention, which seems to be doing well, the problems and challenges it is facing notwithstanding.

That ABEK was never intended to be a parallel, but complementary to the formal system, is a policy explanation, but not philosophical relationship. The philosophical relationship between ABEK and the MoES seems to lie in the understanding or recognition of the differences that underpin their method of work in delivering the same services to the same community. A deliberate harmonisation strategy between the formal system and ABEK is a philosophical practical approach to this relationship. Thus, a systematic implementation of the strategy will eventually lead to a convergence point in the same system. It is observed that these convergence or integrated processes are under-way by the MoES and ABEK as cited below:

- Training, certification and appointment of ABEK teachers/facilitators;

- Designing and developing the Teachers' and Pupils' curricula within the Karimojong cultural, social and physical environment context, and the national context;
- Developing a child friendly learning environment in the ABEK learning centres to narrow the existing large gap between the reasonable facilities in the formal schools and the almost no facilities in ABEK centres to meet the requirement of the minimum standards set by ESA; and
- Establishing equivalent competence levels between formal schools and ABEK to facilitate the transition process of learners from ABEK to the formal system, and certification of ABEK completers.

The formal and non-formal education initiatives such as ABEK need to deliberately work together towards harmonious integration. In order to achieve this, each component should be willing to learn from the other, each replacing its weaknesses with strengths borrowed from the other. In the background of the processes towards integration of the two components, there are two fundamental questions to keep bearing in mind:

- Why did the formal schools, with their comparatively superior facilities not attract the categories of children who have been attracted to ABEK?
- Why did the formal schools not appeal to the parents, children, elders and communities like ABEK learning centres do?

The key strengths of each component need to be used to create more enabling learning contexts to benefit children especially those who by the nature of circumstances that surround them may not join the rigid formal system of education. For example, flexibility is strength of ABEK, like more overall enabling learning/teaching environment is strength in the formal schools. So, the integration process should not be hurried by the MoES, instead emphasis should be put on eliminating or minimising the effects of the causes that lead the categories of children not to go to school in the Karamoja region.

It is, therefore, important to gradually and deliberately minimize the huge disparity, especially in resourcing the formal and non formal education settings. Every child has a right to quality education. There is urgent need to improve the status of ABEK learning environment.

District local governments

The district local government co-funded implementation of ABEK. It was responsible for mobilisation and sensitisation of communities. It identified parishes and determined the number of learning centres to be established in each sub-county. It appointed ABEK facilitators and district ABEK coordinators who were charged with the responsibility to monitor and supervise ABEK centres and support formulation of bye-laws to enhance effective implementation of ABEK. It was also the responsibility of the local government to ensure ABEK implementation according to government policy.

However, the district officials interviewed revealed that co-funding was handicapped by limited funds at the district level. Consequently, some of the ABEK activities such as monitoring and supervision were not sufficiently done. Monitoring and supervision was further affected by the government restructuring of staff at the district level as well as in schools. This exercise left less staff in the department of education; both at the district headquarters and school level, while at the same time, the thin staff on the ground had to undertake even more roles, including those of ABEK.

Kotido, Nakapiripirit and Moroto District Education Officers prepare and submit regular monthly reports on the programmes' progress to the District ABEK Committees (DACs), the MoES, SCiU and other funding agencies. They receive feedback and advice on the reports and support the next stage of development. The work is also actively monitored by government officers and the funding agencies through regular visits to the programme area and provision of on-spot support management.

At the district level, there is adequate partnership sharing of resources. For example, the vehicles, which are allocated to staff for monitoring and supervising formal primary schools, are often used to play similar roles in ABEK centres. Similarly, sharing is experienced in regard to staff. One such example is whereby inspectors of schools appointed to supervise formal schools supervise ABEK programme activities. However, this strategy needs to be carefully used to avoid overloading staff with too much work, thus rendering them ineffective both in the formal and ABEK settings.

The partnership strategy and spirit have enabled the partner organizations, or institutions to maximize utilization of otherwise scarce financial, material, time and personnel resources to implement the planned activities. Therefore, considering what has been achieved in ABEK, there is reasonable cost effectiveness in as far as it would be assessed in this review.

Roles of various ABEK management committees

- **Village ABEK Committees (VAC)**

These are grassroots structures. Members of VAC are selected by the community and are expected to meet once a month. Among other roles, the committee identifies a venue where to locate learning centres and, where there is a need, the committee mobilizes the community to construct the centre. The VAC ensures security of the centre and its property, and that of the facilitators and children. The committee mobilizes and sensitizes the community about ABEK and facilitates enrolment of children of 6 – 18 years to come to the learning centre. It helps community members and children to know their roles in the ABEK programme. It is also this committee that identifies and recommends eligible persons for recruitment and training as facilitators. To facilitate effectiveness, committee members monitor ABEK activities in their respective centres and report cases of indiscipline of facilitators to the sub-county committee to which the committee is answerable.

The above roles mean that this committee makes a centre what it becomes. A village ABEK Committee takes lots of decisions not only at the level of establishing learning centres, but also in monitoring the centre's effectiveness. Although this committee contributes much to the success of ABEK, it could even achieve more if, for example, it got more regular support from the sub-county Supervisory and Monitoring Assistants.

It is also true that such a committee can only monitor the non-professional activities of the centre. In-depth interview with some committee members revealed a tendency towards holding on traditional values because of its parochial set up. This can handicap positive change expected to result from the school curriculum, such as child empowerment through knowledge and attitudes regarding child rights, gender sensitivity and personal and environmental hygiene. Hence, there is a need to keep sensitising the committee members in ABEK ideas.

Currently, there is still a gap between the values of the learning centre /school and the family. This gap needs to be minimised so that the two institutions, in which the ABEK supported children spend most of their time, complement each other in supporting and promoting children's education and the general welfare of the family and the community at large. Children do not live in isolation; they live with their families and in the community, thus ABEK centres should aim to influence the family and the community. In fact, ABEK centres should serve as community learning venues.

- **Sub-county ABEK Committees (SAC)**

The Sub– county committee meets once in every three months. It supports the Village ABEK committee in mobilizing and sensitizing communities about the importance of education and enrolment of children to join ABEK Learning Centres. The Sub–county committee monitors and supervises the activities of the village committees and ABEK facilitators. It ensures that the activities in the learning centre are moving according to plan and ABEK principles. The SAC advises the higher and lower ABEK committees and communities on operations of ABEK activities in the sub–county. In addition, the SAC ensures security in the area, solicits funds for ABEK program in the sub–county and reports cases of indisciplined facilitators to the District Education Office for appropriate action.

However, interviews with the staff at the sub–county level, namely the Sub–county Supervisory and Monitoring Assistants revealed lack of easy means of transport and adequate time to reach the learning centres and work more closely with the facilitators. The frequency of meetings, that is once in every three months, has shortcomings. For example, it does not enable people to share their experiences and findings at short intervals and build consensus for immediate action. Although a monthly meeting may create some fatigue, given that the committee members have other responsibilities, it creates an opportunity for immediate sharing, joint decision–making and action.

- **District ABEK Committee (DAC)**

The District ABEK Committee is charged with the responsibility to plan and manage resources of ABEK including human resource and program activities. It approves the annual and quarterly budget and coordinates all ABEK activities, including monitoring, supervising and assessing effectiveness of ABEK activities in the district. The DAC appoints facilitators and disciplines them when such an action is needed. It links the ABEK programme with other authorities and service providers and supports awareness raising and sensitization activities. The District ABEK committee meets once every three months.

Members of DAC who were interviewed expressed the challenge of limited funds and failure of the district to meet their co–funding obligations, because of a low tax base in the district. However, when they were asked if they wanted to see the coverage of ABEK increased to benefit more children, all members without exception and hesitation, said ‘yes’. Their fear was that it might not be easily possible with the district funding, because of the already existing financial constraints.

- **Regional ABEK Committee (RAC)**

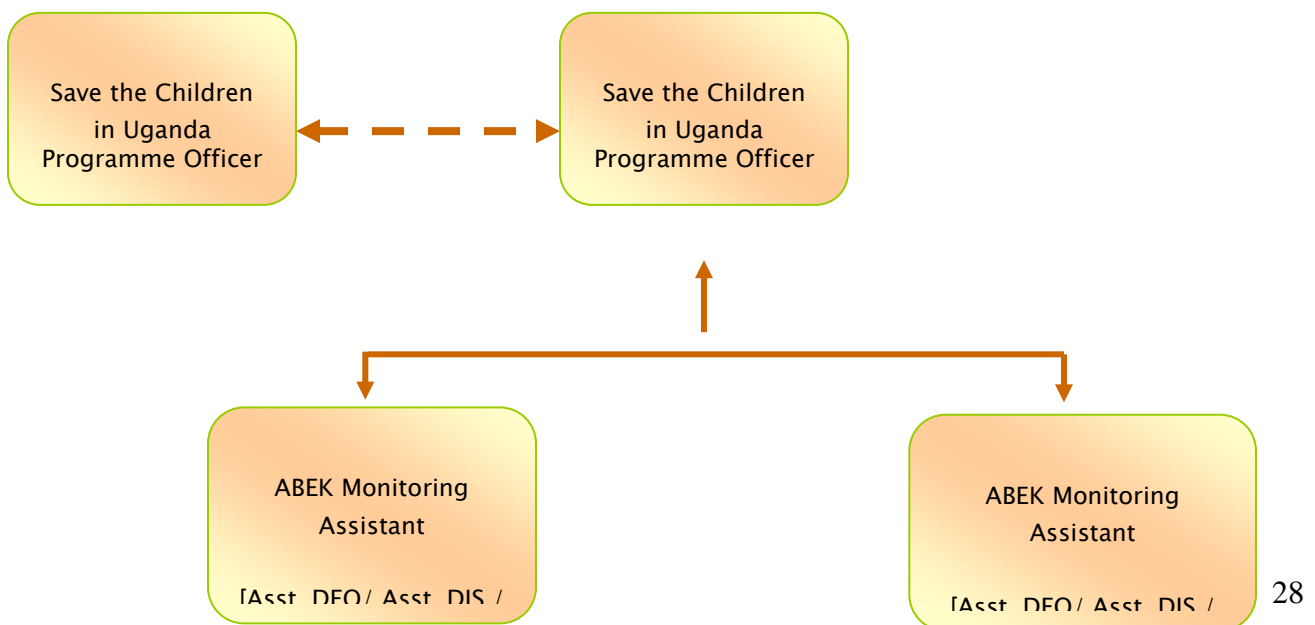
This committee harmonises ABEK activities in Kotido, Moroto and Nakapiripirit Districts and plans for ABEK activities in the region. It also coordinates ABEK activities with the Ministry of Education and Sports and other partners in development. It meets once a year.

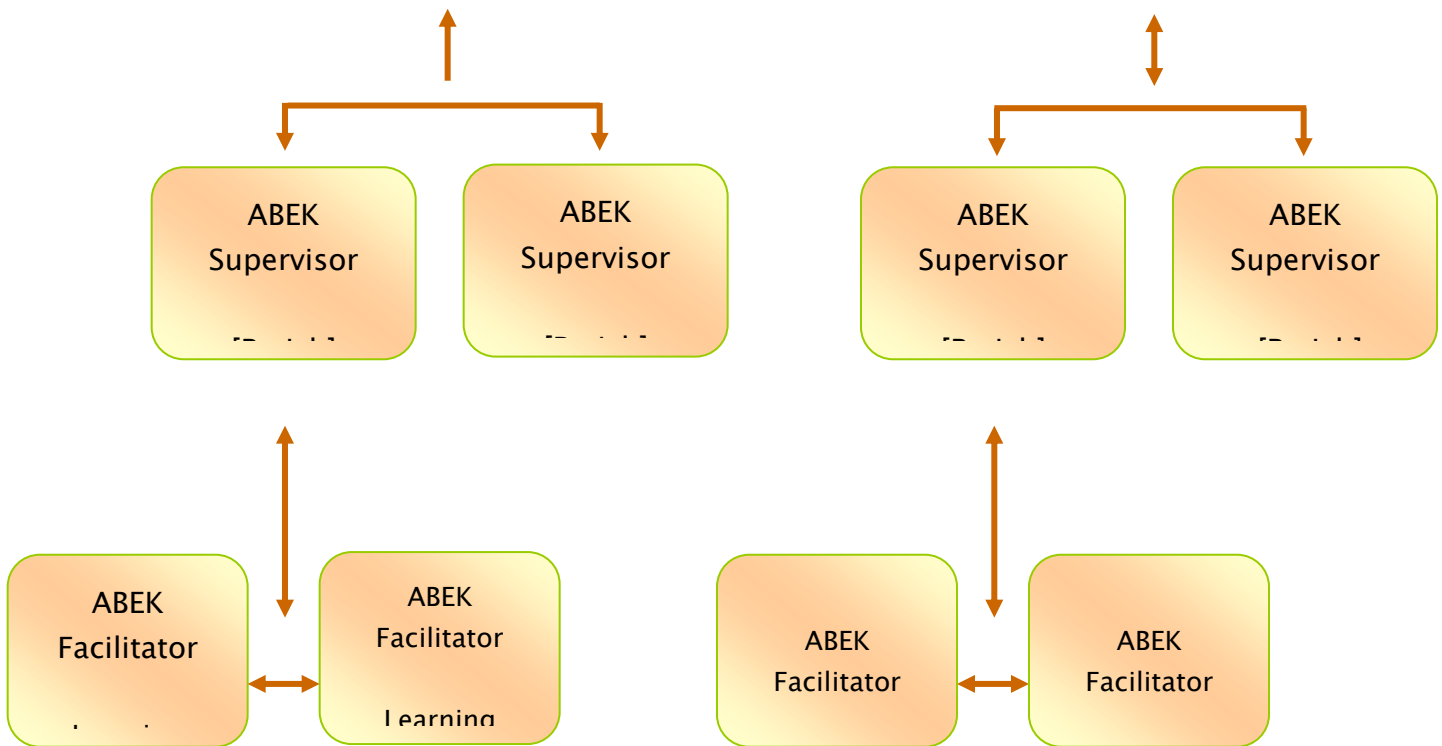
The strength of the strategy to have a Regional ABEK Committee lies in its composition, which includes top decision makers in their respective districts. It also provides an opportunity for peer learning and creation of the necessary critical mass. In view of the challenges facing ABEK now, such as getting learning centres on track once payment of facilitators’ salaries resumes, it would be very helpful for such a high level committee to meet every six months to assess the progress of returning to normalcy in the centres, at least, for the first 18 months.

4.3 ABEK PUPILS’ SUPPORT SYSTEM

This section focuses on the roles and responsibilities played by various stakeholders in the development and service delivery of ABEK in terms of the Pupils’ Support System (PSS). Pupils’ Support System is a set of interrelated processes that are strategically designed and implemented to enable the pupils to achieve the learning objectives of ABEK. The processes are planned in such a way that they will remove or minimise social, professional, psychological and intellectual obstacles that inhibit a child’s learning. ABEK ensures this through its administrative structure summarized in Figures 1II and 1V below.

Figure 1II: ABEK Administrative Structure





The Pupils' Support System is one of the most critical aspects of the ABEK programme, because it interacts with the child as an individual and as a member of the group. Therefore, the nature and value of the support services rendered at each level, determine a lot for the child in the programme. Thus, the Pupils' Support System should relate to the pupils' social, academic and psychological aspects in terms of how they influence the child's learning. Analysis of interviews with different categories of stakeholders and how they impact on the pupils' support system reveals a need to enhance competences for curriculum delivery, creation of learning environments and monitoring of the teaching learning process. As described in Figure 1V below, the ABEK Pupils' Support System has been structured in 6 levels and in ascending order from 1 to 6, number one being the most critical in influencing the pupils' learning.

Figure 1V: ABEK Pupils' Support System

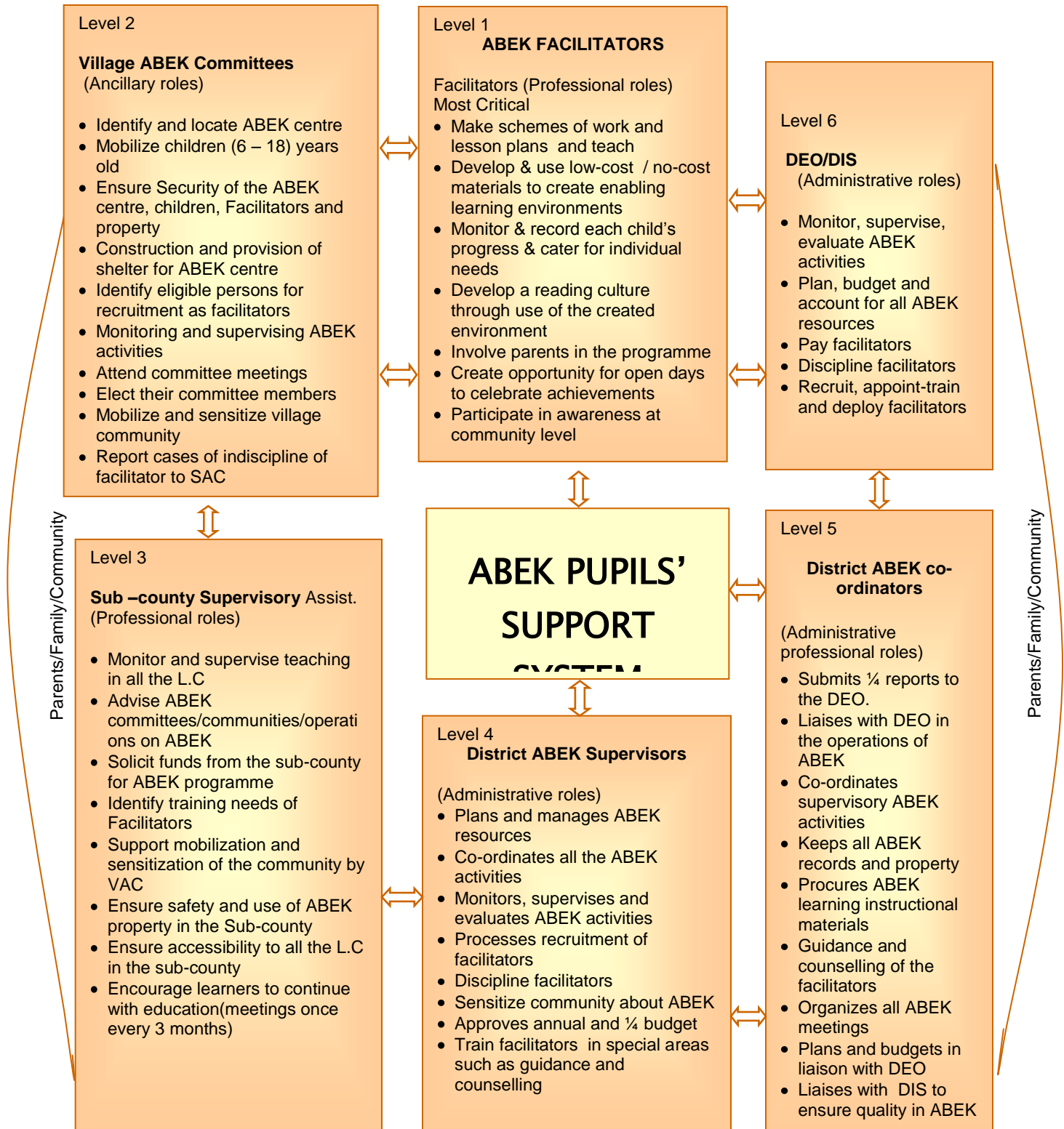


Figure IV on the ABEK Pupils' support system is further explained below, specifically discussing each level and the support required.

Level 1: Facilitator

The facilitator's key role is to teach the child effectively and in order for him / her to play this role, support is required in the following areas:

Initial training which should include methods of teaching such as individualized learning and in pairs or small groups; making and using locally available teaching and learning materials; knowledge of child psychology to guide selection of what to teach and how to teach it; how to assess children's performance levels and other learning, and growing needs; how to keep records and use them to respond to and treat each child as an individual and as a member of a group. During this study it was difficult to find helpful records on children and the progress they are making. There was no provision for those making fast and slow progress. Everyone – young and old was regarded to be at the same level of development and with similar needs. Yet, each is different.

In- service training for professional development. Personnel engaged in supervision and monitoring of ABEK facilitators should use tools designed for the purpose. Analysis of findings should help to determine training needs to improve the teaching learning process and overall creation of an enabling environment. The gaps would then be addressed at the in-service training workshops and 'best' practices shared with other facilitators.

The Review Team noted that the MoES has assumed its responsibility of training and appointing ABEK facilitators using its specialised organs and that Kyambogo University is designing the Facilitators' course. Therefore, there is need for SCiU and its partners to liaise with the MoES to ensure that the concerns of the Facilitators' training curriculum are addressed. Relevant extracts from this report should be discussed with the Kyambogo University Team working on curriculum development for Non-formal education facilitators.

Whenever, a new module or any other new teaching/learning materials are introduced in the curriculum, facilitators need to be oriented to the new materials or resources. This facilitates effective use of the resource. However, orientation workshops can never play the role of initial training which underpins the psychological and professional bases of teaching and learning.

Teaching supervision is an important process. The sub-county Supervisory Assistants, or the District ABEK Supervisors, or the District Inspectors of Schools were carrying out this role. In order to do this systematically, an ABEK learning Supervision Tool should be developed to guide the teaching supervision observation process.

Such a tool will identify the key competences the facilitator is supposed to demonstrate and the key competences the pupils are supposed to display as a result of teaching. It should be ABEK slanted. The strengths identified should be further strengthened in a future training or by the conferencing or discussion after the supervision. A follow up supervision should be planned and conducted to assess the impact of the previous supervision. And feedback should be given to the facilitators to improve their effectiveness.

Material support: In order to teach effectively facilitators need material support such as chalk, blackboard, preparation books and exercise books for pupils. Some centres had run out of preparation books and exercise books for months. In the learning centre of Lokatap in Kotido the facilitators made a huge sacrifice and bought exercise books for their pupils although they had had no allowance since July 2005.

Level 2: Village ABEK Committee (VAC)

This is a very important Pupils' Support structure although it doesn't have a technical role to play. Village ABEK committees play an ancillary role of providing a venue and shelter to serve as the learning centre. In addition this committee provides logs for children to sit on, monitors the presence of the facilitators and mobilizes the community for enrolment of the children in the centre. ABEK centres depend on this committee for their on-the ground support, and they are always available to assist. Committee members described the challenges they experienced in catering for children during the windy, dry and wet seasons. Without exception they all expressed need for support to construct permanent shelter to accommodate children in the ABEK programme.

Level 3: Sub-county ABEK Supervisory Assistant and Monitoring Assistant

The sub-county Supervisory Assistant is a critical person in the Pupils' Support System. She/he is the most technical person close to the children, only next to the facilitator and closest to the facilitator in the Pupils Support System. The facilitator relies on him or her for guidance through face-to-face interactions. The Sub-county Supervisory Assistant is supposed to know the strengths and weakness of every facilitator and

advise accordingly. He /she is supposed to identify the training needs of the facilitators in the Sub-county for training. Most importantly, the staff should be available in time to give help, whenever it is needed.

Analysis of the responses by the sub-county Supervisory Assistants, mainly head teachers of primary schools and tutors from the Teachers' College who doubled as ABEK supervisory assistants at the sub-county level, revealed this staff did not have adequate time and means of transport to reach out to the learning centres. This situation left many ABEK facilitators and their respective learning centres under supervised. And when supervision was done, the formal school supervision tool was deployed. Whereas the formal school supervision tool is suitable for the purpose it was designed to serve, it may not be the right tool to supervise ABEK activities, which are set in a non-formal learning environment. It is therefore recommended that ABEK designs and develops its own monitoring and teaching supervision observation tools.

The Supervision/monitoring tool can be designed and developed by Kyambogo University, or any other expert in Teaching and Supervision. Every facilitator needs to develop, refine and master his/ her teaching skills. It is out of these processes, that real training needs of the facilitators can be identified to inform the planning of courses to enhance facilitators' professional development. The sub-county Supervisory Assistant requires more and more interaction with facilitators, ABEK pupils, Village ABEK Committee members and parents. Inadequacy at this level has direct bearing on what takes place in the teaching-learning environment of ABEK centres. The importance of effective supervision of education activities cannot be overemphasized.

It is also recommended that an investment be made to develop the competences of the Supervisory and Monitoring Assistants through training. Capacity enhancement courses should be informed by a training needs assessment. A team including representatives of Kyambogo University, ESA and the MoES should be mobilized and supported to provide the training. Each of these institutions has a big stake in ensuring effectiveness in curriculum development and delivery; and monitoring and evaluation processes.

Level 4: District ABEK Project Coordinator

This is an important level which plays administrative roles, such as provision of materials and monitoring, supervision and less so teaching supervision. Supervision and monitoring should also be based on a tool developed for this level, to ensure

thoroughness in carrying out these functions. Supervision and monitoring done at this level should target the performance done at the sub-county by supervisory Assistant and less so the facilitators, because the contact time he/she can find for the facilitators will be very minimal to cause a big impact at this level. But if ever it has to be done, it should use a sampling approach and using a tool developed to capture some specific information at this level.

Level 5: District ABEK Supervisor

This is the level of the District ABEK Project Coordinator. It is critical because it has an overview of the ABEK performance at the district level – a mixture of the teaching supervision and monitoring. In liaison with the ABEK Project Co-ordinator, District ABEK Supervisors are responsible to ensure effective operation of ABEK at the sub-county level. They are expected to mentor and supervise sub-county Supervisory Assistants. Unfortunately, the District ABEK supervisors were overloaded and did not find enough time to supervise ABEK activities as regularly as it would be needed. It should be noted here that this is the same staff who supervises formal primary school education in the district.

Level 6: DEO/DIS

District Education Officers (DEO) and District Inspectors (DIS) of schools deal with the administration, personnel management, linkage with the MOES, SCiU and other partners, as well as payment of facilitators' salaries. The DEO/DIS have to pull on many strings to keep ABEK together, alongside their designated duties in the district.

At a workshop attended by 40 stakeholders to review the first draft of this report for their input and authentication of findings they were requested to propose how else the existing support system could be improved. The following were proposed.

- Include health workers as monitors as they are doing in ECD to advise on how to improve the health status and conditions at the ABEK centres.
- Provide transport facilities (vehicles, motor-cycles or bicycles) to supervisors and monitors to enable them play their roles in the Pupils' Support System.
- District government to implement the new government night and day allowances for personnel involved in monitoring and supervision of ABEK programme.

Reflection on an example of an interface of two levels in the pupils' support system

For further reflection and analysis of the pupil's support system an interface of the two levels, namely 1 and 3, that is of ABEK facilitators and sub-county supervisory assistants is used to highlight challenges in the pupils' support

Level 3

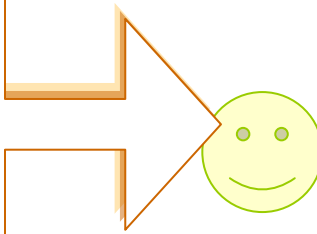
Sub - county Supervisory Assistants

- Monitor and supervise teaching in all the LC
- Advise ABEK

Level 1

ABEK FACILITATORS

- Make schemes of work and lesson plans and teach
- Develop & use low-cost / no-cost materials to create enabling learning environments
- Monitor & record each child's progress & cater for individual needs
- Develop a reading culture through use of the created environment
- Involve parents in the



Consider:

Each Supervisory Assistant has an average of 6 learning centres, with 12 Facilitators to supervise in teaching, plus other roles.

- Will the Supervisory Assistant have enough time for his/her basic job and ABEK roles?
- Given the natural pressure of work from his/her basic and ABEK roles, all competing for the same person and the same time – what is likely to suffer?
- What facilitation does the Supervisory Assistant need to make her/him effective at level one?
- What do you suggest can be done to ensure that his/her job and his/her ABEK roles will be performed fairly and effectively?

The Facilitator's performance will depend on the kind of support received from the Supervisory Assistant, who has other roles to play in his/her full time job. For more effectiveness, the Review Team proposes that ABEK facilitators be given more professional support. They require more close mentoring, coaching and hands-on support provided by the supervisory staff – a staff who can find time to sit with facilitators and help them to prepare lessons and make teaching learning aids using low cost/no cost environmentally available materials. This should be someone with good teaching competences and experience in creating enabling learning environment whether this is of the make shift type, semi permanent or permanent structure. This

kind of job may not be well accomplished by someone, who already is a headteacher or full time tutor in a nearby Teachers' College or in schools in the catchment area.



Child Participation

5.1 INTRODUCTION

The United Nations Convention on the Rights of the Child (CRC) makes clear why children should participate. In the first place, children have a right to participate in decisions made on their behalf, progressively as their knowledge and understanding develops (Article 12). The CRC also makes provision for children to receive, or have access to information to help them participate meaningfully, as well as education so that they are aware of their rights and can become responsible citizens (Articles 17 and 29).

Children also have the right to express their opinions in forms that may be easier for them than the spoken and written ways used by adults (Article 13). In addition, children have the right to form organizations to represent their own interests.

Definition of child participation

While there is no single, agreed definition of children's participation, child participation can be thought of in practical terms as ways of incorporating 'children's specific needs and views into decision-making processes within the context of what is possible institutionally and culturally' (Johnson et al, 1998, xvii).

5.2 EXISTING SITUATION

ABEK facilitators' perception of child participation

Asked what child participation is, almost all facilitators described it by naming examples such as answering questions, drawing and talking about their pictures, singing songs and drama based on the lesson they are learning. Children interviewed were not any different from their facilitators. Given that the ABEK curriculum is designed to suit the context in which children in the Karamoja region live, and that the methodological approach is learner-centred and the curriculum includes some life skills such as peace education, child rights and HIV/AIDS prevention, the teaching learning activities can be said to provide opportunities for participation.

However, it is important to note that curriculum content could provide such opportunities, but delivery methods used in the teaching learning process may handicap achievement of intended goal and expected outcomes–child. Most of the facilitators believed their work promoted child participation and confidently said they were doing well in this area although many of their responses revealed they were not conversant with processes that lead to child participation.

Participation in outreach work

The review team was also keen to find out how children participate in outreach activities. Children and teachers interviewed said children participated in one off events, although the events were in most cases not at the children’s finger tips. Most children took some time to recall. Meaningful and interesting participation that has engaged children in a process of planning, implementation and assessment of performance is unforgettable; it is memorable and easy to talk about.

Analysis of examples of child participation in the one off outreach events and activities revealed resemblances of ‘manipulation’, ‘tokenism’ and ‘decoration’ (Hart, 1992) whereby “manipulation” refers to when adults consciously or unconsciously imply that the ideas they are promoting are actually those of children; while “tokenism” include situations where a group of children who are articulate, but not representative, are selected to represent the rest at an occasion; and “decoration” is when children are used by adults to promote a cause they do not fully understand, by wearing a T-shirt printed with a slogan, singing songs or acting in a drama created by adults.

What child participation is and is not

In the Karamoja region, there is a lot that directly negatively affects children’s lives and where focused child participation could make a difference. For example, when empowered children can play a big role towards raising awareness to protect children, reduce child labour and promote child education, peaceful conflict resolution and observance of children’s rights, all of which impact on children’s health, social, emotional development and education.

It is also true that empowering children for effective participation takes time. It seeks children’s input in a way that respects children’s differences and their views. Child participation is made possible by an adult who listens, encourages children and creates

environments for the children to express themselves through age appropriate activities.

Child participation is promoted by supportive adults who can help children feel confidence in ways that build children's self-esteem. This may not be achieved in one off events nor just through the core curriculum activities. This happens through a total curriculum, that is through core curriculum classes lessons, and co-curricular activities such as games and sports, drama, debate; and which include outreach component such as projects that address circumstances affecting children's lives such as child labour, child rights, conflict, the drought and food scarcity.

Child participation takes more than wearing T-shirts marching past and saluting the chief guest, while carrying banners printed with slogans written by adults without even giving children background knowledge about the event. Meaningful child participation goes beyond making children sing songs composed by facilitators expressing their own feelings, and making children read speeches, recite rhymes and poems , and act plays prepared by adults without involving children in thinking them out, prioritizing what needs to be done by who, when, with what and taking decisions. A facilitator should indeed play the role of facilitating and not that of doing most of all that should be done by children as a process of learning and empowerment.

Instead child participation involves:

- Recognizing the value of children's knowledge and opinions;
- Sharing experiences and expertise with children;
- Learning from children;
- Finding ways to make it easy for children to make decisions and implement them;
- Helping children and adults to understand their rights and responsibilities;
- Sharing power with children;

Thus, child participation should gradually give them knowledge and skills, so that they can be involved meaningfully in decisions made about their lives and to take an active role in putting those decisions into practice. In this sense, children's participation means a gradual shift, from adults taking decisions for children, to children taking decisions for themselves. In this process children learn to analyze situations beyond their personal circumstances. They learn and pick courage to try solving problems that affect or threaten their lives.

In the case of ABEK, children were involved in curriculum design and material development when the manuals and work books were being prepared. They keep their

centres clean. They are always involved in the reviews of ABEK and have been participating in eventful days singing songs, which facilitators compose on local or national themes.

It can therefore be concluded that as regards child participation, a seed has been planted, mainly in the curriculum content, but needs nurturing to fully germinate and bear observable fruits in terms of learning outcomes. The following are other ways through which child participation can be increased.

Stakeholders' views regarding possibilities through which children could be given more opportunities to participate in ABEK

At a workshop attended by 40 stakeholders from Karamoja region to review the first draft of this report, they were requested to suggest how children could further participate in the ABEK programme and the following involvement was proposed.

- Designing and making of the teaching–learning materials by working with facilitators and resource persons.
- Composing songs, writing plays and poems to promote their creative skills and develop their talents.
- Organising activities such as drama and games to promote their leadership and organising skills, and participating in these activities.
- Establishing ABEK learning centre garden and involving children in deciding what to do and seeds to sow and how to care for the garden.
- Girl and boy representing children on VAC meetings to promote gender balance.
- Sensitising children not attending ABEK or formal school and their parents about the value of education through the ABEK children's clubs.

It is therefore important that SCiU, in collaboration with the District Authorities and the MEoS, enrich ABEK curriculum to provide more opportunities that promote child participation. They should also support training of a core staff of trainers of trainers, who can roll out training at lower levels, monitor and promote child participation in ABEK and in other SCiU projects.

Consideration should be made to adapt SCREAM Methodology which is meant to increase child participation in Child Rights. SCiU should join Child Participation Advocacy Task Force which has been initiated by Child Rights Network Uganda

formulate an integrated Early Childhood Development Policy led by the National Council for Children.



Achievements, Lessons and 'Best' Practices

6.1 INTRODUCTION

This section focuses on achievements, lessons learnt and 'best' practices in the ABEK innovation. However, this does not suggest that this success is without challenges. The challenges that confront ABEK are highlighted and discussed in Section 5, while recommendations for the next steps form Section 8 of this report.

6.2 GENERAL ACHIEVEMENTS

- **ABEK has enabled more children in the Karamoja region to access education**

At the time of this study, cumulatively, 32,770 children had been enrolled in ABEK Learning Centres and of these 2,536 had transitioned into formal schools. Table 2 below summarizes ABEK enrolment in 2005. However, more children would have either completed or transitioned into formal schools if drop out rate had been minimized.

Table 2: Summarised Enrolments 2005

District	Enrolment			Transfers		
	M	F	Totals	M	F	Totals
Kotido	6,655	10,724	17,399	139	242	381
Formal	5,855	5,734	11,589			
Nakapiripiriti	2,921	2,586	5,507	39	3	42
Formal	?	?	?			
Moroto	5,891	7,933	13,824			2,113
Formal	1,136	789	1,925			
Totals						2,536

The above data indicate that ABEK has enabled more children compared to those enrolled in formal schools. In Kotido, for example, ABEK had a total of 17,399 pupils– 5,850 pupils more than those enrolled in formal schools. The same was the case for Moroto. There were a total of 13,824 pupils in ABEK compared to 1,925 pupils in

formal schools. Without ABEK, these children would probably never have had an opportunity to access basic education which has made tremendous change in the lives of ABEK graduates, that of their families and the community at large.

- **A local ownership of ABEK**

There is a remarkable ownership of ABEK by the different stakeholders throughout involved in ABEK management and administrative structures. Right from the onset, ABEK initiators used participatory approaches involving stakeholders at different levels – from the grassroots to the national levels – in determining the curriculum, location of learning centres, identifying facilitators and in enrolling children in centres. As a result, a sense of ownership of the initiative by ABEK centre management committees at village, Sub-county, district, regional and national levels has been cultivated. Communities do not look at ABEK as a SCiU ‘thing’, but as their own. This has encouraged participation and commitment towards the project, aspects that promise sustainability. During this review all stakeholders including children and parents expressed great desire to scale up ABEK so that it may benefit more children, families and communities.

Table 3: Distribution of ABEK learning centres in Kotido, Moroto and Nakapiripirit Districts

Districts	Number of Sub-counties	Number of Parishes	No. of LCs
Kotido	6	6	104
Moroto	4	7	128
Nakapiripirit	6	6	36
Totals	16	19	268

A comparison of enrolment in ABEK and formal primary schools indicated in Table 5 reveals that fewer girls enrol than boys in formal primary schools, while it is the reverse in ABEK centres.

- **Flexibility– A benefit beyond the targeted**

Although ABEK was originally designed to target and benefit children of the age range 6 to 18 years who are out of school, the intervention has attracted some parents and younger children. Because of its flexible nature, girls – who by their traditional gender roles take care of their younger brothers and sisters are allowed to come to the learning centres with the siblings they look after. The case of Peter Lemu makes clear how enrolment went beyond the target beneficiaries.

Peter Lemu is a former ABEK pupil aged 30. He is married with 8 children. He was a warrior and gave up the life style to join ABEK Nangamit Learning Centre. In 2005, he sat Primary Leaving Examinations and passed in second grade. He was admitted into S.1 at Namaru Senior Secondary School. He has three wives and nine children, who are also studying at ABEK and in formal schools. The impact of ABEK is going beyond the original targeted age bracket to provide a unique opportunity to older members of the community who are hungry for an education they missed when they were young.¹²

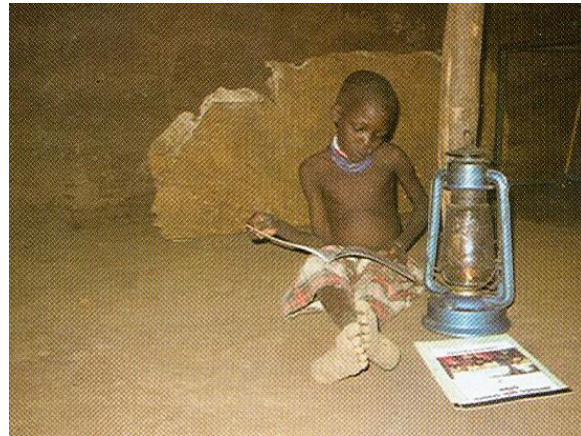
- **Selecting ABEK facilitators from communities they are to serve and training them to ensure quality and effectiveness**

Community members participate in identifying persons in the community who have attained Primary Leaving certificate and can be trained to become ABEK facilitators. Through this process 536 facilitators have been trained and are teaching children in ABEK centres. This approach has very much enhanced a spirit of ownership, commitment and accountability by both the community members who select and the facilitators who are selected to provide the service. Selected facilitators receive training to deliver ABEK curriculum content and learner-centred methodology.

¹² Interview with *Peter Lemu is a former ABEK pupil aged 30*

- **Increased awareness of the importance of education**

There is an increased awareness among the Karimojong communities of the importance of basic education to children. This is evidenced by community (parents, children and other stakeholders) demands for more learning centres. Consequently, the enrolment of learners continued to grow despite the challenges in the context. The 268 ABEK Learning Centres have a total enrolment of 32,770 pupils taught by 536 facilitators. Furthermore, communities have shown their support for education by contributing what they have towards



Increased parents' interest and support to education



In the next five years we wish to have our land developed, our people wiser, threats of hunger and human as well as cattle disease eliminated... Our children should acquire higher education, continue

enabling their children to get education.

Furthermore, different groups of elders have offered their shade tree venues for meetings to be used as ABEK centres. Lokatap ABEK Learning centre in Kanawat parish in Kotido district is one of such examples.

Without any exception parents, children and stakeholders at district, sub-county, community and school level who were interviewed made an emphatic demand for ABEK to be scaled up to benefit more children.

The following emphatic voice of a 50 years old woman, who during a focused group discussion was responding to a question whether ABEK should continue, represents hope and aspirations of the Karimojong.

<p>“Ecamakina ABEK torubak eyai jik kitatam ngikosidwe ngulu atokona kangulu eroko nyeuruna dand. Ikiup isua abangao, anen erae ABEK ngalup nguna ajokak nguna epoloo ekinyomit ka akisim”</p>	<p>We want ABEK. ABEK should for ever continue to teach our children. It is our hope and future for our children. We are tired of ignorance and ABEK is good soil in which the seed of education is growing. ¹³</p>
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Contributing towards achievement of international and national goals

Through community activities, ABEK promotes technical and cultural knowledge and skills, alongside the attitudes desirable for fostering development; eradication of illiteracy and equipping of individuals with the basic knowledge and skills required for self-reliance and continued learning and development. ABEK has also contributed to achieving education targets set in the MDGs as well as to attaining education for all.

- **Improved health and hygiene among the children, parents and community members**

Outstanding among the strengths of ABEK, has been the intervention to promote basic health and life skills to the immediate beneficiaries, the children, as well as community members. Learners have gained knowledge of hygiene and the importance of good health. The traditional negative attitudes are gradually changing. A 12 years old girl at Lakotap articulated the impact of basic health lessons on some aspects of the lifestyle of Karimojong families.

<p>“Aanyun isua ajokis alotoma akisitiya ecoron. Eiunit akosi. Ecamitae isua akisitiya ngicoronin ka nabo Kitatamae ngikosi-kauriak dang ajokis ka akisitiya ecocoron. Emaikira ABEK ikidukon isua ecoron.”</p>	<p>We have learnt about the value of using a pit latrine. It protects our lives. But there is no latrine at our centre. We want to use the latrine and teach our parents. ABEK should build us a latrine. ¹⁴</p>
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¹³ Interview with A member of Namijimiji ABEK Learning Centre and a member of the sub-county, ABEK Committee Member Naitakwai Parish, Matheniko County, Moroto.

¹⁴ A voice of one of the children in a group interview at Lokatap LC Kotido.

At the foot of Kadama Mountain, a boy aged 14 shared his experience with the Review Team members.

“We learnt the importance of boiling water and milk, of washing our face and hands, and covering food, and of bathing our bodies and brushing teeth and cutting our nails. Although some of these practices are not easily possible, because of many reasons my family knows their importance. So we try to do the

He said with pride and confidence admiring himself and was applauded by other children in the focused group who also looked clean compared to a group of boys who had been attracted to the site by the vehicle in which the review team arrived.

Old women also talked of the importance of cleanliness, which they had learnt from their children who attend the learning centres and teach them some of what they learn. The children exhibited confidence and respect for both peers and older people. ABEK facilitators and supervisors also said, without hesitation, that there was a difference between the children and families of those who participated and did not participate in ABEK.

An experience at Nakapelimoru in Jie county, Kotido district demonstrates community empowerment:

MEDAIR, NGO came here and mobilized the community to construct a latrine to serve the surrounding population. Many families especially the adults started using the latrine and filled it. Unfortunately they did not think of building another latrine to use when the one they were using filled. Now I have a big problem of the community trespassing and using the school latrine which will also soon fill up. I actually find it difficult to stop people, especially adults, from using our latrine, because I was one of the people who taught them about the danger of using the bushes around their houses. When I tell them to stop using the school latrine, some have told me they now feel embarrassed using the bush.

A community latrine can not be a solution” he continued. “While I appreciate the effort by MEDAIR as a starting point, I strongly believe that it is important that when NGOs and

On the other hand, in an interview with the Chairman of Local Council III in Lorengedwat sub-county, Pian county in Nakapiripirit told the Review Team that residents of Kamaturu Parish learnt the importance of a latrine when they went to Lokwamor Trading Centre and used a UNICEF built latrine. People in Naapong village, Kamaturu parish, have communally built their pit latrine. While they offer temporary solutions to their outstanding needs, all stakeholders the review team came in contact with expressed a strong desire to have permanent ABEK learning centres constructed with VIP latrines.

- **Potential to achieve budgetary support from district governments**

The sub-county administration across the region appreciates the contribution ABEK is making, especially towards improving the quality of life in the communities and increasing their opportunities to access education. District Local governments in the Karamoja region have indicated strong prospect for integration of ABEK activities in their budgets. This is an important strategy towards ensuring sustainability of ABEK in the region. It is acknowledged, however, that revenue is difficult to raise due to the high levels of poverty in the area.

6.3 KEY LESSONS

With eight years of implementation of ABEK, a lot of experience has been gained and many lessons have been learnt as highlighted below.

- **Education for disadvantaged groups creates greater impact when designed as part and parcel of a broader conceptual effort that addresses the needs of children and that of their families.**

Children living in drought affected areas who are enrolled in ABEK require nutritional, health care, and general physical and emotional support to help them participate in learning at the centre regularly and benefit from the provided education programs. It is also true that education of children and that of their parents or other caregivers is mutually supportive. What affects the family affects the child and vice versa.

This proposes that when working with a poverty stricken and illiterate community, planning interventions such as non formal education for children, requires that a parenting/guardian component which links home with school or learning centres for children be incorporated. This is because children such as those in ABEK spend most of their time with their parents at home. A more effective education program is one which links home and school and addressed basic needs of children.

The existing interest of parents and community members in the ABEK programme should be used as a starting point for more focused community education. In this



regard, a functional vocational literacy curriculum to serve the role of ABEK for adults should be developed.

Such a curriculum should be informed by a labour market survey to ensure curriculum context appropriateness while utilizing existing environmentally available resources such as cow products: milk, ghee, hides and skins, and grain such as sorghum and millet. The functional vocational literacy curriculum would go a long way towards introducing labour and energy saving devices such as water harvesting and storage methods, non-traditional quick maturing crops in ways that empower families to enhance their household incomes and improve the quality of life of their children and sustaining them in schools and learning centres.

As much as possible non formal education programs should cater for holistic development of children. This could be realized through linking children and their families to other service providers such as those providing health services, income generating skills, water provision, and others. A hungry family and worried family about what it is going to eat for dinner will send a hungry and probably sickly child to the learning centre. Hungry and sickly children may not benefit as much as their counterparts who are fed and less worried would. Some children came to the learning centres looking hungry and sick of curable ailments and diseases. Currently ABEK is only focusing on education.

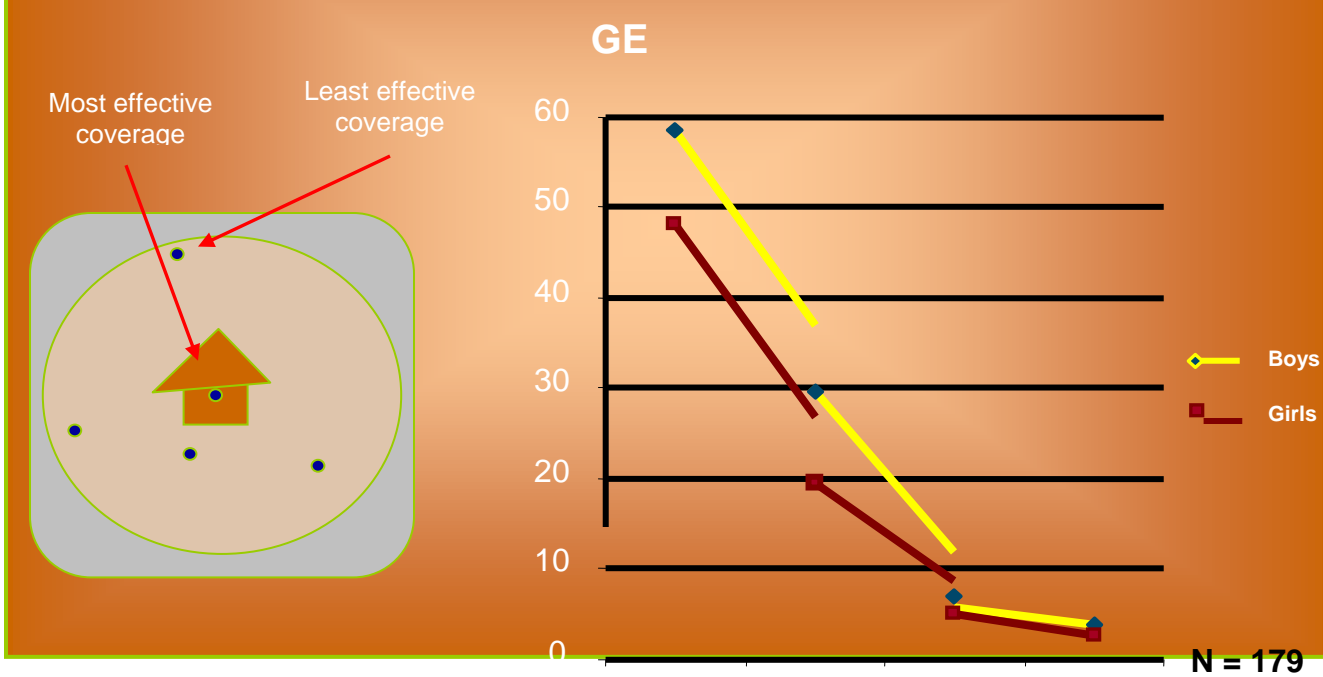
- **In communities which do not yet realize the value of education, it pays when education is taken to the people, rather than expect children and their parents to walk long distances to find it.**

Locating ABEK centres within and closest to manyattas has not only shortened the physical distance from home to the learning centre, but has also removed fears of parents who were suspicious that education they teach children would undermine their culture. Parents were welcome to sit in lessons and hear for themselves what the ABEK curriculum taught children. Some of the parents got interest and came more regularly than was expected; and as they listened they became interested in what the children were learning. Such parents would probably never send their children if the centre was far away from home.

It is therefore important in future location of centres, that attention should continue to be given to the distance the pupils will walk to the centre. Future ABEK centres should be located as near as possible to the manyattas. This will enable the children, including the young and disabled, to easily reach the learning centres.

Figure V: GER and Distance

Chad, Western Sahelian Region, 2002 - 20



Data are from the World Bank Rural Access Initiative

Here we are looking at the effectiveness of school coverage within areas that are officially “covered” by the school system. Enrolment rates are modest yet significant in villages with schools. Then there is a dramatic drop-off in enrolment between those villages with schools and those satellite villages located less than 1km from the nearest school. For the satellite village’s situation between 1 and 2km from the school, enrolment is about one-eighth what it is in the villages with schools. The drop is more precipitous for girls than it is for boys, especially in the 0<1km and 1<2km categories. Note: GER for distances beyond 2km is insignificant.

Flexibility in study time with learning sessions scheduled to take place in less busy times of the day has potential to perpetuate child labour and less concentration on learning

While this arrangement is very innovative and has increased opportunities for children to access education, it raises some concerns. For example, this model can be said to directly or indirectly perpetuate child labour, especially in communities where parents depend on children for support in accomplishing lots of domestic chores, and youth for herding cattle, looking for water and pasture. Thus, flexibility in the ABEK timetable can be said to be in the best interest of the parents rather than children. Arrangements propose exploitation of children. Most of a child's time is spent on work and less on education. ABEK should raise parents' and community awareness to prioritise children's education and allow them more time at the learning centres.

Given that the children must do their varied activities before they get to the centre, stay at the centre for three hours, and return to the afternoon and evening work creates a situation whereby children report to the learning centre when they are already tired. They may not concentrate and benefit much from the learning centre. The three hours expected to be spent on learning may not always be spent on learning, and even if this happened, three hours limit the curriculum only to a number of activities. This may not adequately prepare a child to transition and cope with their counterparts in the regular primary schools.

Pupils need to spend more time on learning than they were doing at the time of this review. Time spent on collecting firewood and water could be reduced by introducing appropriate energy saving cooking stoves and putting bore-holes near Manyattas. Annexing Early Childhood Development centres to ABEK Learning Centres would also free more time for girls who are responsible for sibling care. In Ethiopia, introduction of a donkey scheme increased enrolment and reduced pupil absenteeism.

- **Cost sharing and coordination are key in financing new interventions non-formal education in poor communities with vast need of the service**

Increasing partnership and working with stakeholders across sectors of civil society including NGOs, Community Based Organizations, Faith Based Organizations, the media, private sector and other tertiary institutions and interest groups, provide opportunities for complementary action and leveraging of resources.

For non-formal education interventions to bring lasting benefits, communities and particularly parents, need to be fully involved

To achieve this, parents need to be empowered and brought to the forefront of education interventions right from needs assessment through to evaluation of impact.

Parents and communities who know the value of education make more demands in the best interest of their children, participate more actively, are more accountable and more likely to ensure sustainability of education interventions.

An integrated Parenting Enrichment Programme will have positive contribution towards enabling children in non-formal education settings to achieve their full potential in learning.

While it is important to allocate resources to support provision of formal and non-formal education, it is also necessary to support families to create enabling conditions at home. This is based on the understanding that young children spend most of their time home. An integrated Parenting Enrichment Programme that addresses child health and nutrition; early stimulation and learning; health and environmental hygiene; income generation and food security; child protection and welfare; and HIV/AIDS will have positive contribution towards enabling children to achieve their full potential.

This does not, in the least, mean that parents are totally ignorant and have no knowledge in parenting. However, programme design must respect the culture of the family environment. It should aim at gradual, reduction and elimination of practices that go against the rights of the child. Karimojong parents have deeply rooted empirical knowledge transmitted through oral tradition, sometimes rightly called “social knowledge”. But some fundamental knowledge, resulting from modern science discovery, which is essential for the survival, development and protection of their children, remains unknown to them. Besides, oral tradition perpetuates sometimes adequate empirical knowledge, but also other knowledge, practices and taboos that are sometimes detrimental to the young child.

Thus, a community-based parenting enrichment education programme ought to bring together the different stakeholders and various sectors involved in child survival, development, protection and participation. These are health, education and social workers in the broad sense, the public and private sectors, NGOs and international institutions working in the area concerned. We must not forget the important role that can be played by the national media, especially local radio stations in sensitisation and awareness raising.

- **Non-formal Education programme activities and interventions create greater impact when they build on existing strengths at family and community level.**

Children and other people learn best when they are able to start with what they already know, when they are able to relate new knowledge to existing knowledge, and to go through a process of assigning personal meaning to the new knowledge. Positive indigenous knowledge among families and communities should be used as entry points and stepping stones to introduce and or enhance the “scientifically validated” services.

- **In poverty and hunger stricken communities, no single organization can meet the enormous needs of children**

Given the situation in the Karamoja region, no individual organization/institution may manage to raise enrolment rates and create a favourable environment for children to persist and complete viable education options. New and revitalized partnerships at all levels are necessary, that is partnerships between government and non-governmental organizations, the private sectors, faith based organizations, local communities, elders, families, and individual efforts.

6.4 “BEST” PRACTICES

The following have been identified as “best” practices during the implementation of ABEK.

- Community participation in deciding and agreeing on the content their children were going to learn in the ABEK curriculum.
- Agreeing with the children, parents and facilitators on the flexible routine and time-table to be followed in the ABEK Learning Centres.
- Identification and selection of potential facilitators from within the community for training to teach children in the learning centres.
- Involving the community in deciding the location of the centres, monitoring and protecting the property of the centres.
- Community establishing and administering the ABEK learning centres through established ABEK ... at District, sub-county and village levels.
- Formal primary schools identifying a teacher, as a focal point person, to deal with matters concerning ABEK transfers into primary schools to ensure a smooth adjustment.
- ABEK empowering different members of the community to play their roles well.
- Locating and developing ABEK Learning centres near manyatta for easy access to the centres by children and parents.

However, in order to ensure that the 'best' practices in the programme are not lost, there is a need to develop a strategy for efficient capture and storage of information regarding practices in ABEK.

Documentaries could take different forms such as: reports, 'best' practices, graded story form and translated to benefit children, youth and adults, and video.



Challenges: Despite UPE and ABEK many children are still out of school

7.1 INTRODUCTION

Despite the implementation of UPE since 1997 and ABEK from 1998 to date in the Karamoja region, there are still many children of school age who still do not go to school. It is also true that many children enrol but less complete ABEK and the primary school cycle, the current national completion rate is 30.5%. The Karamoja ratio is much less (1.3%).

7.2 THE STATUS OF ENROLMENT, RETENTION AND COMPLETION

Table 4 below shows Net Enrolment Ratio (2004) in primary schools, while Tables 5 and 6 reveal the number of ABEK centres established in the districts of Moroto, Kotido and Nakapiripirit, and total enrolment in ABEK centres in the three districts respectively. The three Tables provide a comparative picture of what the enrolments of boys and girls look like in the formal primary schools and ABEK centres established in the Karamoja Region.

Table 4: Formal Primary Net Enrolment Ratios in Karamoja Region 2004

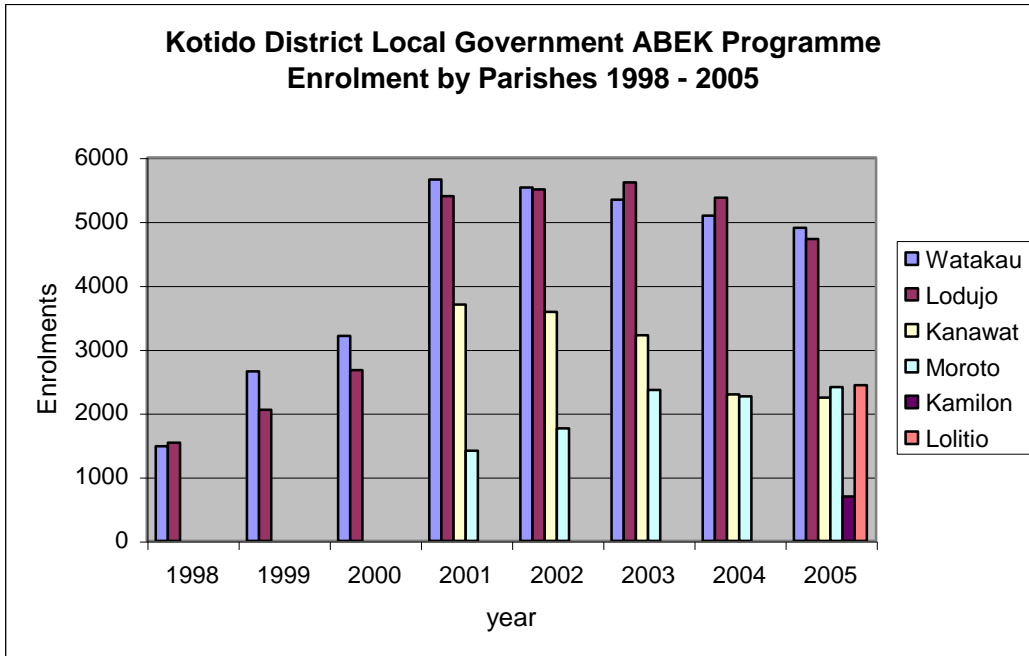
District	Boys Enrol.	Girls Enrol.	Total in pop. Boys & Girls	Net enrolment ratio	School going age out of school
Kotido	26,410	21,205	170,181	27.9%	122,566
Moroto	9,5090	7,121	48,676	34.3%	31,965
Nakapiripirit	7,947	7,805	43,924	35.8%	28,172
Total	43,947	36,131	262,781	30.5%	182,703

Source: Annual School Census Abstract, 2004. Overall the 2004 National NER was 90.01%

In 2004 Kotido had the lowest Net Enrolment Ratio (NER) (27.9%) in the Karamoja region. In the ascending order Moroto and Nakapiripirit had NER of 34.3% and 35.8% respectively. These ratios are very much below the National NER of 90.01%. The number of girls enrolled (36,131) was below that of boys (43, 947) in the three districts with the exception of Nakapiripirit where the difference is only 142 pupils. This low Net Enrolment Ratio suggests that there were many children (182,703) of primary school going age who were not accessing basic primary education.

Therefore, the girls are more disadvantaged than boys and require more interventions to facilitate them to access and complete primary education. Given this situation, scaling up ABEK, enriching its curriculum and equating ABEK curriculum with the formal primary education curriculum seems to have great promise for girls in Karamoja.

Graph 1: ABEK Enrolment by Parishes in Kotido District



Graph 1 above presents statistics on ABEK enrolment by parishes in Kotido district from 1998 to 2005. A table of statistics is also attached in Annex ... for further details.

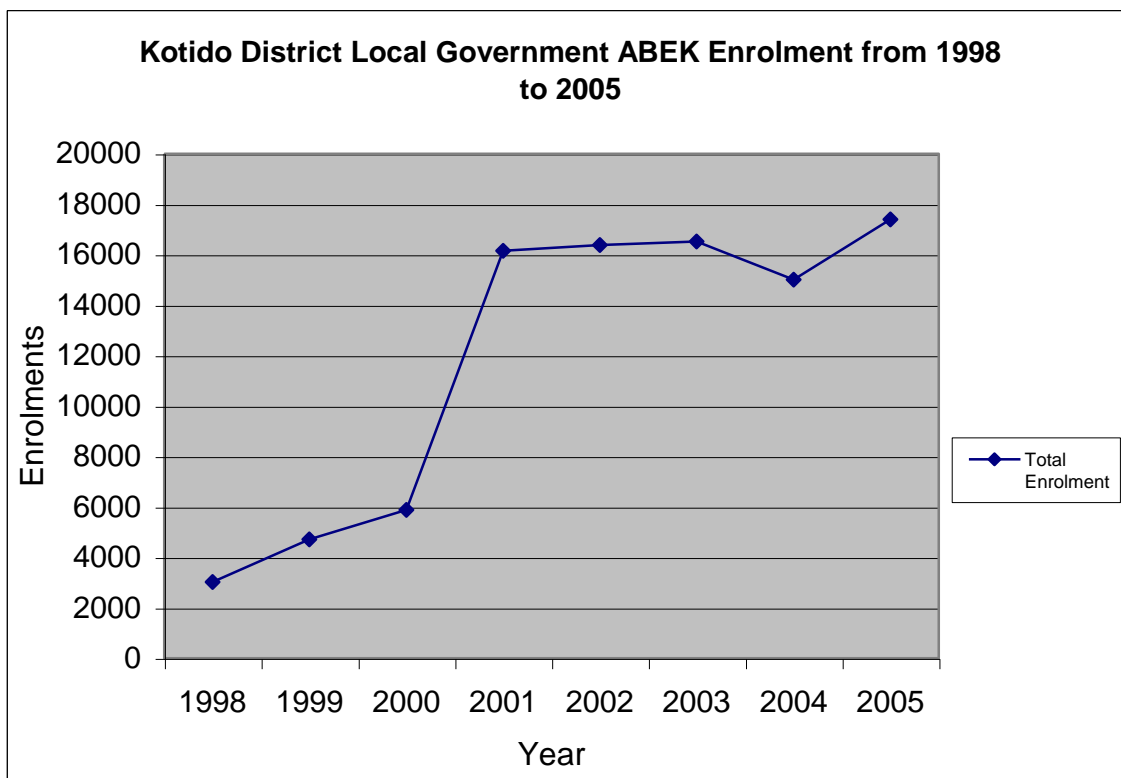
Analysis of performance on enrolment in the parishes of Watakau, Lodujo, Kanawat, Moroto, Kamilon and Lolitio reveals that: two parishes – Watakau and Lodujo – benefited from ABEK in 1998, 1999 and 2000. For the three years, enrolments were highest in Watakau parish. Enrolments in both parishes steadily increased from 1483 pupils in 1998 to 3208 in 2000 for Watakau and from 1535 pupils in 1998 to 2670 in 2000 for Lodujo.

From 2001 to 2004, two more parishes, namely Kanawat and Moroto, started enrolling children in ABEK. In 2002, there was a decrease in enrolments in Watakau from 5655 pupils in 2001 to 5531 in 2002 with a further decrease to 5337 in 2003. Similarly, the enrolment in Kanawat decreased from 3697 in 2001, 3584 in 2002 and 3216 in 2003. There was, however, an increase in enrolment in Lodujo and Moroto from 2001 to 2003. Enrolment in Lodujo increased from 5394 in 2001 to 5609 in 2003. In the case of Moroto, enrolment increased to 2361 from 1410 in 2001. The year 2004 was a year of falling enrolments in all the parishes. This was also the case in 2005, except Moroto that experienced a slight increase in enrolments.

In 2005, ABEK enrolled children in two more parishes – Kamilon and Lolitio. Amongst these new parishes, Lolitio had more enrolments (2435 pupils) – three times the enrolments in Kamilon.

Related to the above statistics, ABEK annual enrolments in Kotido district took the same trend, as indicated in graph II below.

Graph II: Kotido District ABEK Enrolments Per Year

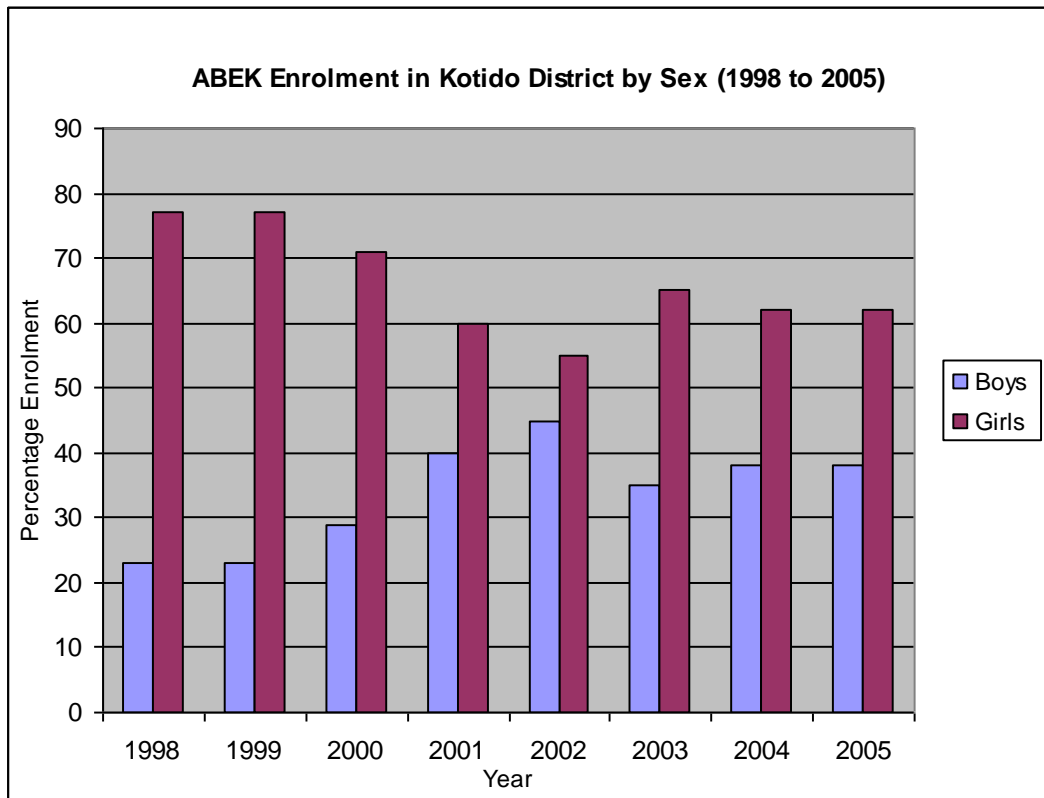


The above graph, presents ABEK enrolment figures from 1998 to 2005. The figures for each year are a total of enrolments in the different parishes. From 1998 to 2000, there was a steady increase in enrolments. Enrolments shot-up in 2001; almost three times the enrolments in 2000. Although there was a substantial increase in enrolments in Watakau and Lodujo that year, enrolments in the district were boosted by enrolling in two new parishes – Kanawat and Moroto. From 2001 to 2003, the district experienced

small by steady increases in enrolment. Enrolment figures however dropped in 2004 to 15012 from 16523 in 2003 – a decrease of 9.14%. Enrolments again increased in 2005 largely due to enrolment from two additional parishes – Kamilon and Lolitio.

Graph III: ABEK Enrolment in Kotido District by Sex (1998 – 2005)

Year	1998	1999	2000	2001	2002	2003	2004	2005
% of boys	23	23	29	40	45	35	38	38
% of girls	77	77	71	60	55	65	62	62
Totals	3018	4655	5878	16156	15588	16793	15066	14268



Data in graph III above indicates that in Kotido district, more girls than boys were enrolled in ABEK from 1998 to 2005, contrary to enrolment figures in formal schools in Karamoja where more boys are enrolled than girls. The reason for more girls enrolling into ABEK could be because girls stay home doing work in and around the *manyattas*. For this reason, they can take advantage of the flexible ABEK timetable and access ABEK centres usually located near the *manyattas*. The boys, on the other hand, go herding sometimes far away from the *manyattas* and therefore cannot easily access ABEK centres. Interesting to note also is that from 1998 up to 2002, the number of

girls enrolled in ABEK steadily decreased as that of boys steadily increased. After 2002, the enrolment for both girls and boys took a similar trend. This emphasises the importance of continued sensitisation and awareness activities in the communities about the value of education, through the implementation period.

The above 2 graphs show that the community is increasingly appreciating the value of education. This is demonstrated by the general increase in ABEK enrolments since its inception in 1998. This increase, however, slowed down and the numbers almost stipulated from 2001 to 2003 and then ABEK started experiencing falling enrolments. Reasons for this could be that the WFP school feeding programme which ABEK pupils benefited from was halted in 2002. It should also be noted that the 2nd half of 2005 and the 1st half of 2006 experienced non-payment of ABEK facilitator's salaries. This affected the morale of facilitators which in turn has negative implications on pupils' learning.

7.1.1 Factors that lead to low enrolment and drop out

Tables 5 and 6 below reveal the number of pupils who dropped out, drop out and transferred from ABEK to formal primary schools in Kotido and Nakapiripirit districts during the period 2004–2005.

Analysis of figures in Table 5 below reveals that during the two year (2004 and 2005) period, a total of 786 ABEK pupils transferred to the formal system. It also shows that more girls (518 = 66%) transitioned into the formal system than boys (268 = 34%). This may reflect a positive change of attitude of parents towards girls' education. But it could also be so, because there were more girls enrolled

Table 5: ABEK Transfers and Drop-outs in Kotido District during 2004–2005

Name	Transfers						Drop-outs					
	2004			2005			2004			2005		
Parish	M	F	Total	M	F	Total	M	F	Total	M	F	Total
Kanawat	38	55	93	24	62	86	21	23	44	09	22	31
Lopuyo	23	66	89	39	83	122	10	31	41	13	27	40
Moroto	37	67	104	26	31	57	12	32	43	08	08	16

Watakau	31	88	119	43	59	102	24	31	55	22	33	55
Kamion	***	***	***	02	06	08	***	***	***	23	28	51
Loletio	***	***	***	05	01	06	***	***	***	39	27	66
Totals	129	276	405	139	242	381	67	117	183	114	145	259

Source: Kotido District Education Office Statistics 2005

In regard to drop-outs, the data show that during the two years, 442 ABEK pupils dropped out. More girls (262=59%) dropped out than boys (181 = 41%). This also shows that although more girls transferred to the formal system, they were still more vulnerable in accessing education than boys. This suggests that the strategies to support girls to access education as a disadvantaged category, should not be relaxed, but should instead be further strengthened to keep what has already been gained and move forward.

Table 6: ABEK Enrolment in Nakapiripirit District during 2005

Parish	No. of Learning centres	No. of children		No. of facilitators		No. of children transferred to formal schools	
		M	F	M	F	M	F
Moruita	6	404	239	9	3	16	10
Lorengedwa t	6	384	491	10	2	23	23
Natirae	6	542	486	11	1	*	*
Loburin	6	511	441	9	3	*	*
Loroo	6	530	454	11	1	*	*
Karita	6	550	475	7	5	*	*
Total	36	2921	2586	57	15	39	33
Grand total	36	5507		72		72	

Centres are newly established and data not available yet.

Source: Nakapiripirit District ABEK Statistics 2005

Table 6: ABEK enrolment in Nakapiripirit district during 2005 shows that:

- The enrolment is high in the centres, giving an average of 153 learners. Given the fact that there are only two facilitators at each centre, the Teacher/Pupil ratio is

(1:76). This is very high and may affect the performance of the facilitator and children's learning.

- There are more boys (2921) enrolled than girls (2586). The pattern here is different from other districts.
- Only 72 Learners have transferred to the formal system, but it should also be noted that the statistics begin from 2004 when the new district became functional.

Due to a very high teacher pupil ratio of 1:76, it may be strategic to explore the possibility of establishing some new centres in the same catchment areas of the existing centres to reduce the over crowding, to create an atmosphere conducive to learning. A third teacher could be posted to centres with heavy enrolment to lower the facilitator pupil ratio to about 1: 50, which is still high, but a little more manageable.

Plans to scale up ABEK, which among other important decisions, include establishment of new Learning Centres, enrolment, recruitment and training of facilitators, should all be linked in order to avoid overcrowding in the learning environment. Given that physical facilities at ABEK centres are still sub-standard and inadequate learning environments, it is important to have a low facilitator pupil ratio to reduce challenges that confront facilitators.

7.2 CAUSES OF LOW ENROLMENT AND SCHOOL DROP OUT

- **The effect of mobile life style on children's participation in education**

Children in mobile communities move with their families during long droughts, in search of pastures for their cattle and to secure their cattle from internal and external raids. In the sedentary lifestyle, women, men, old people and children stay in the manyatta with a small number of cattle to support the staying, while young men and boys move away with the kraal according to seasons or situations in search of water and pasture. During an interview with three boys of the age between 13 and 14 who had not attended classes since April and were asked where they had been, they explained they had been grazing cattle far away from home. One of them narrated:

"We leave ABEK here and go to the kraal with the cows and when the rains come we return home. Now that the rains have come, next week we will be learning at ABEK"

“The part of the family that goes to the grazing camps still needs the support of the family that stays behind in the permanent settlement and vice versa. When I go I return with roasted meat, blood, milk and some millet and sorghum. But I would also not have gone empty handed. I would have taken them what they miss, such as brew, ghee and other food stuffs which are not found while in grazing camps. When I was a girl I used to go with my brothers to help with digging ponds along riverbeds for watering animals. Like other girls of my age who accompanied the herds, I cooked food for the family members in the grazing camp. At night the warriors stay awake most of the time to protect the kraal. It is not an easy experience because your kraal can be completely raided– not only the herd but also people–men and young women, teenage boys and girls who would have gone to help.

In situations of long drought and famine, girls may follow the mobile kraal to support the warriors who take the cattle to the grazing camps with food stuffs, to help in making ponds for watering cattle, and to bring back blood, roasted meat and milk. In an interview with a middle aged woman from Napeet village in Kotido district, she shared her experience of accompanying the kraal and how this impacts on her daughters’ education in ABEK.

This narration reveals that although ABEK learning Centres have conveniently been developed near this category of manyattas and are near the children and parents, participation of children in accompanying the kraal and other household chores still negatively affects enrolment and school attendance of boys and girls. Those enrolled keep dropping in and out at the family’s convenience. It may also not be right to label such cases as dropouts. They take a seasonal break and then come back.

While the majority of families in the region fall in the above category of life style, families especially in Pokot have temporary manyattas and when a season to migrate sets in, they all move, all human beings and animals abandoning the existing manyatta. Establishing ABEK Learning Centres has been a challenge in this part of the region. This calls for creative strategies to address the challenge.

Interviews and focus group discussions with different categories of stakeholders including children, parents, community leaders, facilitators and District Education officials, revealed different causes that stop children from enrolling and persisting to complete their education in ABEK centres and primary schools. The interplay of the factors and issues, determines life-style characteristics and events among the Karimojong people.

At the centre of all this, is a cow. Life in Karamoja rotates almost entirely on the cow and so are the key issues that hinder children from accessing basic education. It is an income earner for all families and a requirement in order for a male Karimojong to marry. It is a no-cow no-marriage culture. Analysis of responses from different categories of people interviewed provides the following as major factors that lead to low enrolment and drop out:

- **Negative attitudes towards education**

Although the attitude of people is gradually changing, there are still many people who do not value education, especially those who have had no opportunity to go to school. These prefer bringing up their children in a traditional way that will empower them to play the cultural roles of girls and boys and later to become mothers and fathers. This category looks at education with great suspicion. The perception is that education will undermine their cultural values acquired and refined through indigenous education processes that require working closely with knowledgeable and skilled adults for supervision and guidance.

The nature of formal education system, which is rigidly structured and implemented, is seen to pluck children out of the traditional learning environment. This is seen to be dangerous to the continued existence of their communities. Such parents are not willing to send their children to the formal school; hence ABEK is preferred. However, its coverage is still limited.

- **Rearing cattle away from ABEK Centres**

The climatic environment in Karamoja is characterized by long droughts and short rains that often cause water, pasture and food shortage for the animals and people. Mainly, young men and boys are the traditional herders. They move with the animals in their kraals far away from home in search of water and pastures for their animals. Women, girls and children often stay behind in the manyattas and engage in subsistence agriculture and keeping few head of cattle, sheep and goats to support life. The young boys below 18 years who would be going to school are subjected to

child labour doing grazing and are thus denied an opportunity to go to school. While girls and boys staying in manyattas may be able to go to ABEK centres by negotiating a flexible timetable, it is not possible for the young boys moving with cattle in the kraal far away from the manyattas. Therefore, these do not access ABEK centres, usually developed and operating near the manyattas.

- **Early and forced marriages**

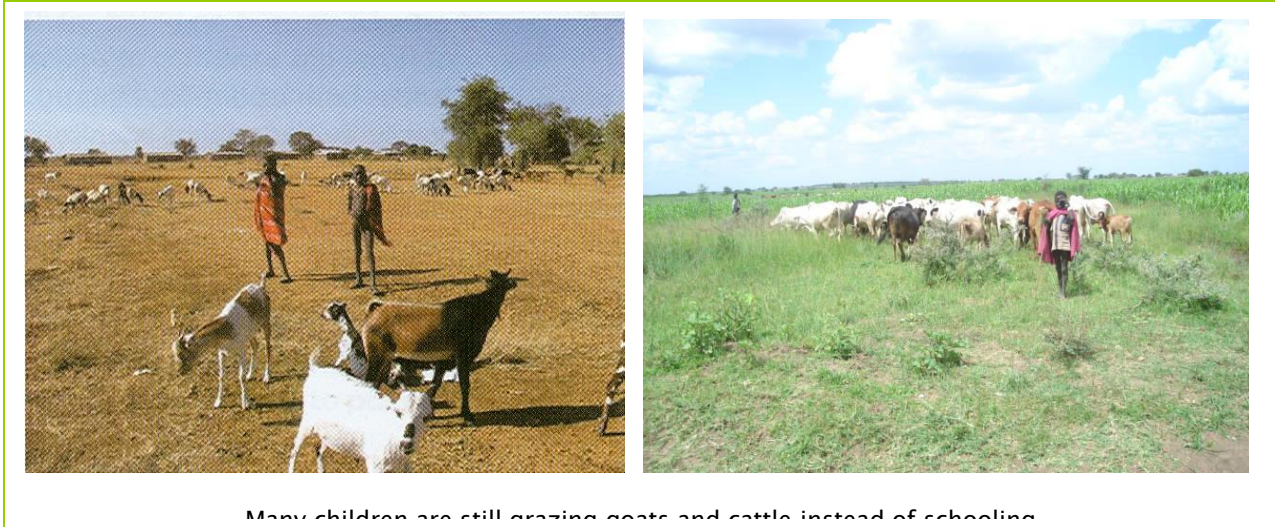
Early and forced marriages were repeatedly given as one of the main causes for pupils' dropping out of ABEK centres. Parents, especially fathers, encourage and even force their young daughters to get married so that they may get bride price from them. This was identified as a common problem facing girls after their 12th birthday. Such arrangements were attributed to poverty and hunger at the household level. Parents desire to marry off their daughters at an early age to get cows for the family as a source of wealth. Others want cows for the bride price of their sons; while some married men wish to marry young girls for whom they must pay a bride price. Against this background, many girls of between 13 and 18 years get married and forfeit going to school.

- **Poverty at household level**

There is a lot of poverty in the Karamoja region at the household level. This has negatively impacted children's education at different levels. Many children of school going age from poor families, despite UPE and ABEK, are still out of school. Respondents named examples of some of the hidden costs of education that have stood in the way of some children's opportunity to access ABEK. Cost of exercise books, pens and pencils were among the items named. These seem minimal to many people outside the region, but they are an issue among the poor Karimojong parents. ABEK pupils are not subjected to wearing a uniform, but the general poverty situation in the family impacts on the household members like in buying clothes for children, especially girls. These and other related costs have hampered children from benefiting from ABEK.

- **Child labour at family level**

Boys between 12 and 18 years go grazing cattle in kraals far away from home, while the younger boys stay behind grazing some cattle, sheep and goats that are left behind to support family livelihood – grazing near home starts as early as at the age of 5 years. Girls, for their part, get involved in the family chores such as fetching water, collecting firewood, cooking, sowing and planting, weeding, harvesting and sibling



care at a very early age. Before ABEK was introduced, such children could not find time to go to school, with a rigidly structured daily routine

- **Insecurity**

Security and peace are a prerequisite for development and progress, including all education activities. However, the region has been insecure as a result of inter-clan cattle raids or external raids from pastoral communities across the Kenya – Uganda border. The raids cause loss of human life loss of cattle and destruction of property such as huts, granaries and crops.

Cattle rustling was cited as a cause of the food insecurity rampant in the region. In the midst of hunger, women and girls go across their district boundaries to work for food. Children of middle school age were reported to be among many people who go out to look and work for food. It was reported that during serious raids, life in the affected communities is disrupted, including schooling in ABEK Learning centres.

- **Lack of interest in learning or education**

One of the questions asked to respondents was why some children lacked interest in learning or education. Analysis of responses revealed the following as some of the main reasons:

- What children were learning was lacking some other important aspects. The current curricula of ABEK vocational practical skills which were deemed relevant to the communities, for example, ghee making and packaging for local consumption and for markets outside Karamoja; and making local leather products such as belts, sandals and bags. Some respondents emphasised the need to introduce

English as a subject in the ABEK curriculum and modern agricultural practices for older learners.

- Most of the centres operate under trees or in very poor shelter, which look bad and do not protect children from the effects of bad weather such as rain and strong winds. Most centres do not have seats, leave alone tables, which are needed to facilitate the beginners to learn how to write and promote normal posture development. These poor facilities and lack of them make children lose interest in learning. It also lowers their self- esteem.
- Training of facilitators was said to be lacking in quality and effectiveness. Most facilitators needed to go for further training in methods of teaching so that they may be able to deliver the curriculum more effectively and add value to it rather than be a slave to it.
- Facilitators had not been paid their allowances for 13 months since July 2005 up to the time of this Review. Non-payment had had a negative effect on the ABEK programme. Facilitators were demotivated and there was high facilitator and pupil absenteeism.

- **Unwanted pregnancies**

Teenage girls often get pregnant and because of shame and the school policies they are forced to leave school too early before completion of the primary school cycle. This was partly associated with the freedom the children have to go to discos, especially in urban areas. In addition to the role the family can play, schools have an obligation to teach young people about reproductive health, HIV/AIDS life skills and about other sexually transmitted diseases. They also need to be helped to understand hazards and consequences of early pregnancies.

- **Non-availability of a formal school or ABEK centres**

There are 268 ABEK Learning Centres in the three districts of Karamoja Region. Whereas these centres are distributed in all the three districts and the counties, they were not rationally located to benefit more children. The map of the location of ABEK Learning centres in Moroto illustrates this situation.

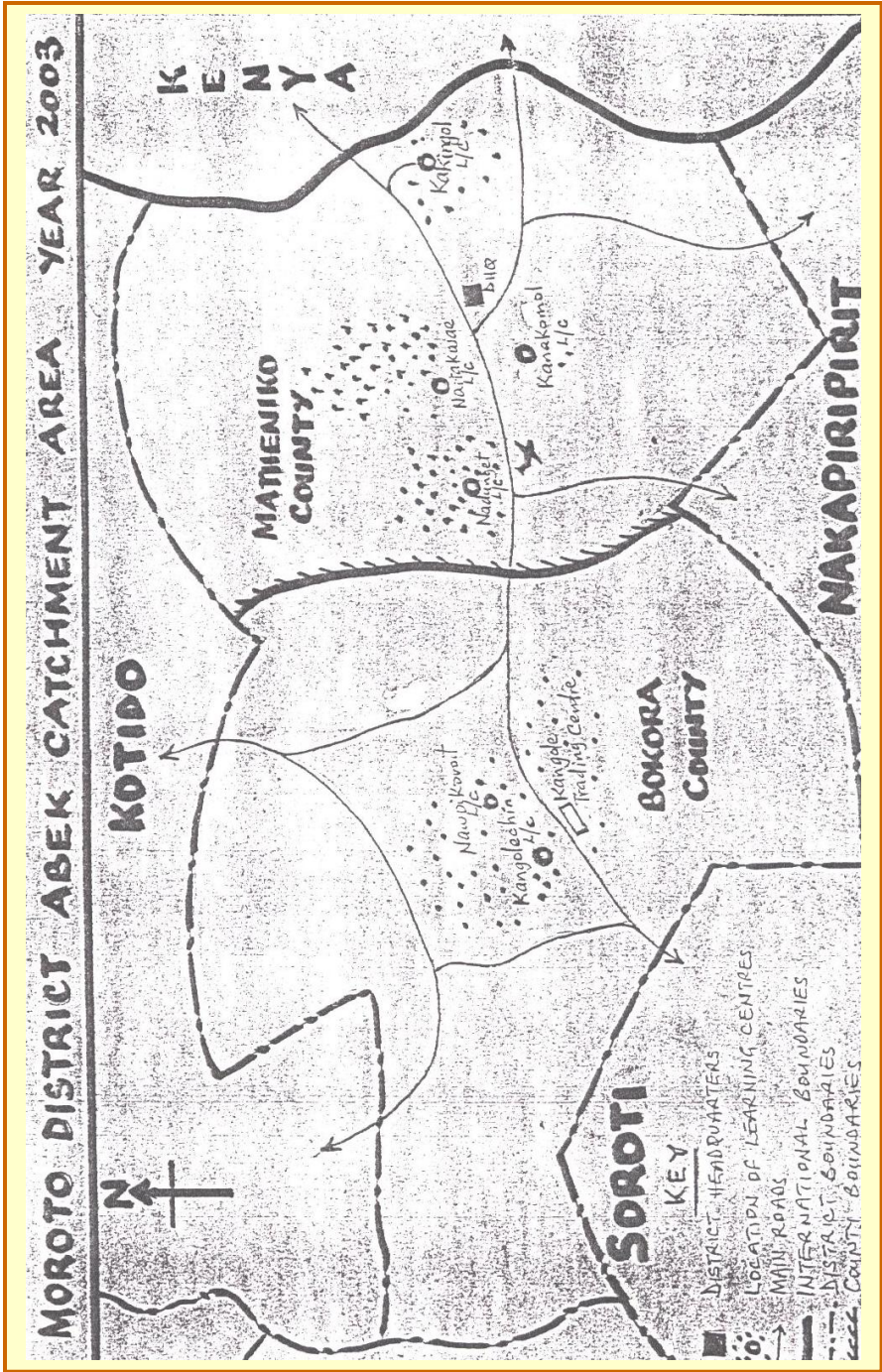
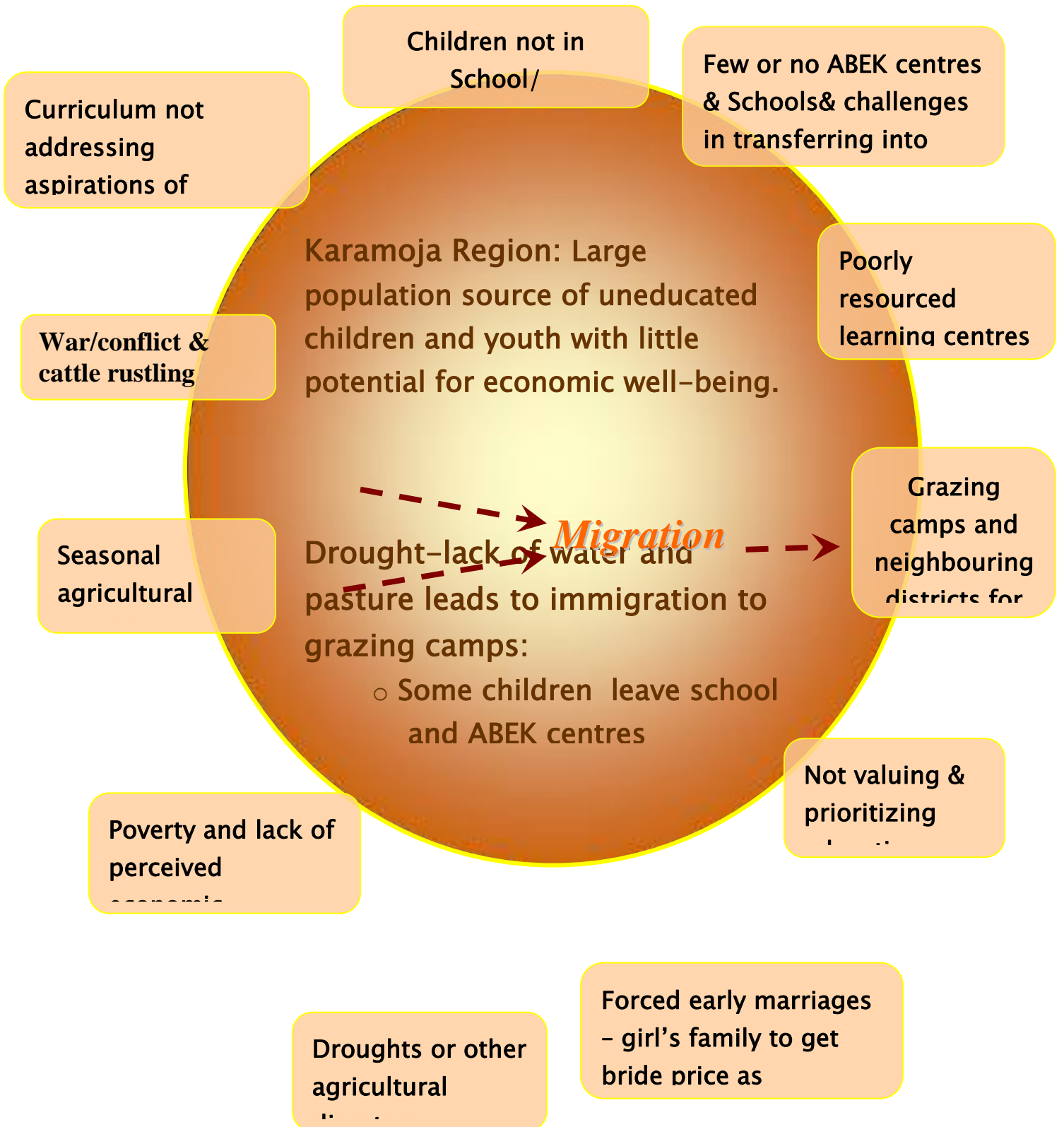


Figure VI: A summary of pull and push factors which lead to low enrolment and drop



At a stakeholders' workshop for authentication of findings of this review, 40 members were requested to reflect on the above and other causes of low enrolment and drop out. Tables 8 and 9 provide 5 most common causes of low enrolment and drop out respectively, from the most common to the least common according to gender.

Table 6: Causes of low enrolment, ranked from the most common to the least common cause

Girls	Boys
1. Negative attitude by parents towards girls' education.	1. Cattle grazing.
2. Domestic chores.	2. Negative attitudes by parents towards education Vs. cost.
3. Poverty at family level.	3. Poverty at family level.
4. Early marriages	4. Feeling/looking old to get married.
5. Being orphans.	5. Peer pressure influence.

Analysis of the above ranking reveals that, while the most common cause of low enrolment for girls is negative attitude by parents towards girls' education, for boys it was cattle grazing, while negative attitudes by parents towards boys education was associated with cost and was ranked second. This proposes that the negative attitude of parents is a very serious cause since by ranking, it was numbered one for girls and number two for boys. It is also important to note that attitude change takes a long time and calls for use of different methods.

Cattle's grazing was ranked number one cause for low enrolment of boys and domestic chores for was ranked number two in the case of girls. According to this ranking, poverty and issues to do with marriage affected boys and girls equally. They were ranked number three and four respectively for both girls and boys.

Table 7: Causes of drop-out, ranked from the most to the least common cause

Girls	Boys
1. Defilement.	5 Poverty - family level.
2. Long distance from home to school.	6 Feeling/old/ ready to work (child labour).
3. Feeling/looking old.	7 Being orphans by insecurity and HIV/AIDS.
4. Early marriages	8 Lack of role models.
5. Child labour.	9 Long distance from home to school.

Defilement was ranked number one cause for girls' drop-out, followed by long distance from home to school, while feeling/looking old and early marriage were ranked third and fourth respectively. Child labour was ranked number five in the case of girls. In regard to the causes for boys' drop-out, poverty was ranked number one,

followed by feeling old and desire to join the world of work. Long distance to and from school/ABEK was ranked number five for boys.

The case of long distance needs to be addressed by the DEO and ABEK committees and parents. Location of learning centres should be informed by results of a centre/school mapping survey. ABEK needs to target parents, the police and the judiciary to enforce the law of defilement in addition to raising community awareness about child rights, child labour and the consequences of child sexual abuse and exploitation. And in addition to the role the home should play regarding early marriages and pregnancies, schools and learning centres have an obligation to teach older girls and boys about HIV/AIDS life skills, reproductive health, and hazards and consequences of HIV/AIDS and sexually transmitted diseases. Overall, awareness raising should be scaled up to reach and benefit more parents and boys and girls who are in and out of school.

7.2.1 The impact of inhibiting factors on enrolment of boys and girls

Analysis of the above inhibiting factors reveals that as regards access to ABEK, using the example of 7 centres in Kotido district, in Table 8 below, overall boys are more affected than girls in Kotido district. More girls than boys enrol in ABEK centres while Table 3 on Net enrolment in formal primary schools reveals an opposite trend.

Table 8: Children's Enrolment in 7 ABEK Centres

Name of Village	Centre Name of LC	Enrolment		Total
		Girls	Boys	
Longerep	Naperu 1	133 (66.8%)	66 (32.2%)	199
Longerep	Longerep 1	250 (71.4%)	100 (28.6%)	350
Masula	Masula 1	183 (75.3%)	60 (24.7%)	243
Nasinyon	Nasinyon	120 (69.0%)	54 (31.0%)	174
Masula	Masula 2	201 (59.3%)	138 (40.7%)	339
Nakiporet	Nakiporet	150 (75.0%)	50 (25.0%)	200
Longerep	Naperu 2	137 (63.7%)	78 (36.3%)	215
Total		1,174 (68.3%)	546 (31.7%)	1,720

From these figures, the main beneficiaries of ABEK are girls. There is a total of 1174 (68.35%) girls attending the 7 centres, compared to 546 (31.7%) boys. The girls are

twice as many as boys. This also indicates that if ABEK was not in these villages, probably 1720 children would not be attending school, thus emphasizing the importance of ABEK in the Karamoja region. The pattern of having more girls than boys as it is shown in the above table is not a general trend in the whole region. For example, in Nakapiripirit District, there were more boys than girls attending ABEK.

Therefore, the reason for more girls or more boys attending in a given district seems to be influenced by the extent to which the above factors affect boys and girls enrolment. Care should therefore be taken to avoid over generalisation, but instead take further steps to identify district and even community specific causes for under enrolment. In this regard, SCiU could support the districts implementing ABEK to conduct studies that lead to realities in the different settings, to inform future planning and implementation of ABEK and formal primary education and how the two can complement each other in the best interest to promote basic education in the Karamoja region.

- **Gaps in curriculum implementation and adequacy**

The situation of mobility and other related circumstances is compounded by gaps in curriculum relevancy and implementation. The theoretical component of the curriculum is being implemented satisfactorily and ABEK children demonstrated knowledge of what had been learnt. For example, on environment, numeracy and literacy skills and children's work on slate and exercise books was seen by members of the review team. However, what is being done in the vocational skills component needs improvement. The low value vocational skills like sisal rope making, pottery and making bricks in the same old ways, does not add value to these items or improve the skills themselves. What needs to be done is to find other more efficient ways of producing an improved product with added value.

The context appropriate vocational skills should aim at developing high value skills using readily available materials from the environment. For example, children should learn how to make quality sandals, bags and belts from the skin and hides of the animals using cheap village technology. ABEK and its partners need to invest in the development of high value skills of the children in the programme. Such items with value added, would fetch a better price in the market than the very traditional ones. In crop husbandry, ABEK needs to be guided by the curriculum review committee, which is on-going. The children should be introduced to high yielding and quick maturing crops, which should be demonstrated at the centres and formal schools. This strategy

would eventually enable the poor families to produce enough food for their families to avoid famine, and the surplus produce for sale to contribute to family incomes.

- **Inadequate resources in the learning environment**

In most cases the children – book ratio was 1:1. However, some children lack basic learning scholastic materials, such as exercise books, pens, pencils and mathematics sets. At the centres visited by the team, for example, at Lokatap, the facilitators, last received preparation books and children’s exercise books in March 2006. It was difficult for facilitators to prepare the lessons. This was associated with the delay that was experienced in establishing a District Tender Committee/Board, which was expected to be functional any time.

7.3 Strategies to increase enrolment and persistence in ABEK

Strategies for supporting children to persist should address causes or factors, which force children to drop out of school. Statistics reveal that 442 children have dropped out of ABEK during the period 2004 to 2005 in Kotido district alone. More children would have either completed or transitioned into formal schools if drop out rates were minimized. This calls for a collaborative effort to address causal factors which include shortage of water and pastures for cattle during drought, food insecurity, poverty at the household level, early marriage and pregnancies, negative attitudes towards education, children’s lack of interest in education or schooling, leading to dropping out. A more holistic approach to solving these problems would achieve more. The chapter on next steps–overall recommendations proposes some actions that could be taken.

Minimizing causes of school drop out: increasing persistence

The strategies below propose measures that can be taken to minimize causes of drop out. Some require linking or building synergy between ABEK, other SCiU initiatives in Karamoja and other Civil Society Organisations (CSO) and district partners.

- ***Addressing shortage of water for cattle and people during droughts***

- Increase easy access to water points by constructing bore holes and dams.
Support families to acquire donkeys to help in fetching water as a means to free children to attend school.

- ***Reducing poverty at the household level***

- Initiate income-generating activities supported by a government loan scheme using a circle approach as security.
- Introduce a context appropriate functional vocational skills training such as how to make products of milk, hides and skins to increase family earnings to support children to persist at school.
- Introduce skills training, such as tanning leather and using cattle products to produce quality products they can sell to increase their income, using appropriate village technology.
- ***Reducing early pregnancies***
 - Establish Youth counselling community based clubs in centres and manyattas.
 - ABEK working with the DEOs to advocate for and intensify PIASCY activities in primary schools and centres to share sex education messages.
 - Develop a communication strategy and intensify community sensitization using seminars and Fm radios, against early pregnancies.
- ***Addressing negative attitudes towards education-especially of girls***
 - Encourage and employ female facilitators.
 - Support participation of female (Akarimojong) role models in the sensitization activities using different media including Fm radios.
- ***Addressing lack of interest in education or schooling, leading to dropping out***
 - Kyambogo University designs a teacher training strategy for both initial and in-service training ensuring effective teaching and handling of children.
 - Support creation of child-friendly learning and teaching to enable children to enjoy learning. Facilitators should be helped to use group teaching and environment to address learning needs of children in same ability ranges.
- **Increasing enrolment and persistence through other strategies**

Children in highly mobile communities are differently disadvantaged and the following strategies are proposed to reach them. In this regard, stakeholders should consider designing and using some of the following strategies.

- **Mobile Learning Centres**

Mobile Learning Centres with light scholastic equipment can be designed. The equipment could include items such as light slates and rollable chalkboards, plastic container boxes or bags, which can be carried by donkeys. Facilitators who

are members of the migrating communities can move with their children and teach whenever or wherever it is convenient. Other related services such as monitoring, supervising and distribution of support items can be arranged for each context. Mobile shepherds' schools have worked well in Northern Ghana and lessons could be learnt from their experiences.

- **Use of FM Radio**

Use of FM radios could be explored to support the ABEK curriculum. ABEK facilitators would be trained to coordinate, harmonize the radio programme and conduct lessons using the "listeners' group" approach. The advantage with the radio programme is that parents can also form their "listening group" and learn from the same source as their children. There is no fear of interference in the radio programme from parents, because they are already used to coming, sitting and listening attentively to what their children are learning. In ABEK centres, topics on animal husbandry, environment and hygiene would be relevant and exciting to the parents.

- **Developing a special intervention for children who live on and around Kadama mountain**

ABEK can extend its curriculum to benefit the 'difficult to reach children' and parents who live on Kadama Mountain through the "visiting ABEK facilitator approach". In this case, trained ABEK facilitators would negotiate with the Kadama community leaders, children, parents and other people about the location and timetable when the lessons can be conducted. The visiting facilitators would be given suitable transport to move to the foot of mount Kadama on agreed days in a week to meet the children and teach them. Fm Radio programme would be helpful in teaching and learning for this category of children. During interviews with Sub-county supervisors they revealed how difficult it was to reach ABEK Learning centres in the mountain ranges. The area can only be reached by walking as there are no access roads. It was stated that about three hours are needed to reach some centres on foot, which makes teaching supervision and monitoring very demanding.

- **Support introduction of context appropriate and value adding vocational skills in the ABEK curriculum**

Parents and children above 14 years old expressed a need to include context appropriate vocational skills education in the curriculum. Time was spent on the traditional Primary Leaving examinable subjects. Thus, the children lack educational options that address their immediate social and economic needs. Vocational skills need to be selected strategically taking into account utilization or marketability and sustainability of the skills in the local context. The vocational skills would focus on use of environmentally available resources such as milk, leather and horns – all products from cows which every Karimojong has.

Older children can learn to tan leather and make leather products, such as bags, sandals and belts using appropriate village technology. When well finished, these can attract local and external market to increase family incomes, some of which would meet children's needs at school and would increase completion rates and transitioning into formal primary schools. On completing vocational skills curriculum, learners can form groups or associations to support each other in production and marketing. ABEK or its partner would facilitate them with start off kits and seed money to enable them start using their skills productively.

- **Develop a functional vocational literacy programme for parents and community members**

The vocational literacy programme would target youth (boys and girls) and adults both (men and women) for training in relevant and appropriate skills. ABEK and SCiU would network with other interested partners in developing Karamoja, including the Government Departments, using the sectoral approach to raise funds to design and implement a functional vocational literacy curriculum. This would be informed by a labour market survey, which would make clear the environmentally available resources and marketable skills in the context of Karamoja region.

Literacy and numeracy would be part and parcel of the vocational skills curriculum whereby the reading and writing content would be derived from the vocational skills. Such a curriculum would also include other important content such as packaging and marketing products, customer care, budgeting, parenting enrichment, HIV/AIDS prevention and care for the affected, health and sanitation, gender sensitivity, children's rights and peace education.

- **Invest more in awareness raising**

When asked what could be done to cause positive attitude change at different levels of the community the answer from all the respondents was categorical, "Conduct more sensitization, awareness, or advocacy activities in the community". Everybody pointed out the need for attitude change, which does not happen at once as one would wish.

As a process of learning, the more the communities are engaged in awareness raising using a multi-media approach – such as meetings, community group conversations, workshops, drama and songs, radio programmes and 'radio listening groups', local newspaper 'reading groups' and others – the more they will become aware and change their beliefs and values towards education and improving quality of life at household and community level. This would require training a core group of people to lead awareness raising activities among the community using, for example, group, home visiting and role model strategies.

The role model approach is particularly effective because the community can see the changed individuals demonstrating desired outcome indicators as in their style of life. There is probably nothing that is more convincing than seeing and hearing a testimony from the 'horse's mouth'. Local leaders, Karimojong graduates from institutions of higher learning and successful businessmen and women have a big role to play. A special program can be designed to bring such people on board to complement the community-based awareness raising committee or group. Sensitisation or awareness strategies need to be revived and supported to steer ABEK through the next phase.

7.3.1 Issues Related to Transitioning into Formal Schools

ABEK children transfer from a system, which is very flexible compared to the rigid formal system. Some of the main ABEK characteristics are a democratized system where the location of the centre, time to learn and how long the learning day will be are agreed by the children, parents and facilitators for easy proximity to the centre and for the convenience of the users mainly children, parents and facilitators. The facilitators are trained to teach and handle ABEK children in a special way.

On the other hand, the formal school is not similarly flexible as ABEK. Therefore, when a child transfers to the formal school, he/she experiences an entirely different situation.

Transfer of children from ABEK into formal primary schools was not one of the key strategic objectives of ABEK. However, it was seen as an outcome of successful implementation of ABEK. Many children (girls and boys) have been transferring from ABEK into formal schools since the learning centres were opened. This is a very important process that requires deliberate and careful planning to ensure a smooth transition. Facilitators and teachers in formal schools were taking different initiatives to facilitate the transition.

Currently, every centre handles the transfer process in its own way. There was evidence in some schools visited of a deliberate effort to orientate the ABEK transfers to the formal school situation through the support of a formal teacher playing the role of a focal-point person. This teacher handles matters of transfers and adjustment of pupils in a formal school. In some other schools, the role was not being taken seriously. Some facilitators, after identifying the academic potential of an ABEK child, talk to the child and parent, mainly the father about the transfer. When the parent accepts, the centre contacts a potential receiving school and writes a recommendation and the child is admitted into the formal school. Then the ordeal of placing the child appropriately in a formal school begins.

Experiences with transitioning from ABEK to formal schools are illustrated below.

An ABEK graduate at St. Mary's Seminary, Naduet

"I joined ABEK in October 1998 after a long period of seven years as a shepherd boy. I attended ABEK from 1998 to 1999 and studied at KDA Primary School in P.3 and P.4 and in Moroto Municipal Primary School in primary 6 and 7. I skipped PI, P.2 and P.5. Changing from one school to another, and from one class to another, worried me very much. Each time I did not know how well I would get on and yet I wanted to succeed and pass my primary leaving examination. Because I was performing well, I

A teacher at Akaling Primary School

"In some schools, an ABEK child is admitted and a test for a guessed level, depending on the age of the child or a report from the ABEK facilitator, is administered. Depending on the result of the test, a child is placed in that class, or one lower, or one upper depending on the quality of the performance. Old children prefer being placed

A teacher at Kalotom Primary School in Ngoleriet sub-county, Moroto District

I am the teacher in charge of the children from ABEK. On transfer, ABEK children adjust quickly and settle down to learn with my help and that of other teachers.

They are very good children. We now have 163 pupils; 59 boys and 94 girls from ABEK centres. I teach P.5 and I have six children who came from ABEK centres. They are very brilliant, we have more in other classes. We admit most of the children in primary three because they do not know English. Otherwise, they qualify to join classes; P.4 and P.5.

The issue of correct placement of ABEK children into the formal system needs urgent attention for the following reasons:

- It affects and involves many children who should be placed correctly at equivalent levels/classes in formal schools. Transitioning should take cognisance of ABEK approach and methodology.
- Transitioning must be designed to boost the esteem of the children by assuring them that their education is valued and recognized locally and nationally.
- ABEK, with its uniqueness, is a national programme like other alternative basic education initiatives. Its worth must be established and its academic standard equivalents in the formal system determined.
- ABEK learners are entitled to a well thought out treatment, but not to a haphazard one.

The efforts of both ABEK facilitators and teachers in the receiving formal schools to appropriately place transferring children are genuine. What is handicapping them is lack of a suitable tool to enable them to do a good job.

Strategies to Address Challenges in Transition

There is a need for a planned adjustment strategy to be implemented at the receiving formal school and the ABEK centres during the transition process. The main purpose of the strategy should aim at orientation processes that will enable an ABEK child to adjust smoothly to the new challenging environment in a formal school.

It is being suggested here that such adjustment processes, should be given attention by both the ABEK centres and the receiving formal schools as suggested hereunder:

Roles that should be played by ABEK centres and formal schools to enhance a smooth transition

Roles of Formal Schools

- Talk to pupils and teachers about ABEK positively.
- Make efforts to place children appropriately in the system.
- Hold orientation talks/discussions about school values.
- Discuss with children why there is a long school day and relate it to what is being learnt in the school.
- Ensure the pupils do not discriminate the ABEK children.
- Initiate friendly games between formal children and ABEK children, emphasize that it is a friendly game, but not a cut throat competition with stones throwing, which would defeat the purpose of

Roles of ABEK Centres

- Discuss importance and value of continuing with education in the formal school. Tell children what to expect in the formal system: a long day, tests and examinations, different styles of enforcing discipline, varied games, uniform etc.
- Encourage children to transfer to the formal school system.
- Encourage parents and guardians to allow their children to transfer to the formal system showing them benefits.
- Keep progressive records of every child to facilitate placement of children in the formal system.
- Write or make transfer reports or recommendations to



Possible Next Steps

8.1 INTRODUCTION

As findings of this review reveal, ABEK is a success story. This flexible education initiative has had impact on education and hygiene among the communities. Nevertheless, there are still many children of school going age who are still out of school despite the implementation of UPE and ABEK. The challenges require multi-pronged strategies, including, but not limited to, supportive policies in the social, cultural and economic sectors, and collaboration of development partners in order to realize the full provision and utilization of basic education in this region. To achieve this, substantial and long term increases in resources for integrated development of Karamoja region, will be needed.

Specific recommendations on each area of concern have been made within the report and some specific actions have been suggested. This section focuses on general strategic recommendations for the way forward.

8.2 SUPPORT HOLISTIC DEVELOPMENT OF ABEK BENEFICIARIES AND COMMUNITY AT LARGE

Non-formal education programs for children, who come from families and communities which are faced by hostile weather conditions, food insecurity and look at children as big contributors towards family survival, require a multi-dimensional approach to education combining child health, nutrition, and protection. It is now well accepted that children who receive combined health and nutrition services, psychosocial care and support, early stimulation and learning benefit more, and perform better than those who receive either intervention alone. This strategy is in harmony with the holistic nature of child development in which physical, mental, social, emotional and spiritual dimensions of development interact with one another in such a way that progress or handicap in one area influences progress in other areas.

ABEK is currently committed to the provision of basic education. For more effectiveness it needs to address other areas, which are affecting children's enrolment, persistence and completion. For example, hungry and sick children who must fetch

water from long distances, graze cattle, collect firewood, work in gardens and do many more other domestic chores in between class sessions, may not concentrate well and do their best during the short stay they are at the learning centre, or at school. Some children are likely to be present physically, but with their minds thinking about the work they are expected to do during the time between the ABEK morning and evening classes.

There is, therefore, a need to support schemes which can free children to join learning basic education programs, concentrate on learning, and persist in the programme and transition to formal education. Energy and time saving schemes and devices such as those suggested below could be considered.

- Providing families with donkeys to help with fetching water and carrying other loads, especially during the harvest seasons when children are most needed to carry farm produce from fields to homes and markets.
- Establishing water sources near manyattas to serve a catchment of families to shorten distances children walk to fetch water.
- Teaching families how to make and use firewood saving fireplaces/cooking stoves.
- Attaching day care/nursery/ Early Childhood Education centres to ABEK to relieve girls from bringing and keeping their siblings during learning time.
- Introducing quick maturing crops to ensure food security all the year round.
- Introducing non traditional income generating activities using environmentally available resources,

These and other strategies would go a long way towards freeing children to spend more time on learning with less worry. Income generating activities would empower families to sustainably feed their children and ensure their health care and education.

8.3 ENHANCING CAPACITY OF STAKEHOLDERS TO PROMOTE QUALITY AND RELEVANCY OF ABEK

At its inception, ABEK placed more emphasis on access and a lot has been achieved and enrolment has continued to grow. It is also true that there is a growing concern regarding quality of education offered through ABEK. This calls for curriculum improvement, strengthening the performance of stakeholders at different levels in the implementation structure, and provision of enabling learning environments. These and other related issues are addressed below.

Building capacity of facilitators and creating a more enabling environment

There is an overall need to recruit and train more facilitators in order to cope with the expansion of ABEK and to improve quality of education in the existing centres. Currently, 536 facilitators attend to 32,770, giving a pupil / Teacher Ratio (PTR) of 61. This is very high, especially in a non-formal education setting where learners' survival needs are unmet; where you find young children studying with some of the youth and adults from the community. These and other demands such as teaching in open spaces and temporary shelters with a bare minimum of teaching learning resources dictate a need for ABEK facilitators to receive a more comprehensive preparation for their work. Initial training should be followed by coaching, mentoring and hands on support. Such training should at appropriate times include:

- Selected aspects in child psychology and educational sociology.
- More grounding in teaching large classes with learners of different age groups.
- More grounding in making and using teaching learning aids from low cost environmentally available resources.
- Guidance and counselling.
- Functional Vocational skills education.
- Community mobilisation and awareness raising.
- Child rights and child protection.
- Child labour – types, hazards and consequences.
- Child participation.
- Working with youth, families and communities.

Recruit and train more female facilitators

Given that currently the majority of facilitators are male, future phases should deliberately aim to recruit more female than male facilitators. This would increase a cadre of role models for girls and women from whom girls at school and their mothers would get guidance and counselling. The challenge of not finding girls and women with the minimum academic qualifications can be addressed through different ways such as designing bridging courses which would bring the selected candidates– female and male to the required academic qualification. Bridging courses which lead to award of equivalent certificates could be done:

- before joining the professional orientation course.
- a number of weeks during the school holidays for a set period.

- during the week-ends of the school term for a set period.

8.4 ENHANCE CAPACITY FOR REGULAR MONITORING

Enhance monitoring to ensure effectiveness in curriculum service delivery

Due to prevailing circumstances surrounding the implementation of ABEK, there are significant shortcomings in the day to day administration of the programme. For example, induction of new facilitators is inadequate, just as there is serious irregularity in monitoring and supervision support at the centres. The capacity for implementation needs to be reviewed and strengthened in terms of both personnel and facilitation for efficient mobility, documentation and communication. The following strategies could be used to address these concerns.

Monitoring and evaluation are integral processes to improving teacher facilitators' performance and practice. The performance of ABEK Village Committees, facilitators and children should be constantly monitored and assessed to ensure quality of the services they provide. This should take form of guidance, and not only of control. Staff performance appraisals, as much as possible, should be a positive learning experience for facilitators and their appraisers. Achievement of this requires that the supervisory staff finds more time to work more closely with ABEK facilitators using mentoring, coaching and hands-on strategies. A tool can be designed whereby the supervisors and ABEK facilitators sign for what has been accomplished during the supervisory sessions and the agreed next steps to take.

Enhance capacities of ABEK Sub-county and Village Personnel to perform their Supervisory and leadership roles

At the community level, parents, village leaders, community education committees and local government officials need orientation to perform their roles. This will empower them to take control and provide guidance, exercise their right to self-reliance and to find solutions to their problems and challenges.

Address administrative and quality issues in the pupils' support system to achieve effective teaching and learning

The process will require:

- Taking management decisions to re-organize personnel and their schedules at the different levels in the structure to play their roles and overcome the challenges which have been experienced hitherto in the project.
- Focusing on monitoring and supervision of teaching to sharpen the competences of every facilitator in teaching.
- Identifying the training needs of the facilitators through observing them at work and discussing achievements and challenges and how these could be addressed.
- Designing ABEK Teaching Supervision Observation Tool for use to enhance effectiveness in teaching, supervision and learning.

8.5 ADDRESS CURRICULUM ISSUES

Support introduction of vocational skills in the ABEK curriculum

Parents and children above 13 years old expressed a need to include context appropriate vocational skills education in the curriculum. The youth lack educational options that address their immediate social and economic needs.

In this regard, it is important to note the fact that skills such as making ropes and pots have been in the primary school curriculum since time immemorial, but have not changed the life of the people. What is needed now is inclusion of marketable vocational skills, which can make a difference in people's lives.

Decisions would be informed by a labour market survey. Emphasis would be put on use of environmentally available resources, such as products of cows: milk, leather and horns. Thus, older children can learn to tan leather and make leather products, such as bags, sandals and belts using appropriate village technology. When well finished, these can attract local and external market to increase family incomes. Economic empowerment of families would contribute towards meeting children's needs at school, increasing completion rates and transitioning into formal primary schools.

On completing the vocational skills curriculum, learners could form groups like co-operatives. ABEK and or its partners could give the groups grants as seed money to facilitate a meaningful start.

Develop a functional vocational literacy programme for parents and community members

Rather than continue to let parents sit in the children's lessons, use should be made of their interest to introduce a functional vocational literacy programme targeting the youth (boys and girls) and adults both men and women. In collaboration with the MoES, SCiU would network with other interested partners to raise funds for use to design and implement a functional vocational literacy curriculum.

This would be informed by a labour market survey which would make clear the environmentally available resources and marketable skills in the context of Karamoja region. Content for literacy and numeracy would be part and parcel of the vocational skills curriculum, whereby the reading and writing content would be derived from the

vocational skills taught. Such a curriculum would include other relevant knowledge and skills such as packaging and marketing products, customer care and budgeting. parenting enrichment, child labour, HIV/AIDS prevention and care for the affected, gender sensitivity, children's rights and peace education. Such a programme could be accommodated in the improved ABEK centres.

Support establishment and use of school / community gardens as demonstration of vocational skills in crop husbandry

This intervention would create opportunities for children and adult learners to practically acquire knowledge and skills in crop husbandry, relevant knowledge and skills in seasonal agriculture farming including, but not limited to, growing quick maturing crops, pest and disease control, storage and food processing for use in time of scarcity. This could lead to increased production at both family and regional level and would contribute towards efforts to ensure food security, and improved income at household level. Such a garden /plot would be a learning centre not only for ABEK learners, but would also serve as a demonstration garden for parents and other community members. For more effectiveness the school garden, as a learning laboratory, would be linked to the:

- Department of Agriculture in districts implementing ABEK and field extension workers. These would take a lead role in facilitating lessons.
- Poverty alleviation and modernization of agriculture government initiatives.
- Government credit scheme to facilitate economic empowerment at household level.

A community grain bank could also be explored. In Burkina Faso, after harvest time, community groups buy grain at the best prices in nearby markets and stock the bank. This bank makes food supplies available during the hardest times of the year at carefully controlled prices to the most needy (Yameogo, Footsteps, No.32, Sept. 1997).

In Zimbabwe the Chief's granary strategy requires better off communities/households to give part of their harvest to the Chief for distribution to the very needy. Zimbabwe also has the concept of the Chief's garden. The Chief donates fields to community members for agricultural activity and when they harvest they support the needy in the community.

No single sector can meet all the needs of children in some areas, for example, in nutrition, health and education. It is therefore important to advocate for integrated services using a convergence model. This would require joint planning by all the development partners in Karamoja who are rendering different services.

Enrich ABEK curriculum to accommodate the changing aspirations of the parents for education of their children and life after ABEK

SCiU and the Districts implementing ABEK should consider teaching of English as a subject. This would enrich the curriculum and facilitate placement of pupils transferring into the formal system. Upper primary classes use English as a medium of instruction and the Primary Leaving Examination is set in English, so children who transfer from ABEK to formal primary schools, have always been placed in classes below their standard in other subjects. This is usually due to lack of English. Introducing English in ABEK centres was a popular demand from teachers in the receiving primary schools, facilitators, transferred pupils and those still in ABEK.

Support and further develop guidance and counselling services

Introduce and intensify provision of guidance and counselling services for both children and their parents. This requires training of facilitators in this area and provision of basic materials such as stationery. This would be particularly beneficial to girls who are traditionally expected to stay home and help their mothers in domestic chores, work in gardens and get married at an early age for the family to get bride price.

Support and enhance the teaching of games and sports, music, dance and drama

There is a need to enrich the co-curricula component of ABEK through provision of games and sports equipment, as well as music, dance and drama. The children stay at the learning centre for a short time and this does not allow them enough time to play and enjoy their childhood. Children in ABEK are like any other children and they too like playing. Plays facilitate cognitive, affective and psychomotor development and contributes towards releasing tension and healing of trauma experienced by some children as a result of cattle raids, hunger and disease.

Equate ABEK curriculum with formal primary school class levels and award certificate to ABEK completers

- There is a need to recognise knowledge, skills and attitudes taught and learnt through the ABEK curriculum and to equate these to levels with those in the formal primary school system. This will call for professionals' assessment of the ABEK curriculum in comparison with the formal school curriculum, and engagement in policy processes to authorise and legalise certification. ABEK being one of the alternative basic education initiatives, such as COPE , NFE , BEUPA and ELSE, it would be more strategic if the implementing districts' officials, together with their donor agencies collaborated in seeking this recognition and certification by the MoES.
- When the equivalences are determined, this would serve different purposes, for example, it would add value and credibility to the ABEK curriculum, facilitate appropriate placement of children who transition into formal primary schools and raise self-esteem and self-worth of graduates of ABEK.
- SCiU could initiate this move and, in collaboration with other stakeholders who are funding non-formal education initiatives, could support the responsible bodies such as the MoES, Education Standards Agency, NCDC and Kyambogo University to address this issue as a part of the on-going review and reform of Non-formal education which started in 2005.
- SCiU and District Education authorities implementing ABEK on the Regional ABEK Committee, can also award a completion certificate to ABEK graduates.

8.6 IMPROVE THE PHYSICAL LEARNING ENVIRONMENT OF LEARNING CENTRES

Create a child friendly learning environment in ABEK learning Centres to enhance persistence, transition and completion

In ABEK, generally there are no classrooms, offices or furniture. Learning takes place under trees, or in makeshift shelters constructed by communities.. Learning is frequently disrupted by weather extremes, such as wind, rain and hot sunshine. There is therefore a need to create a friendly learning environment, especially if the relatively high enrolment of girls is to be sustained and translated into higher returns for the communities.

Despite the realization of the need to redress the challenges and to sustain the gains made, most parents are not able to make a big contribution and the local governments have a very low revenue base. This, therefore, requires advocacy and mobilization of the central government and donor agencies to support construction and equipping of ABEK centres which are in less mobile communities. It is also possible that if centres were established and a dam or water for domestic use was made available around such a centre, it could attract settlement.

The creation of a friendly learning environment will, among others, include:

- Construction of classrooms, with VIP latrines with enough stances taking into account perspectives of gender and children with disabilities. Most ABEK centres are without basic sanitary facilities such as latrines.
- Provision of basic furniture and equipment to centres where learners sit on dusty/sandy floors, stones and logs. In some centres the sand/dust was almost ankle – high. This is very prohibitive in different ways. For example, it affects children’s posture and is not conducive to acquisition and development of the beginners’ writing skills.
- Provision of water points at learning centres to promote health and hygiene practices.
- Provision of more teaching learning resources to centres to enhance teaching and learning effectiveness.

8.7 INCREASE ACCESS, PERSISTENCE, TRANSITIONING AND COMPLETION

Increase coverage of ABEK and rational location of centres and formal primary schools to reach more educationally disadvantaged children in the Karamoja region

This will require Kotido, Moroto and Nakapiripirit districts and the MoES, in collaboration with SCiU to:

- Conduct a school mapping exercise to establish the number and location of all the centres and primary schools in the region and the distances between them. This map would help the planner to identify the gaps in the location of the centres and schools in relation to child population distribution.
- Continue supporting sensitization of communities about the role they and parents can play in the development and provision of education.

Increase enrolment and persistence in ABEK and formal schools

Strategies for supporting children to persist should address causes or factors which force children to drop out of school. To date, cumulatively, 2536 children have transitioned into formal schools and the total enrolment in the learning centres as per 2005, is 32, 770 being taught by 536 facilitators. More children would have either completed or transitioned into formal schools if the drop out rate was minimized.

This calls for collaborative efforts to address causal factors such as shortage of water for cattle and people during drought, food insecurity, and poverty at the household level, early marriages and pregnancies, parents' negative attitudes towards education, un conducive learning environments and inadequate teacher preparation.

Early pregnancies

- Establish Youth counselling clubs in centres and manyattas.
- Revive and intensify PIASSCY activities in primary schools to share sex education messages.
- Develop a communication strategy and intensify community sensitization using seminars and Fm radios.

Negative attitudes towards education—especially of girls

Support participation of female (Akarimojong) role models in the sensitization activities using different media including Fm radios and 'listening groups', role model, youth groups, music, dance and drama and 'community conversations approach'.

8.8 ENHANCE DOCUMENTATION AND ESTABLISH A SUPPORTING DATA BASE

• Support documentation

There is a need to invest more in documenting processes in regard to progress, outcomes and lessons from ABEK. This will provide vital data for monitoring, evaluation and planning interventions. Documentation will also support advocacy activities to influence policy on non-formal education and to solicit further support. This could take form of video recording, reports, and story books for children, story books for youth and adults and information books for policy makers and implementers, development partners and higher education institutions.

• Establish a more functional data base

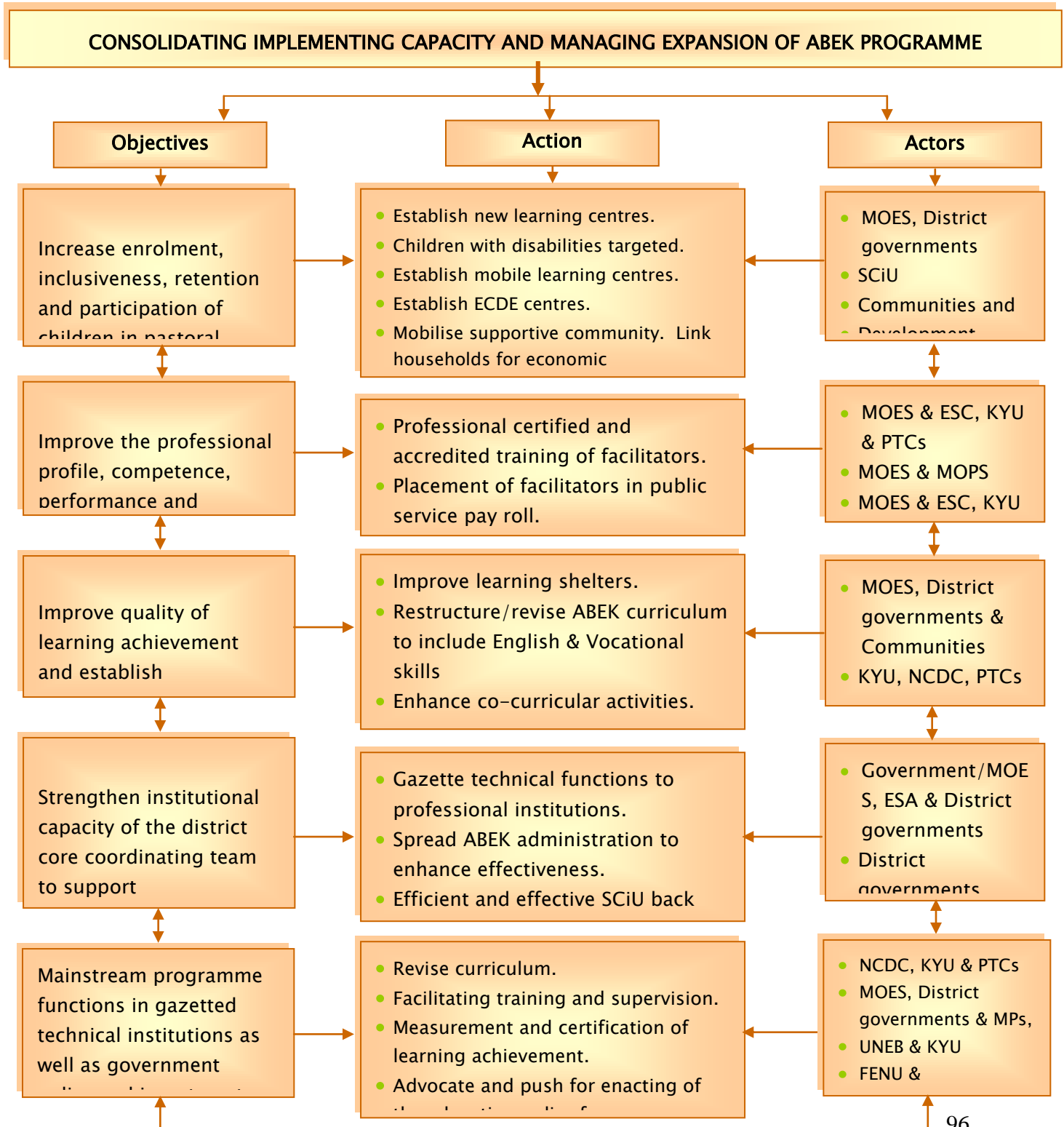
During this review, it was difficult to get some information about the centres in regard to attendance, transitioning and drop outs. It is, therefore, important to establish a central data base to promote documentation and sharing of information regarding ABEK. A centralized and linked data base at SCiU or at each of the districts would promote collection of data, its storage, updating and utilization—which would increase efficiency. This would provide vital data for planning, monitoring, evaluation and planning interventions.

8.9 SCALING UP ABEK

There are many communities not yet reached by ABEK and without exception, everyone interviewed during this review highly commended scaling up of ABEK. Given that the Karamoja district governments and communities have no economic capacity to raise funds to do this, there is a need to lobby the central government and partners in development to provide a special fund under UPE to scale up an improved ABEK.

8.10 SUMMARY OF STRATEGIC OBJECTIVES AND ACTION

Figure VII below summarizes these ideas in terms of strategic objectives, major actions to be taken and by who, while Annex 1 provides more details regarding what needs to be done—Adapted from SCiU strategic plan.



8.11 CONCLUDING REMARKS

ABEK is indeed a success story which is clearly complementing UPE to reach the difficult to reach children in the effort to achieve education for all. Overall, Karamoja region deserves a special consideration in the national poverty alleviation plan and provision of social services of which ABEK is one.

A more lasting solution would be Government's declaration of free and compulsory formal and non-formal basic education. The current UPE has some hidden costs that deny the rural and urban poor and other categories of children living in especially difficult circumstances, such as children of Karamoja agro-pastoralists.

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ANNEX 1. SPECIFIC ACTIONS: INFORMING STRATEGIC PLANNING

Table 9: Issues to be addressed and proposed interventions

ISSUES TO BE ADDRESSED	PROPOSED INTERVENTIONS
<p>Access Factors</p> <ul style="list-style-type: none"> • Great demand of ABEK learning centres • Inadequate school facilities related to access. • Lack of full cycle primary schools • Hostile climate–drought, nomadic style of life in search of pasture and water; hunger–no food security • Lack of economic empowerment despite the abundance of cattle 	<ul style="list-style-type: none"> • Advocate for government special grant and participation of other development partners to facilitate scaling up of ABEK. • Extend education support project to other communities beyond the current ABEK areas. • Support the MoES and the Districts implementing ABEK to conduct a school mapping exercise to inform planning, development and rehabilitation of learning centres and other education institutions and staffing needs. • Support rehabilitation of existing learning centres. • Implement affirmative action schemes as stipulated in the national strategy for girls’ education in Uganda. • Support advocacy campaign for girls’ education. • Intensify awareness raising targeting parents, and community leaders about the importance of education and children’s rights, through organised competitions in songs, poems and drama at school and out of school youth clubs’ levels, and radio programmes in the local language. • Support labour market survey to inform development of a functional vocational literacy intervention for adults and annex it to ABEK learning centres as a means to improve household income. • Support development of a school/community garden at ABEK learning centres to demonstrate improved agricultural practices – focus on quick maturing crops including non traditional crops. • Advocate for building of more dams to serve a catchment of communities and water points to serve families. • Support development of a communication strategy based on knowledge, attitudes and practice (KAP) survey and or evaluate awareness raising strategies to inform or activate awareness raising.
<p>Negative Attitudes of parents and children that affect access</p> <ul style="list-style-type: none"> • Value attached to education and curriculum relevancy. • Cultural and traditional beliefs affecting girl child Education 	<ul style="list-style-type: none"> • Develop and conduct a multi–media (radio, video, posters, music, drama, etc.) to raise awareness about the importance of education and children’s rights. Explore use of radio ‘listening groups’. • Explore and pilot use of mobile facilitator who finds children where they are especially for the Pokot children • Develop ABEK learning centres in short walkable distances. • Provide scholastic materials and sanitary towels for girls for emergency situations • Support construction of gender segregated latrines at all ABEK learning centres and cater for the disabled children. • Support establishment/provision of energy and time saving devices to free girls to attend school e.g. (water storage at home, village wells, water harvesting, community day care centres, fuel saving stoves).
<p>Quality, Retention/persistence and completion</p> <ul style="list-style-type: none"> • Less conducive to learning environment (make shift, temporary structures, sitting on floor, on logs and stones). • High facilitator Pupil/ Ratio • Short study time. • Inadequate basic learning /teaching resources. • A less inclusive curriculum e.g. does not include English language and vocational skills training. 	<ul style="list-style-type: none"> • Conduct school mapping for rationalization in location, staffing and equipping of primary schools and ABEK centres. • Support improvement and creation of more conducive learning environment with basic furniture and equipment. • Support training of more facilitators–especially female, to reduce the existing high facilitator pupil ratio and get ready for scaling up ABEK. • Facilitate in–service courses to equip teachers with techniques to teach large classes using child–centred active learning and gender sensitive methods. • Support development of bridging courses to enable girls and women to acquire required minimum academic standard in order to qualify for admission to a facilitators’ initial /pre–service course. • Advocate for enrichment of ABEK facilitators’ pre–service and in–service training to include applied psychology, child protection, child labour etc.

ISSUES TO BE ADDRESSED	PROPOSED INTERVENTIONS
	<ul style="list-style-type: none"> • Support a process to equate the existing and enriched ABEK curriculum to the formal primary school curriculum in order to facilitate smooth transitioning and certification of ABEK completers. • Include English, vocational skills curriculum, life skills, issues of child labour, child protection, and support co-curriculum activities in the ABEK curriculum. • Consider awarding certificates to ABEK graduates.
<ul style="list-style-type: none"> • Child participation limited – children could be more empowered and participation increased to include outreach activities. • Need for more Facilitators’ training. <p>Inadequate supervision and monitoring of teaching and learning</p> <p>Administrative Issues Inadequate monitoring and supervisory support to centre personnel and activities– due to under staffing and lack of transport Short and less inclusive initial training Inadequate facilitation in transport to the Learning Centres.</p>	<ul style="list-style-type: none"> • Train SCiU on SCREAM methodology which is specifically designed to increase children’s participation and plan roll out. • Facilitate in-service courses to equip teachers with techniques to make and use teaching learning aids from low cost/no cost environmentally available resources. • Support courses to enhance the capacity of stakeholders who work in the Pupil’s Support System. • Make arrangements that allow ABEK supervisors adequate time to work and provide hands on, mentor and coach facilitation. • Support development of a tool for use by ABEK supervisors to monitor effectiveness. • Districts raise funds for supervision and inspection of schools from outside their traditional sources of revenue – e.g through funding proposal writing. • Pay facilitators’ salaries • Intensify teaching supervision and monitoring in Pupils’ Support System (PSS).
<p>Child Rights and Child Protection</p> <ul style="list-style-type: none"> • Forced early marriages. • Child labour issues and the impact of conflict and disarmament on education. • Denied going to school. 	<ul style="list-style-type: none"> • Nakapiripirit, Moroto and Kotido districts should implement recommendations of the child protection survey conducted in JAug.2006. • Conduct awareness seminars, workshop on Child Rights and Protection.

<p>Data Collection, Storage, Documentation and Utilisation</p>	<ul style="list-style-type: none"> • Support creation of a more inclusive data base and its use to inform management and administration of ABEK. • Support documentation of ABEK achievements, lessons learnt and ‘best’ practice and challenges and how these can be addressed.
<p>Scaling Up ABEK</p> <ul style="list-style-type: none"> • Location and development of new centres • Payment of facilitators’ salaries 	<ul style="list-style-type: none"> • MoES and SCiU to mobilize funds to scale up ABEK. • Districts implementing ABEK increase their budget for education and allocate a specified percentage to ABEK activities.
<p>Government to declare free and compulsory formal primary education and non-formal basic education</p>	<ul style="list-style-type: none"> • Declare free and compulsory formal and non-formal basic education and seek more funding from the international community. This would eradicate economically and culturally driven choices to prioritize boys’ education over that of girls and to achieve Education for All. • Put in place adequate educational facilities accessible by all the children, including children with disabilities.

ANNEX 2: DATA COLLECTION TOOLS

A: EDUCATION OFFICER - IN-DEPTH INTERVIEW GUIDE

1. How does the District Education Officer facilitate ABEK programme?
2. What relationship exists between SAVE The Children in Uganda and the District Education office as regards implementation of ABEK? What are the roles and responsibilities of the two key partners, that is SAVE and the District Education Office? Is each partner playing roles and responsibilities as agreed in the memorandum of understanding? Give reasons for your answers.
3. What is the agreed exit strategy and how is the district coping with implementing the strategy?
4. What curriculum and curriculum teaching/learning support resources has the District Education Office supplied to ABEK centres since 2002? What role has the District Education Office played in the : development of ABEK syllabus and teaching/learning materials, selection of ABEK Facilitators, initial training of ABEK Facilitators, posting of ABEK Facilitators, initial training of ABEK, Facilitators, posting of ABEK Facilitators, monitoring implementation a supervision of teacher and centre effectiveness, remuneration of ABEK facilitators/teachers?
5. How can the teacher recruitment, training, support and development be further supported?
6. Are there conditions of service for AABEK Facilitators? If Yes, What are they? Who was involved in formulating the conditions of services, if these are in place? (Request for a copy). Have the conditions been revised since the inception of ABEK? If the answer is No do you think there is a need to revise Conditions of Service for ABEK facilitators? Why? What changes would you propose if there was an opportunity to do so? Why would you recommend the named changes?
7. Has the District Education Officer set basic requirements and minimum standards to guide establishment of ABEK centres? Who was involved in the setting of these standards? Are the set basic requirement and minimum standards realistic in the context of the communities and the DISTRICT? Give reasons for your answers.
8. How does the enrolment and drop out of girls and boys in ABEK centre compare with that of formal primary schools in your district?
9. Are causes of drop out in formal primary school similar to causes of drop out in ABEK learning centres? Specify by gender. What plans does the district have to stop/minimize the named causes? Specify by gender.
10. Are there any problems/challenges faced by ABEK pupils in the transfer process? If yes, what arrangement is in place to facilitate easy transfer of ABEK pupils to formal primary schools?
11. How do ABEK pupils perform in comparison with their counterparts in classes they join when transfer to formal primary schools?
12. Has there been any effort to follow up former ABEK beneficiaries to establish where they are and what they are doing? What are the findings? How are the findings used?
13. What do you consider to be the achievements, lessons learnt and 'best' practices in the ABEK intervention?
14. What do you consider to be outstanding challenges that need to be addresses in order to minimize their effect on ABEK intervention?
15. What could be done to reach more children who are not accessing ABEK especially those in highly mobile communities and kraals?
16. What are the outstanding issue and factors that continue to hinder children's access to basic education, despite the ABEK intervention and UPE? What could be done to overcome these handicaps/challenges?
17. Comment on conditions and service of ABEK Facilitators and their performance in terms of devotion and commitment to their work. Do the conditions of service have any negative impact on their performance? If the answer is yes, how could this situation be addressed?
18. To what extent has the partnership between the local government and SAVE THE CHILDREN IN UGANDA facilitated achievement of ABEK objectives? Do you consider this partnership cost effective? Give reasons.
19. What is the level of (i) community participation and (ii) children's participation in ABEK? How could (i) community participation and (ii) children's participation be increased?
20. What is the level of monitoring, supervision and documentation in the implementation of ABEK project? What are the outstanding achievements and challenges in these areas? How could the challenges be minimized?
21. If your response is yes, what areas of the ABEK intervention require strengthening and important programmatic changes that should be effected if ABEK is to be replicated in other areas and sustained to benefit more children?

B: ABEK DISTRICT CO-ORDINATOR - IN-DEPTH INTERVIEW GUIDE

1. What is your role in ABEK programme?
2. How are the ABEK Facilitators selected?
3. How are the Facilitators prepared to teach in the ABEK programme?
4. What curriculum and curriculum teaching/learning support resources does ABEK give to Facilitators and to pupils to facilitate effective teaching and learning?

5. Who determined content and methodology of ABEK curriculum? Specify roles and responsibilities which were played by the different stakeholders? Why did you choose the named stakeholders to be involved in the selection of content and methodology?
6. How many times in a month do you monitor/access teaching/learning effectiveness in ABEK centres? What exactly do you do when you go out on a monitoring exercise? Do you have a monitoring tool? How do you use findings from monitoring? What aspects do you focus on in the monitoring? Do you disseminate findings of monitoring? Who do you target and why?
7. How can the teacher recruitment, training, support and development be further supported?
8. What is the text book pupil ratio and Facilitation pupil ratio? Do these ratios create challenges?
9. Generally what do you say about pupil's daily attendance in terms of percentages?
10. What is the status of enrolment, drop out and transfer to formal primary schools in ABEK centres in your district since 2002? Specify by gender?

Year	Girls			Boys			Total		
	Enrol	Dropout	Transfer	Enrol	Dropout	Transfer	Enrol	Dropout	Transfer
2002									
2003									
2004									
2005									
2006									

11. How does the enrolment and dropout of girls compare with that of boys?
12. What causes pupils to dropout? Specify by gender
13. What could be done to stop/minimize dropout. Specify by Gender.
14. What arrangement is in place to facilitate easy transmission to ABEK pupils to formal primary schools?
15. Are there any problems/challenges faced by ABEK pupils in the transfer process? What could be done to minimize the problems/challenges, if any?
16. How is ABEK pupils' learning assessed? Is the assessment of ABEK pupils done differently from that of their counterparts in formal primary schools? If the answer is yes, does this have any implications for ABEK pupils who transfer to formal primary education?
17. What records do you have on ABEK centres? (Request to look at some) How are these records used in the development of AABEK and planning of expansion of education in the district?
18. Has there been any effort to follow up former ABEK beneficiaries who either transferred to formal primary education or dropped out and to establish where they are and what they are doing? (Request to look SOME). How are these records used in the development of ABEK and planning of expansion of education in the district?
19. Has there been any effort to follow up former ABEK beneficiaries who either transferred to formal primary education or dropped out to establish where they are and what they are doing? (Request to look at a copy of such documentation). If the answer is yes, what are the findings? How are the findings used to inform the future of ABEK?
20. What do you consider to be the achievement, lessons learnt and 'best' practices in the ABEK intervention?
21. What do you consider to be outstanding challenges that need to be addressed in order to minimize their effect on ABEK intervention?
22. What could be done to reach more children who are not accessing ABEK especially those in highly mobile communities and kraals?
23. What specific roles are children playing in the development, implementation and management of ABEK intervention? What other roles and responsibilities could be played by children.
24. Comment on conditions of service of ABEK Facilitators and performance in terms of devotion and commitment to their work. Do the Conditions of Service have any negative impact on their performance? If the answer is Yes. How could this situation be addressed?
25. What are the outstanding issues that continue to hinder children's access to basic education? Despite the ABEK intervention and UPE? What could be done to overcome these handicaps/challenges?
26. To what extent has the partnership between the local government and SAVE The Children in Uganda facilitated achievement of ABEK objectives? Do you consider this partnership cost effective? Give reasons.
27. What is the level of (i) community participation and (ii) children's participation in ABEK project? How could (i) community participation and (ii) children's participation be increased?
28. What has been the level of administration, monitoring, documentation, supervision in the implementation of ABEK project? What have been the outstanding achievements and challenges in these areas? How could the challenges be minimized?
29. Should ABEK be continued in your district? Give reasons for your answer.
30. If your response is yes, what areas of the ABEK intervention require strengthening and important programmatic changes that should be effected if ABEK is to be replicated in other areas and sustained to benefit more children?

C: SAVE THE CHILDREN IN UGANDA - ABEK PROJECT CO-ORDINATOR: IN-DEPTH INTERVIEW GUIDE

1. How many times in a month do you monitor implementation of ABEK?
2. What exactly do you focus on when you go out on a monitoring exercise? Do you have monitoring tools?
3. How have you (Save the children in Uganda) built capacity of the District Education Office to gradually own, be accountable and sustain ABEK programme in the target districts?
4. What relationship exists between Save the Children in Uganda and the District Education Offices as regards planning, implementation, monitoring and memorandum of understanding? Give reasons for your answers.
5. What support has the District Office given to ABEK to facilitate its development and effectiveness?
6. How can the teacher recruitment, training, support and development be further supported?
7. Are there conditions of service for ABEK Facilitators? If yes, what are they? Who was involved in formulating the conditions of services, if these are in place?
8. Does ABEK have set basic requirements and minimum standards to guide establishment of ABEK centres and implementation of ABEK project activities? Who was involved in the setting of these standards? Are the set basic requirements and minimum standards being met? Give reasons for your answers.
9. What records do you expect ABEK District co-coordinators, centre leaders and teachers to keep? How is the collection used at centre and district level?
10. How does the enrolment and dropout of girls and boys in ABEK centres compare with that of formal primary schools in your district?
11. Are causes of dropout in formal primary schools similar to causes of drop out in ABEK learning centres? Specify by age, gender and geographical area. What plans does Save the Children in Uganda and the target districts have to stop/minimize the named causes?
12. How do ABEK pupils perform in comparison with their counterparts in classes they join when they transfer to formal primary schools?
13. Are there any problems/challenges faced by ABEK pupils in the process of transfer from ABEK centres to formal primary schools? If the answer is Yes, what arrangement is in place to facilitate easy transfer? How could the existing arrangement be improved?
14. What documentation do you have on ABEK project activities? How has the documentation been used? How do you intend to use it in future?
15. Has there been any effort to follow up former ABEK beneficiaries to establish where they are and what they are doing? If the answer is yes, what are the findings? How are the findings used?
16. What do you consider to be the achievements, lessons learnt and 'best' practices in the ABEK intervention?
17. What are the outstanding issues and factors that continue to hinder children's access to basic education, despite the ABEK intervention and UPE? What could be done to overcome these handicaps/challenges?
18. Comment on conditions of service of ABEK Facilitator and their performance in terms of devotion and commitment to their work. Do the Conditions of service have any negative impact on their performance? If the answer is yes, could this situation be addressed?
19. What do you consider to be outstanding challenges that need to be addressed in order to minimize their effect on ABEK intervention?
20. What could be done to reach more children who are not accessing ABEK especially those in highly mobile communities and kraals?
21. To what extent has the partnership between the local government and save the children in Uganda facilitated achievement of ABEK objectives? Do you consider this partnership cost effective? Give reasons.
22. What is the level of community participation, and child participation in ABEK? How could community and child participation be increased?
23. What has been the level of monitoring, documentation, supervision in the implementation of ABEK project? What are the outstanding achievements and challenged in these areas? How could the challenges be minimized?
24. Would you recommend that ABEK be continued in the target districts and replicated elsewhere? Give reasons for your answer.
25. If your response to question 24 is yes, what areas of the ABEK intervention require strengthening and important programmatic changes that should be effected if ABEK is to be replicated and sustained to benefit more children?

D: ABEK FACILITATORS/INSTRUCTORS/TEACHERS - INTERVIEW/ FOCUSED GROUP DISCUSSION GUIDE

SECTION 1: Initial preparation of ABEK Facilitators and their professional development

Initial training

1. For how long have you been teaching ABEK children?
2. Did you receive any training to prepare you to teach ABEK children?

If the answer to 2 above is Yes, ask questions 3 to 10 below else go to No....)

3. How were you selected for training?	4. How long was initial training course?	5. What methods were used and liked during training?	6. What were you not taught during the course that you now wish you had been taught?

7. Are you familiar with ABEK syllabus and methodology? (Not at all, Satisfactory, very familiar)
 8. What components of the initial training course have you found most helpful in your daily work as a Facilitator of ABEK?
- If someone was going to design another ABEK Facilitators' initial training course:
9. What would you advise him/her to include in the initial training course, left out of the initial training course? Give reasons for each of your recommendations.

Professional development/in-service training

1. Have you attended in-service courses after completing the training course? (No. of those who said yesNo. of those who said No.....)
2. What did the in-service focus on? (To improve teaching learning methodology. Making and using teaching learning aids, learn more about ABEK programme, learn more about working with community members, other (specify)
3. Are there areas in which you would wish to get more training through in-service/refresher courses? If the answer is yes, specify your training needs.

SECTION 2: Status of enrolment, persistence and transitioning into formal primary schools

1. How many pupils are in the ABEK centre where you are teaching?
No. of girls...No. of boys.....
2. Into how many groups level are these children?
3. What is the enrolment in each of the levels named in No 2 above?

Level	Girls	Boys	Total
Class/Year 1			
Class/Year 1			
Class/Year 1			

4. How many pupils have dropped out of the centre this year?

Level	Girls	Boys	Total
Class/Year 1			
Class/Year 1			
Class/Year 1			

5. What causes pupils to drop out? Specify by Gender
6. What could be done to stop/minimize drop out. Specify by gender

7. How many pupils transferred into formal primary school since 2003? Specify by Gender

Total No. transferred/transitioned into formal primary schools	Boys	Girls	Total
During 2003			
During 2004			
During 2005			
During 2006			

8. Does ABEK work closely with formal primary schools and the Education Office in transferring pupils to formal primary schools?
9. How is the transfer of children to formal primary schools organized/managed/facilitated? Does it create challenges? If the answer is yes, how can the challenges be minimized?

SECTION 3: Implementation ABEK curriculum teaching and learning experience

1. Do you like teaching in the ABEK programme? Give reasons for your answer.
2. How long is the ABEK learning centre's day? (Time spent on teaching and learning/the total time on the timetable).
3. Is time allocated to teaching and learning/timetable adequate for you and the pupils to complete the set ABEK syllabus?
4. What is the text book pupil ratio? Does the existing ratio create challenges? How could the challenges be addressed, if any?
5. What is the Facilitator pupil ratio? Does the existing ration create challenges? How could the challenges be addressed, if any?
6. What changes have taken place in the lives of children as a result of their attending and learning from the ABEK centre?
7. What topics would you recommend to be added to subjects in the ABEK syllabus/curriculum? Give reasons why you would like the topics named to be added in the ABEK syllabus?
8. Does ABEK curriculum include co-curriculum activities such as games and sports, clubs, open days, and assembly time? If the answer is No., what would you wish to be included that is currently not included in the existing curriculum?
9. What season (dry, wet) and time (morning, afternoon) do you consider to be most suitable for teaching ABEK pupils? Give reasons for your answers.
10. Do you experience problems related to absenteeism? What are the common reasons for the absenteeism? What could be done to greatly reduce this undesired practice?
11. Comment on pupil's concentration during the teaching process? What can ABEK do to promote pupil's concentration?
12. What can ABEK programme do to further enhance your competencies to teach the ABEK curriculum?
13. Comment on conditions of service for ABEK Facilitators. What Facilitators need and get or have to enable them do their work effectively? What do they need and do not get or do not have to enable them do their work effectively?
14. How often are you supervised by the (i) District ABEK coordinator and (ii) SAVE The Children in Uganda coordinator? Do you receive feedback on your performance? If yes, in what areas has the feedback improved your competencies?

SECTION 4: Sustainability of ABEK programme in the district

1. What do you consider to be the (i) achievements and (ii) 'best' practices in the ABEK intervention?
2. What are the outstanding issues and factors that hinder children's access to basic education, despite the ABEK intervention and UPE?
3. What could be done to reach more children who are not accessing ABEK especially those in highly mobile communities and kraals?
4. Identify specific roles children can play in the development, implementation and management of ABEK intervention?
5. Should ABEK be continued in your district? Give reasons for your answer.
6. If your response is yes, are there changes/adjustments you would like to recommend to further improve the project ABEK?

E: FORMAL PRIMARY SCHOOL TEACHERS WHO ARE TEACHING CLASSES WITH CHILDREN WHO TRANSFERRED FROM ABEK CENTRES

1. How many children are in your class who transferred from ABEK? (No. of boys, No. of girls)
2. How do you help ABEK transferred children to adjust t the new situation in your class?
3. Do you find any differences (e.g. performance on learning task, discipline, attendance etc.) between children who transferred from ABEK and those who started their schooling from this school?
4. If the answer is yes, describe the differences. What could be done to minimize the differences named?
5. How do ABEK transferred children perform in comparison with their counterparts in your class?
6. Are there any subjects which ABEK transferred children find easy, find difficult?

Subject which ABEK transferred children find easy in their new primary schools	Subjects which ABEK transferred children find difficult in their new formal primary schools and why

7. Are there any problems\challenges faced by ABEK pupils in the transfer process? If yes, what arrangement is in place to facilitate easy transfer of ABEK pupils to formal primary school?
8. Has there been any effort to follow up former ABEK beneficiaries to establish where they are and what they are doing? What are the findings? How are the findings used?
9. What good practices could formal primary school education learn from ABEK project?
10. Should ABEK be continued in your district? Give reasons for your answer.
11. What are programmatic changes that need to be made if ABEK is to be replicated and sustained to benefit more children?

F: CHILDREN WHO TRANSFERRED TO FORMAL PRIMARY SCHOOLS - INTERVEIW/ FOCUSED GROUP DISCUSSION GUIDE

1. How long were you at ABEK learning centre?
2. What did you like and did not like at ABEK learning centre?

What transferred children liked at their former ABEK learning centres	What transferred children did not like at their former ABEK learning centres.

3. Why did you leave ABEK?
4. What subject/s do you find easy and what subjects do you find difficult at your new primary school? Explain why?

What transferred children find easy in their new formal primary schools	What transferred children find difficult in their new formal primary schools and why.

5. What are you able to do now that you were not able to do when you were at your former ABEK learning centre?
6. What did you learn in ABEK and you have taught friends in your new school or to your class?
7. What problems/challenges do you experience in your new school, if any? How could these be overcome?
8. What would you like to become in future? Give reasons for your choice. Do you hope to achieve your ambition? Give reasons for your answer?
9. Would you like more boys and girls to have an opportunity to attend ABEK or to attend formal primary schools? Give reasons for your answer?
10. Are there any children of the ABEK/primary school going age in your Manyatta who are not going to ABEK or formal primary school? If yes, what are the reasons for not going to ABEK/school?
11. What role can children who are already in ABEK and or in formal primary schools play in the effort to get more children enrolled, persist and complete ABEK and formal primary school education?

I. PUPILS ATTENDING ABEK – INTERVEIW/ FOCUSED GROUP DISCUSSION GUIDE

1. How long have you been at ABEK learning centre?

Years	No. of Children	
	Girls	Boys
1		
2		
3		
4		

2. What have you been learning at your ABEK centre?
3. What do you find most interesting and least interesting at your ABEK learning centre?

What I like at my ABEK Learning centre	What I do not like at my learning centre

4. What else would you like ABEK Facilitators to teach you?
5. What time (morning, afternoon) do you find most suitable for you to go to ABEK learning centre? Give reasons for your choice.
6. Besides the subject lessons taught to you at the learning centre, what other activities have you been involved in at ABEK?
7. Are there some activities you would like added/ included in ABEK? If the answer is yes, name the activities.
8. What problem / challenges do you experience in ABEK? If anyhow could these be overcome?
9. What support / help do Facilitators of ABEK give you that has enabled you to enrol and stay at ABEK?
10. What have your parents/ guardians done to help you enrol and continue learning at your ABEK centre?
11. What are you able to do now that you were not able to do before joining ABEK?
12. Have you been able to use knowledge and skills you have learnt at your ABEK centre to solve problems or improve your family/home situation? If yes, specify how you used the knowledge and skills.
13. Are there any children of the ABEK / primary school going age in your Manyatta who are not going to ABEK centre or formal primary school? If yes, what are the reasons for not going to ABEK centre/ formal primary school?
14. What role can children who are already in ABEK and or in formal primary schools play to increase enrolment, persistence and completion of ABEK and formal primary school education?
15. If you had an opportunity to choose where to go, would you choose ABEK or a formal primary school? Give reasons for your preference.
16. What would you like to become in future? Give reasons for your choice. Do you hope to achieve your ambition? Give reason for your answer. If the answer is No what help would your require to achieve your ambition?
17. Would you like more boys and girls to have an opportunity to attend ABEK? Give reasons for your answer?

G: CHILDREN WHO DROPPED OUT OF ABEK - INTERVIEW/ FOCUSED GROUP DISCUSSION GUIDE

1. How long were you at ABEK learning centre?
2. What did you like and did not like at ABEK learning centre?

What children who dropped out of ABEK liked when they were still at ABEK	What children who dropped out of ABEK did not like when they were still at ABEK

3. What other activities would you have wanted to get involved in while you were at ABEK?
4. Why did you leave ABEK?

Reasons that led to the interviewed boys to drop out of ABEK learning centre	Reasons that led to the interviewed girls to drop out of ABEK learning centre

5. What did you learn in ABEK that you taught your family members and found useful/helpful or improved the situation at your home?
6. Would you like more boys and girls to have an opportunity to attend formal primary schools? Give reasons for your answer?
7. Are there any children of the ABEK /primary school going age in your Manyatta who are not going to ABEK centre or formal primary school? If yes, what are the reasons for not going to ABEK centre / schools?
8. What role can children who are already in ABEK centre and or formal primary schools play in the effort to get more children enrolled, persist and complete basic education (ABEK and formal primary education)?

II. PARENTS/GUARDIAN - INTERVIEW/ FOCUSED GROUP DISCUSSION GUIDE

1. What does ABEK do?
2. Do you like what ABEK Facilitators are teaching your child/children?
3. If yes, why do you like what they are teaching? If No, why don't you like what they are teaching?
4. Do you discuss with your daughter/son what he/she /they are learning? If yes, what do you find interesting?
5. Are you happy with the progress your child is making in learning at the ABEK centre? If yes, what can your children do that he/she could not do before attending ABEK? If No, explain why you are not happy with the progress of your child/children/is/are making?
6. What have you done to support ABEK programme at the centre? What do you contribute towards enabling your child/children to enrol with ABEK, persist and complete or transfer to formal primary education?

7. Mention any problem, if any that are affecting your child's learning and you would like ABEK to address.
8. What else would you like ABEK to teach your child/children?
9. Did ABEK prepare you to play your role as a parent/guardian in the programme? If yes, what are your roles and responsibilities? How well are you fulfilling the named roles? Is there any help you need to enable you play your role better, than you are doing?
10. Are there other roles you think parents/guardians of children in ABEK centre should play to promote their children's access, attendance, quality and relevancy of education?
11. Will you let your child join formal primary when she/he completes ABEK levels/classes or even before completing the ABEK levels/classes? Give reasons for your answer.
12. What do you wish your child to be in future? Give reasons for your choice. Do you think this will become a reality? If not, what is likely to handicap realization of the wish? What arrangement/help would be required to make this wish a reality?
13. If there was an opportunity to choose between ABEK and Formal Primary School, where would you take your child for schooling? Give reasons for your preference.
14. Would you recommend ABEK to be continued in your community? Give reasons for your answer.
15. If your response is Yes, are there changes/ adjustments/enrichment strategies you would like to recommend to further improve the ABEK?

H: ABEK LEARNING CENTRE COMMITTEE MEMBERS – FOCUSED DISCUSSION GUIDE

1. What does ABEK do?
2. How were you selected to become a member on the ABEK Centre Management Committee?
3. Did ABEK prepare you to play your role as a member of ABEK centre Management Committee? If yes, what are your roles and responsibilities? Who set the roles? How well are you fulfilling the named roles? If the answer is No, what help do you need to play your roles better?
4. Are there other roles you think parents/guardians of children in ABEK centres should play to promote their children's access, attendance, quality and relevancy of education?
5. How often do you meet as a committee to discuss matters concerning your learning centres? What achievements have you realized? What challenges are you experiencing? How can the challenges be addressed?
6. Are you happy with the progress children are making in learning? If yes, what are the children attending ABEK able to do that they were not able to do before attending ABEK? If your answer is no, explain why you are not happy with the progress made by children at ABEK learning centre?
7. What could be done to improve teaching and learning at your ABEK learning centre?
8. What other conditions/challenges/problems need to be addressed to improve the overall situation at the learning centre?
9. What else would you like ABEK to teach children at the centre?
10. Are there other roles you think should be played by ABEK learning centre committee members?
11. What causes boys and girls to drop out of ABEK learning centres? What could be done to stop/minimize numbers of children who drop out of ABEK learning centres?
12. Comment on conditions of service of ABEK Facilitators and their performance in terms of devotion and commitment to their work? Do the Conditions of service have any negative impact on their performance? If the answer is yes, how could this situation be improved?
13. What do you consider to be the achievements in the ABEK projects?
14. What do you consider to be outstanding challenges that need to be addressed in order to minimize their effect on ABEK project?
15. What could be done to reach more children who are not accessing ABEK especially those in highly mobile communities and kraals?
16. What are the outstanding issues and factors that continue to hinder children's access to basic education, despite the ABEK intervention and UPE? What could be done to overcome these handicaps/challenges?
17. To what extent has the partnership between the local government and SAVE The Children in Uganda facilitated achievement of ABEK objectives? Do you consider this partnership cost effective? Give reasons.
18. What is the level of community participation in the planning, implementing, monitoring and assessment of ABEK? How could community participation be increased?
19. What has been the level of monitoring and supervision in the implementation of ABEK project? What are the outstanding achievements and challenges in these areas be minimized?
20. Should ABEK be continued in your community? Give reasons for your answer.
21. If your response is yes, what areas of the ABEK intervention require strengthening and important programmatic changes that should be effected if ABEK is to be replicated and sustained to benefit more children?
22. If there was an opportunity to choose between ABEK and formal Primary School, where would you recommend children of the school going age in your community to go for basic education? Give reasons for your preference.

I: LOCAL COUNCIL MEMBERS - FOCUSED GROUP DISCUSSION GUIDE

1. What does ABEK do?
2. Did ABEK prepare you to play the role? If ye, what are your roles and responsibilities? Who set the roles? How well are you fulfilling the named roles? If the answer is No, What help do you need to play your roles/better?
3. Are there other roles you think you should play to promote their children' access, attendance, quality and relevancy of education?
4. How often do you meet as a committee to discuss matters concerning your learning centre? What achievements have you realized? What challenges are you experiencing? How can the challenges be addressed?
5. Are you happy with the progress children are making in learning? If yes, what are the children attending ABEK able to do that they were not able to do before attending ABEK? If your answer is No, explain why you are not happy with the progress made by children at ABEK learning centre?
6. What could be done to improve teaching and learning at your ABEK learning centre?
7. What other conditions/challenges/problems need to be addressed to improve the overall situation at the learning centre?
8. What else would you like ABEK to teach children at the centre?
9. What causes boys and girls to drop out of ABEK learning centres? What could be done to stop/minimize numbers of children who drop out of ABEK learning centres?
10. Comment on conditions of service of ABEK Facilitators and their performance in terms of devotion and commitment to their work. Do the conditions of service have any negative impact on their performance? If the answer is yes, how could the situation be addressed?
11. What do you consider to be the achievements in the ABEK project?
12. What do you consider to be outstanding challenges that need to be addressed in order to minimize their effect on ABEK project?
13. What could be done to reach more children who are not accessing ABE especially those in highly mobile communities and kraals?
14. What are the outstanding issues and factors that continue to hinder children's access to basic education, despite the ABEK intervention and UPE? What could be done to over come these handicaps/challenges?
15. To what extent has the partnership between the local government and SAVE The Children in Uganda facilitated achievement of ABEK objectives? Do you consider this partnership cost effective? Give reasons.
16. What is the level of community participation in the planning, implementing, monitoring and assessment of ABEK? How could community participation be increased?
17. What has been the level of monitoring and supervision in the implementation of ABEK project? What are the outstanding achievements and challenges in these areas? How would the challenges be minimized?
18. Should ABEK be continued in your community? Give reasons for your answer.
19. If your response is yes, what areas of the ABEK intervention require strengthening and important programmatic changes that should be effected if ABEK is to be replicated and sustained to benefit more children?
20. If there was an opportunity to choose between ABEK and the Formal Primary School, where would you recommend children of school going age in your community to go for basic education? Give reasons for your preference.

ANNEX 3: Table 10: Kotido District Local Government ABEK Programme Enrolment by Parishes 1998–2005

Parish	1998			1999			2000			2001		
	M	F	T	M	F	T	M	F	T	M	F	T
Watakau	322	1161	1483	530	2072	2652	717	2491	3208	1918	3737	5655
Lopuyo	394	1141	1535	549	1504	2054	1015	1655	2670	2197	3197	5394
Kanawat	ABEK started only in Kanawat & Moroto parishes in Nov.2001, while									1601	2096	3697
Moroto	Lopuyo and Watakau pioneered it in 1998									744	666	1410
Totals	716	2302	3018	1079	3576	4655	1732	4146	5878	6460	9696	16156

Parish	2002			2003			2004			2005		
	M	F	T	M	F	T	M	F	T	M	F	T
Watakau	2061	3470	5531	1476	3861	5337	1778	3311	5089	1665	3232	4897
Lopuyo	2557	2145	5502	1964	3645	5609	2069	3300	5369	1839	2884	4723
Kanawat	1557	2027	3584	1295	1921	3216	922	1368	2290	928	1312	2240
Moroto	814	957	1761	1210	1421	2361	1026	1238	2264	1049	1359	2408
Totals	6989	8599	15588	5945	10848	16793	5795	9271	15066	5481	8787	14268

Source: Kotido District ABEK Statistics 2005

During 2005 ABEK was extended to more parishes in Kotido, namely Kamilon and Loitio. In Kamilon a total of 696 children (336 boys and 340 girls) while Loitio enrolled 2436 (838 boys and 1597 girls).

