



Republic of Uganda

Ministry of Education and Sports

# **UGANDA SECONDARY EDUCATION EXPANSION PROJECT (USEEP)**

## **SOCIAL ASSESSMENT**



Community Consultation at Lonyilik and Akariwon villages in Tapac Sub-county Moroto District

**Updated 15<sup>th</sup> April 2020**

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## ACRONYMS AND ABBREVIATIONS

ACHPR	African Commission on Human and Peoples Rights
BDP	Batwa Development Programme
BoG	Board of Governors
CBO	Community Based Organisation
DCDO	District Community Development Officer
CMU	Construction Management Unit
CSO	Civil Society Organizations
CWSN	Children with Special Needs
ESMF	Environment and Social Management Framework
FPIC	Free, Prior Informed Consent
GO	Grievance Officer
GoU	Government of Uganda
GPE	Global Partnership for Education
GRC	Grievance Redress Committee
GRM	Grievance Redress Mechanism
IDA	International Development Agency
IPP	Indigenous Peoples Plan
IPPF	Indigenous Peoples Planning Framework
IPs	Indigenous Peoples
IWGIP	International Work Group on Indigenous Peoples
KOPEIN	Kotido Peace Initiative
LG	Local Government
MIS	Management Information Systems
MOESS	Ministry of Education, Science, Technology and Sports
NGO	Non-Government Organisation
OP	Operational Policy of the World Bank
PCU	Project Coordination Unit
PTA	Parents Teachers Associations
RPF	Resettlement Policy Framework
SA	Social Assessment
UN	United Nations
UPE	Universal Primary Education
UPPET	Universal Post-Primary Education and Training
USDP	Uganda Skills Development Project
USE	Universal Secondary Education
USEIP	Uganda School and Teacher Effectiveness Project
VMGs	Vulnerable and Marginalised Groups
WB	World Bank

## EXECUTIVE SUMMARY

Secondary education in Uganda is packaged in three forms of schools: government-owned schools (20%), private sector-owned (69%), and community-owned (11%) including a very small number of international schools that deliver foreign curricula (EMIS, 2007). It is important however to note that while the majority of schools (80%) are either privately or community owned, they cater for less than 50% of school enrolments and their presence in the rural areas is limited. This scenario has made secondary education more unequal, with the public sector not adequately targeting the poor. According to the revised ESSP, the GoU is faced with substantial challenges in trying to address the problem in the sub sector which include:

- Costly infrastructure development procedures that rely on larger contractors coupled with inadequate public funding for all eligible students;
- A staffing policy that stipulates a ratio of graduate teacher to diploma teachers with specified teacher workload that is very adequate by international standards;
- The dilemma on how publicly-subsidized secondary education can be expanded without endangering the demand for fee-paid private secondary education and reducing household contributions to public sector secondary schools considering constraints on parental financial support through PTAs that may affect student welfare;
- The overloaded current secondary education curriculum; and the need to rehabilitate most existing government schools as they are in a dilapidated state and lack instructional materials especially in rural schools.

### The Proposed Project Components

- Equitable expansion of secondary education
- Refugee and hosting communities support
- Improving Teachers Support and Policy Development Nationally
- Project management, monitoring and evaluation

### Potential Negative Impacts of IPs

- Establishment of desired new secondary schools and an improvement of a learning environment in existing ones may potentially have the following positive impacts on IPs:
- Increased access to quality secondary school education due to proximity of the schools.
- Enhanced abilities of parents to monitor, counsel and encourage their children to stay in school since they will be studying within their community and hence a reduction in the dropout rate and increase in completion rates.
- Improved primary school completion rates as pupils will be encouraged by the presence and proximity of secondary schools in their community.
- Improved IPs' attitude towards education, hence making it a priority for many. Parents' negative attitudes towards education may gradually change when they benefit from the good results of education.
- Related to the above, more learners will enroll and complete secondary school which will improve the literacy and numeracy levels of IPs.
- More IPs will be encouraged to support their children complete lower secondary education given the practicability of what is taught in the schools



- Secondary education empowers for better decision making at village level especially if many girls complete lower secondary education, it is one way of empowering them against gender-based violence.
- A reduction of beggars among the IPs since people with secondary school education will find better coping mechanisms than begging.
- Enlighten IPs still practicing FGM (Tepeth& Benet) to abandon the practice.

## SOCIAL ASSESSMENT OF THE VMGs IN THE PROJECT AREA

This section gives a comprehensive picture of the social characteristics, dynamics and challenges of vulnerable and marginalized groups in the project area. The assessment specifically looked at the gender issues and concerns; livelihood and coping strategies; cultural resources; community types; Institutions; Education; Stakeholders; land tenure systems; Social, political and other risks plus specific trans-border issues.

### Vulnerable and Marginalized People

#### Vulnerable Peoples

There is no universally accepted definition of “Indigenous Peoples.” Indigenous Peoples may be referred to in different countries by such terms as “Indigenous ethnic minorities,” “aboriginals,” “hill tribes,” “minority nationalities,” “scheduled tribes,” “first nations,” or “tribal groups.” In Uganda, the term “ethnic minorities” is used to refer to such groups. However, there are a number of groups that have been identified as satisfying the World Bank’s policy for identification of indigenous peoples and include the traditional hunters/gatherers Batwa, Benet, Tepeth and Ik communities. These people have historically suffered, and continue to suffer disempowerment and discrimination on economic, social and cultural grounds. The term “Indigenous Peoples” is used in a generic sense to refer to a distinct social and cultural group possessing the following characteristics in varying degrees:

- ***Self-identification*** as members of a distinct indigenous cultural group and recognition of this identity by others;
- ***Collective attachment*** to geographically distinct habitats or ancestral territories in the project area and to the natural resources in these habitats and territories;
- ***Customary cultural***, economic, social, or political institutions that are separate from those of the mainstream society or culture; or
- ***A distinct language or dialect***, often different from the official language or languages of the country or region in which they reside.

It is noted that, although the Ugandan Constitution does not expressly recognize indigenous peoples it makes provision for addressing some of the negative effects arising from ethnic imbalances. The Constitution, in the section on National Objectives and Directive Principles of State Policy, provides that every effort shall be made to integrate all peoples while at the same time recognizing the existence of, amongst others, their ethnic, religious and cultural diversity. In this regard, the Constitution requires that everything necessary be done to promote a culture of co-operation, understanding, appreciation, tolerance and respect for each other’s customs, traditions and beliefs.

In as much as the Bank policy OP 4.10 identifies these groups as indigenous, the Uganda Constitution refers to them as vulnerable and marginalized therefore this report will adopt to use the term “Vulnerable and Marginalized Groups” in place of “Indigenous Peoples.”

## **STAKEHOLDER CONSULTATION FOR ENSURING FREE, PRIOR, AND INFORMED CONSENT**

This chapter highlights the summary of results of the free, prior, and informed consultation with vulnerable groups that was carried out during Project preparation for the purpose of gaining broad community support during the USEEP project implementation. The summary of free prior and informed consultation has been structured according to the different categories of issues/comments/questions raised.

### **Objectives**

The objectives of free, prior and informed consent with the Batwa, Benet, Ik and Tepeth communities also referred to as Vulnerable Group (VG) was to:

- Inform the affected and vulnerable peoples i.e. the Batwa and Tepeth about the proposed Project;
- Ensure that they support the Project
- Assess in a participatory manner the possible project benefits and adverse impacts;
- Agree on measures to enhance benefits or mitigate adverse impacts that will be incorporated into the Project’s design.
- Confer with the VMGs at the outset on how they wish to be engaged
- Understand and respect local entry protocols as they relate to permission to enter a community and access traditional lands
- Ensure that all representatives of the USEEP and executing partner agencies (including third party subcontractors and agents) are well briefed on local customs and history
- Consult on who is best to represent the Batwa, Benet, Ik and the Karimojong (Tepeth in decision making

## **RECOMMENDATIONS**

The recommendations provided based on the findings of the social assessment in the districts of Kasese, Kaabong, Moroto and Kween. The purpose is for refining the proposed USEEP project design and development in order to ensure that the IPs or VMGs (*Batwa, Ik, Tepeth and Benet*) benefit from the Project. Furthermore, the recommendations are to advise on the need for safeguard instruments to be prepared as well as how to bridge the capacity gaps of the implementing agencies at all levels in managing social safeguards. It should be emphasized that for the IPs to benefit from the Project, more of their children must complete and pass Primary 7 and enroll and complete the lower secondary education cycle.

### **Recommendations Regarding World Bank Policies**

- Given that the implementation of the proposed Uganda USEEP project will trigger the World Bank’s Policy on Indigenous Peoples OP 4.10: IPs in Kasese, Kaabong, Moroto and Kween due to the presence of the *Batwa, Ik, Tepeth and Benet* in the project areas, it is recommended that an Indigenous Peoples Plan (IPP) now known as

VulnerableMarginalized Group Plan to be prepared so that the participation and eventual benefit from the proposed project is guaranteed to the greatest extent possible.

- The World Bank’s Policy on Involuntary Resettlement OP 4.12 is also most likely to be triggered by the implementation of the proposed Uganda USEEP project in these districts and therefore it is suggested that the USEEP project integrates the RAP prepared for the project in its implementation to either implementation to “either avoid, minimize, reduce and mitigate risks and impacts, and where significant residual impacts remain, to compensate for or offset such impacts”.
- It is further recommended that in order to strengthen capacities at district and community (secondary school) levels with regard to the effective management of social safeguards, the district LGs safeguards team (Education, Engineering and Community Development Departments) as well as the BoGs/PTAs of the Schools should be trained in social safeguards and their management.
- The USEEP project should consider bringing together all key stakeholders of schools: the foundation bodies, BoGs/PTAs, immediate neighbours of the school and the district education and engineering departments for consultations regarding school land ownership and the proposed sites for construction as a pre-implementation activity.
- Provide access ramps and special lavatories for the PWDs in schools to enable them access all the facilities”
- Contractors should find their sources of water for construction activities and avoid conflict with communities.

#### Recommendations for IPs

- Given that the Batwa (or Pygmies) in Kasesewere reported to have been ‘integrated’ in the dominant community and in essence are almost ‘non-existent’ in the communities visited because of the stigmatization and marginalization implying that what serves the dominant community does so for the Batwa gives a wrong impression. It is thus recommended that the proposed USEEP project takes cognizance of this aspect of their so called ‘extinction’ while implementing the project. The project should undertake a census in beneficiary schools to ascertain the number of *Batwa*/Pigmies in the schools.
- The proposed USEEP project activities that aim at benefiting the IPs/VMGs should use an integrative approach since it aligns with their current status in wider communities they should be incorporated into the wider community when it comes to mobilizing them for secondary education and creating an enabling environment for them to participate and benefit instead of isolation which may end up marginalizing them further. Programs which are inclusive of all categories and not discriminatory in nature should be promoted in schools. Only areas that require affirmative action must be made specific and targeted to them. Unlike the Batwa who were reportedly scattered in the wider communities, the Ik live in a sub county, and now constituency of their own.

- Given the circumstances of the Ik, Tepeth and Benet it is almost impossible to raise the number of school going age students for lower secondary education proportionate to their population unless efforts are made at the foundation level to enroll all eligible children, keep them in primary school and successfully complete P.7 in order to boast their secondary education. It is therefore recommended that greater efforts be made at primary level as a step by step establishment of a secondary school in the community is undertaken. For the entire period of the project, one classroom should be constructed as a reward for increased enrolment, retention and completion of primary education with good grades.
- Intensified mobilization and sensitization of the IPs/VMGs including the wider community should be undertaken regularly particularly at the beginning of every school term so that they can effectively participate and benefit from the USEEP project. For example, the *Ik* have an *Ik* day organized by KOPEIN which is usually the day S.1s report to school – the project could build on this to ensure their participation in the project. This could be done through radio, church, local leaders, politicians and the use of their community structures should be critical in educating them on the importance of enrolling their children for secondary education and demystify the notion that USE is free education so that parents can play their role well. Furthermore, it should be acknowledged that the IPs/VMGs who are the poorest among the poor due to marginalization and are ‘pulled’ by something attractive, therefore provide a ‘comfortable’ environment so that they can be attracted to schools.
- Therefore, they need to be bring IPs/VMGs on board, for example have their leaders be considered on committees managing schools such as PTA, BoG, Church committees as a way of appreciating them and in the process, perhaps they can be liberated. In addition, the wider community needs to mobilize itself together with the IPs, share and discuss their problems together so that they feel recognized and become as free as everybody else. Most of all, they should be encouraged to take their children to school so that they can freely interact with other children in school.

#### Recommendations for Improved Inclusiveness

- Since Karamoja region is encouraged to have boarding schools for the safety of especially girls and all its secondary schools are boarding; it is recommended that as the proposed USEEP project supports the construction of classroom blocks, this should be augmented with dormitory structures especially for girls to match the anticipated enrolment increment. In addition, the schools should be supported to keep the learners in school during holidays in order to solve the issue of so many girls and boys in the kraals.
- In all these districts, most students live and walk long distances from the mountains to the school; therefore, it is proposed that both day and boarding schools be encouraged in every secondary school so that children with special needs especially the physically disabled can be transported to school when they open and back home when schools close. This will help girls who find it difficult to walk long distances as well as minimize frequent interactions of girls with the community.

- It is further recommended that special needs trained teachers to handle CWSN at secondary school level including teaching/learning aids be provided to help CWSN and the teachers.
- It is suggested that one hour (3-4pm) on a specified week day every term should be devoted to sensitising parents, teachers, learners and the entire school community on the issues of the girl child and how to address them. This should be incorporated in the USEEP proposed activities in order to improve girls' enrolment, retention and eventual completion of the secondary school cycle.
- It is further recommended that the district education department should work closely with the community development department through information sharing and collaboration on strategies for addressing the issues of the girl child in the community and schools.
- The USEEP project should ensure that all beneficiary schools have at least one female teacher preferably the senior woman teacher who should be supported and encouraged to deliberately serve as a role model for the girls in school and in the community. The support should be in form of sensitizing the teachers on how to be good **role models**. In addition, affirmative action is required at the recruitment level so that there are proportionate numbers of female head teachers and teachers in secondary schools.
- Kaabong district should take affirmative action to address the gender imbalances regarding absenteeism among both the learners and teachers. Furthermore, interventions aimed at reducing the gap between male and female should be targeted to increase the number of female teachers.
- Female teachers should be deployed or transferred to schools near their families or in areas where they can easily live with their families as findings show that in remote hard-to-reach areas where there is poor rented accommodation in the trading centres in both districts, female teachers would not effectively operate in such schools as the districts have the lowest number of teachers, let alone female teachers.
- Design the project in such a way that it helps bright students who miss the quota system or are unable to get to the competitive loan scheme so that they can access university once they qualify.
- Provide opportunities for staff development so that those with diplomas upgrade to degrees and degree holders to masters in order to improve their quality. In addition, offer refresher courses for teachers.
- Most schools do not have staff houses and therefore no staff member residing at the school which is very dangerous. The teachers use *bodabodas* to come to school. Imagine a teacher who is a diploma holder earning 400.000/- after tax and spends 120.000/- per month on transport alone. Therefore, if the project does not provide teachers' houses, the project may have improved the teaching/learning environment in the classroom but

teachers will not be comfortable – they will feel left out as this affects the quality, stability and motivation of teachers.

### **Recommendations for Bridging Capacity Gaps of Implementing Agencies**

- BoG need to be revamped so that they can play their roles adequately,
- The design of USEEP should include the completion of structures that were uncompleted under UPPET in order to appease the communities in the affected areas/schools. In addition, the procurement process was reported to be very long and time consuming, suggested to use the school's procurement process to move work faster.

# 1 INTRODUCTION

## 1.1 BACKGROUND

Secondary education in Uganda is packaged in three forms of schools: government-owned schools (20%), private sector-owned (69%), and community-owned (11%) including a very small number of international schools that deliver foreign curricula (EMIS, 2007). It is important however to note that while the majority of schools (80%) are either privately or community owned, they cater for less than 50% of school enrolments and their presence in the rural areas is limited. This scenario has made secondary education more unequal, with the public sector not adequately targeting the poor. According to the revised ESSP, the GoU is faced with substantial challenges in trying to address the problem in the sub sector which include:

- Costly infrastructure development procedures that rely on larger contractors coupled with inadequate public funding for all eligible students;
- A staffing policy that stipulates a ratio of graduate teacher to diploma teachers with specified teacher workload that is very adequate by international standards;
- The dilemma on how publicly-subsidized secondary education can be expanded without endangering the demand for fee-paid private secondary education and reducing household contributions to public sector secondary schools considering constraints on parental financial support through PTAs that may affect student welfare;
- The overloaded current secondary education curriculum; and the need to rehabilitate most existing government schools as they are in a dilapidated state and lack instructional materials especially in rural schools.

Despite the above constraints, the secondary education sub-sector continues to focus on the implementation of Universal Secondary Education (USE), the bursary scheme for bright but needy students and expansion of affordable designs and facilities including multipurpose science rooms to accommodate the growing numbers of students in the sub-sector. In addition, management and governance of secondary schools is being enhanced at school level.

The Government of Uganda is focused on improving learning levels and completion rate at the primary education level, through a variety of measures. This includes a US\$100 million grant from the Global Partnership for Education (GPE) to strengthen the effectiveness of teachers and schools in the delivery of primary education in Uganda. This will potentially increase the number of children who will try to access lower secondary education, while also reduce the outflow of students into the labor market with minimum skills. The education system will therefore have to double its current intake capacity to achieve Universal access to primary, secondary and Post Primary Education.

## 1.2 PROJECT DESCRIPTION

The introduction of Universal Secondary Education (USE) under the Uganda Post-Primary and Education Training (UPPET) in 2007 increased secondary school enrolment at an annual rate of 6%, growing from a total of 954,000 in 2007 to over 1.36 million in 2013 (USEEP Concept Paper). However, this increase in enrolment is not distributed evenly across different regions,

location, gender and socio-economic groups. The disparities in access and completion of secondary education call for an intervention to ensure equitable access to quality lower secondary education for all. Therefore, the Government of Uganda (GoU) through the Ministry of Education, and Sports (MoES) is in the process of securing finances from the World Bank to support a proposed project entitled Uganda Secondary Education Expansion Project (USEEP).

The proposed Project will focus primarily on improving equitable access to lower secondary education in underserved areas and populations including refugee hosting communities and girls. It will also support the preparation for a comprehensive sector reform and improve the Ministry's management and monitoring capacity. There will be a focus on ensuring that girl's access, stay and complete lower secondary education based on well-documented evidence by various recent studies and projects<sup>1</sup> that girls' education brings a wide range of benefits not only for the girls themselves but also for their children and communities, as well as society at large in terms of economic growth. More educated women tend to be healthier, participate more in the formal labor market, earn more income, have fewer children, and provide better health care and education to their children, all of which eventually improve the well-being of all individuals and can lift households out of poverty. These benefits also transmit across generations, as well as to communities at large.

Uganda is now home to 1,411,794 refugees as of 31/01/2018, with South Sudan contributing 1,045,236 of which 61% of the population are under 18years (UNHCR, 16 Feb 2018). The asylum seekers from South Sudan are concentrated mainly in the West Nile districts, while those from the DRC and Burundi are being hosted in the western region districts such as Isingiro, Kamwenge and Kyegegwa. In the Districts of Adjumani and Moyo refugees now make up well over half of the total population. This unprecedented mass influx of refugees into Uganda in 2016 and 2017 has put enormous pressure on the country's basic service provision capacity, particularly in health and education sectors. Refugees share social services with the host communities. The refugee hosting districts are also among the least developed districts in the country. Therefore, the project will also focus on support to refugees and their host communities.

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<sup>1</sup> UNICEF, World Bank.



**The project development objective** is to enhance access to lower secondary education by focusing on underserved populations in targeted areas. Underserved populations include communities hosting refugees, refugees, girls and people in the targeted areas with limited access to public lower secondary schools.

### **1.3 THE PROPOSED PROJECT COMPONENTS**

#### **Component 1: Expansion of Lower Secondary Education**

This component will focus on building more schools and expanding existing schools, and by providing learning environments that are safe, non-violent, and supportive of girls' education. Lower secondary school construction financed under this component is complemented with a support package to ensure that each new school is fully ready to offer quality education to students. All new schools will include new cost efficient and quality infrastructure design, learning materials on a 1:1 ratio for students, school management and multi-pronged teacher training (curriculum, girls' education, special needs, violence awareness, ICT assisted teaching) and communities of practice for further professional development.

Existing overcrowded public schools in the Refugee Hosting Areas (RHAs) will receive a standard package of additional infrastructure. Financial support provided to such schools through the scholarships program (sub-component 2.2.) shall be used to procure required learning materials and other resources as required by each benefiting school. In cases, where additional teachers will be required for such schools, the GoU will be responsible for recruiting, training, and paying salaries. Demand for additional teachers will be established during detailed sites appraisal as part of the ESMPs preparation.

##### ***Subcomponent 1.1: Construction of New Lower Secondary Schools and Facilities***

This subcomponent will finance the construction of about 116 new lower secondary schools across the country and improving infrastructure in about 61 existing schools in the RHAs. In total, over 70,300 new spaces will be established. Out of 116 schools, approximately 32 new schools will be located in refugee and hosting communities and 84 will be in other targeted sub-counties of districts meeting the selection criteria. The new schools will be built as large (double stream, eight classrooms) schools creating a total of 55,680 additional spaces for enrolment. The component will also finance school furniture, science laboratory kits, ICT laboratory computers, student textbooks and teacher guides for all new schools. Overcrowded public schools in the RHAs will receive a standard package of additional infrastructure: four classrooms, science lab and latrines. The component will also finance school furniture and science laboratory kits for new classrooms and labs. Thus, 14,640 additional space.

##### ***Subcomponent 1.2: Ensuring Safe and Protected Children***

This subcomponent will complement the construction of new school facilities by ensuring safe and protected children with a particular emphasis on girls, based on the policy and legal

framework of Uganda. The subcomponent will support a multi-pronged approach through: (i) training of the new schools' headteachers, and their deputies and teams of teachers in establishing and maintaining safe school environments; (ii) implementation of social and emotional learning modules; (iii) implementation of violence against children codes of conduct for communities' leaders, school-founding bodies and Boards of Governors, teachers, and works contractors; (iv) sensitization of the local communities (violence reduction, back to school and importance of girls' education); and (v) equipping students with important life skills, including independent and proactive participation in income generating activities. All existing schools in the RHAs (about 210) and all new schools constructed under the project inside and outside RHA (116) will benefit from the sub-component.

A set of targeted community and school level activities will comprise the "Safe School Program" and promote school, community, and parental awareness to prevent cases of violence in schools, encourage parents to educate their girls, prevent early pregnancies, provide support to at-risk children, mobilise child mothers to complete their education, and help girls and boys to develop crucial life skills.

Within the target districts special attention will be provided to the areas where the pregnancy and dropout rates for girls is high. Social and emotional learning (SEL) modules under the program will help students, especially in the RHA to cope with psycho-social challenges related to violence in schools and local communities by fostering their resilience, empathy, and engagement.

Much of this component's activities are modelled after and will build on ongoing and past efforts made by the Uganda-based Non-Governmental Organizations (NGOs). To ensure sustainability, staff from the MoES's Secondary Education Department and the Local Government will go through capacity building so that they will be better equipped to support schools in implementing and sustaining the component activities.

## **Component 2: Hosting Community and Refugee Education Support**

Component 2 will focus on both new and existing lower secondary schools in refugee hosting sub counties within the 12 targeted districts. All activities under this component are financed through grants received through the IDA 18 sub-window for refugees and host communities. The target population is refugee and host community school-aged children eligible for lower secondary education (ages 13-18) who have already completed primary schools. The component will support the development and execution of the following programs: (i) Accelerated Education Program (AEP) and (ii) School scholarships. Note that social and emotional learning programs (SEL) which are crucial for addressing specific challenges faced by refugees will be funded in subcomponent 1.2 together with Safe schools packages. The component will also provide support in obtaining equivalent certifications in Uganda that allows children who have finished primary school abroad to attend secondary school in Uganda.

### ***Subcomponent 2.1: The Accelerated Education Program***

The Accelerated Education Program (AEP) will provide students who have missed the opportunity to enrol in lower secondary school at the appropriate age or who dropped out of school for various reasons (displacement, pregnancy, etc.) with a fast track learning opportunity. Given the paucity of experience and track records of administering AEP at the secondary school level, this program will start with small scale pilots in five existing schools building on some of the most promising early AEP initiatives by leading NGOs. This will be followed by additional AEPs in seven new schools, resulting in 12 pilot AEP across the whole refugee hosting regions.

### ***Subcomponent 2.2: The Scholarship Program***

The school scholarship program transfers funds to Local Governments (LGs) as Accounting Offices for further administration to the lower secondary schools in refugee and hosting communities as a means to offset the economic shock refugee families are experiencing. The school scholarships will assist in reducing school charges that are passed on to parents, especially to refugee families. School charges in Uganda represent a considerable share of the average household income. The proportion of school charges of household income is likely to be higher for refugee and host community. This program is designed to increase the likelihood of households (both hosts and refugees) with eligible secondary school aged children to enroll and retain their children in school. The amount generated by scholarships at each school (both new and existing) will depend on the number of refugee students enrolled each year. The scholarships will be managed on the school level in the same way and under the same guidelines as the capitation grants for Ugandan students.

The school scholarship program relies on Project grant funds to provide support for refugees that are equivalent to the capitation grants that the MoES already provides for Ugandan students. Given the Government, as part of the Refugee Response Plans, has pledged extending capitation grants to refugees during the next few years, this project considered that it would be the MoES's responsibility to finance capitation grants as part of their regular budget by the end on the project life.

### ***Subcomponent 2.3: Certification of Prior Education***

The sub-component will provide funding to (a) mainstream support for refugees in obtaining papers required to start / continue secondary education (e.g. translation, validation and equating of relevant certificates) through MoES/Uganda National Examinations Board (UNEB), and (b) identify those who need support for certification and cover the costs for obtaining relevant certifications for refugees.

## **Component 3: Improving Teachers Support and Policy Development Nationally**

This component will scale up existing elements of the teacher support system and build capacity of the school principals as primary pedagogical supporters for teachers. The component will also aim to prepare for future development of quality lower secondary education through analytical and capacity building work.

### ***Subcomponent 3.1: Support to Teachers***

The sub-component will support establishing a **Continuous Professional Development (CPD) system** nationwide. The system will be based on about 100 lower secondary school clusters that will help organize and support teacher training country wide. Each cluster will be built around a cluster center – existing well performing schools with capable teachers. The cluster centers will deliver in person and distance-based teacher coaching. The centers will facilitate Communities of Practice (CoPs) for subject teacher. The CoPs will serve as peer-to-peer teacher support mechanism. Digital platforms will be utilized to operate CoPs and deliver teacher support by distance.

The CPD support will focus on providing ongoing support to teachers implementing the new curriculum. The GoU will cover the basic costs of introducing the new curriculum: initial and follow up teacher training, printing and delivering textbooks and teacher guides with scripted lessons, learning materials, and ongoing training /support costs, etc.

The subcomponent will finance the establishment of the cluster centers in existing schools (using existing facilities, no construction is expected) that are geographically accessible by their network of schools and have a track record of good performance delivering learning outcomes at an appropriate level (e.g. above national average). A selected teacher will be the coordinator at the cluster center and will be responsible for coordinating the trainings for their respective network of about 40 schools. Coaching will be led by the head teacher at each school and by visiting coaches (inspectors, regional trainers). The subcomponent will train center leaders. Digital platforms and resources will be utilized to allow teachers to grow CoPs, to receive remote support and feedback from regional and national trainers and coaching on how to improve teaching and learning. They will also be able to share their own experiences directly with each other.

**Head teachers and deputy head teachers** from all public schools as well as head teachers from poorly performing private schools (the worse performing half of the private schools) will be trained in (i) school management and (ii) pedagogical leadership. School performance will be measured by the tool which is currently under preparation with support from UgIFT project. The tool will be applied to select beneficiary private schools. The training provided under the project will improve school management practices, results orientation, service delivery and raise quality of teaching though providing teachers with ongoing pedagogical support from the principals.

**The project will implement a special program for training science teachers as ICT Champions to promote technology assisted teaching of science subjects and develop modern digital skills** (as required by the new curriculum) among lower secondary school students. One teacher from each public school and teacher from poorly performing private schools (bottom half of worse performing schools) will be trained. The ICT assisted teaching starts with identifying an ICT champion (supporter and early adopter) in a school. The champion will promote the use of ICT for better teaching and learning in the whole school starting with his/her subject. After training in ICT enhanced pedagogy, the champion will receive a laptop and projector (to be owned by the school). It will be preloaded with ICT resources for all the subjects. The program will be available to all public schools in the country (more than 1,200 schools), and new schools to be built under subcomponent 1.1, some with ICT capacity and some

without any previous exposure to ICT assisted teaching in order to avoid widening the technology gap. This will enhance professional sharing and learning across teachers in all lower secondary schools in their respective clusters. In total, about 6,600 teachers and administrators will benefit from the training / capacity development program.

### ***Subcomponent 3.2: Support for Development of Key Secondary Education Improvement Policies***

This sub-component will prepare for the key measures/reforms required to further improve the quality of teaching and learning in lower secondary schools in accordance with the new education sector strategy (forthcoming around June 2020). It will include technical assistance to support policy research, preparation of policy papers and implementation plans, and capacity building for policy-makers. The sub-component will, inter alia, focus on the following areas: (i) assessing existing experience and adopting a sustainable school construction strategy; (ii) teacher recruitment, deployment, retention, reward and motivation to address the teacher gap, teacher attrition, and the increase in enrolment due to demographic stress; (iii) improvement of provision of teaching and learning materials; (iv) quality assurance and assessment; and (v) enhanced private sector service delivery. In addition to developing new strategies/policies, the component will help to introduce measures required to operationalize existing policies, for instance VAC and GBV related.

## **Component 4: Project Management, Monitoring and Evaluation**

This component will provide support to the project implementation, supervision, monitoring and evaluation, and verification costs. It will finance project staff (including staff needed to supervise school construction, including clerks of works), office rent, furniture, equipment, transportation, data collection and analysis, including gender specific aspects of the project, and capacity building. Third party assessments will be done to verify the achievement of the DLIs, other project results and satisfactory completion of large procurements.

### **1.4 Rational for the Social Assessment**

**Sub-component 1.1: Construction of new schools:** of USEEP intends to finance construction of new schools, including districts hosting refugees. Schools to be constructed would follow standardized designs (classrooms, laboratories, administration blocks, student and teacher latrines separate by gender, water tanks, lightning protection, earthquake resistant design, etc.) which might be scaled up as the demand increases, i.e. bigger schools according to demand. Energy efficient and climate friendly technologies will be used during construction. All new schools will be fully equipped, including furniture, multifunctional science laboratories, and ICT resources. The project will support electrification of the new schools and provide for internet connectivity (e.g. last mile). The GoU will be responsible for recruiting, training, and paying salaries to sufficient number of teachers, as well as financing the recurrent operational and maintenance budgets of the new schools.

The implementation of component 1, sub component 1.1 of the proposed USEEP project is likely to trigger the World Bank's Indigenous Peoples Policy OP 4.10 since areas that inhabit Indigenous Peoples (IPs) may be covered under the project. The IPs that may be affected by the project are understood and recognized to be the *Ik* of Kaabong Mountains and the Tepeth of

Tapac in the Karamoja region and the *Batwa* (Pigmies) who are found in the Rwenzori region covering the districts of Kabale, Kisoro, Kanungu, Kasese, Ntoroko and Bundibugyo and the Benet of Kween District. The World Bank policy OP 4.10 on IPs underscores the need for borrowers and Bank staff to undertake a Social Assessment (SA) and screen for the presence of IPs in the project area, consult with them, ensure that they participate in and benefit from Bank financed operations in a culturally appropriate way and, avoid adverse impacts on them where possible or minimize/mitigate against them where not feasible.

## 1.5 Objectives of the Social Assessment

In light of the above a social assessment was commissioned by the MoES with the overall objective to undertake a social screening of the presence of IPs and prepare a **Social Assessment** for USEEP intended to contribute to improvements in secondary education quality and service delivery. Specifically, the SA was undertaken to:

- Assess social characteristics of local communities; including screening and determining the existence of IPs and other marginalized groups in Karamoja (Kaabong and Moroto), Kween and Rwenzori Region (Kasese) districts;
- Undertake a gender analysis of the opportunities and constraints of women and men to participate and benefit in USEEP;
- Conduct consultations with key stakeholders and establish socio-economic information relating to: teachers' quality, equality/inequality of secondary education, centralization/decentralization of secondary education system including community participation, social commitment of the school community and Children with Special Needs (CWSN);
- Assess any potential adverse social impacts of USEEP, determine whether the sub-projects are likely to trigger the World Bank's OP 4.10 on Indigenous Peoples, and if so advise on steps to be taken to address and integrate the social issues in the design of the project early on during project preparation; and
- Review and highlight MoES experiences and lessons in dealing with marginalized communities and IPs where applicable.

## 1.6 Scope of Work

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

## 1.7 Study Methodology

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

### 1.7.1 Sampling

Kasese district was selected out of about six districts in which the *Batwa* are found in Uganda because it was the nearest to Kampala. Kaabong is the only district in the Karamoja region where the *Ik* people are found, Moroto where the *Tepeth* are found and Kween district where the *Benet* are found. A total of four schools were selected for the social assessment: 3 in Kasese and 1 in

Kaabong district. Three secondary schools that were in hard-to-reach areas and suspected to have *Batwa* students were selected in Kasese namely: *Kitolhu SS*, *Mahango Seed SS* and *Hamukungu Parents SS*. Kaabong district has only two public secondary schools - one in Kaabong Town Council (TC) and another in a rural setting; and one private school also in the TC. Jubilee 2000 SS which is 72 Km from the TC was selected for the SA in Kaabong. In addition, Kamion Sub County hosting the *Iks* particularly the community around Kamion PS was visited to consult the IPs and solicit their views on the proposed project.

## **1.7.2 Data Collection Methods and Instruments:**

### **1.7.2.1 Document Review**

A host of documents were reviewed and these included project Document, The Constitution of the Republic of Uganda, The National Information Technology Authority Act 2009, The Land Act 1998, The Local Government Act, 1997 and other legal and policy instruments relating to the project. District Development Plans for the 4 districts, National Development Plan (NDP 2010-2014), National Peace, Reconstruction and Development Plan (PRDP) for Northern Uganda, Karamoja Integrated Development Programme (KIDP) (2011-2015).

Other documents reviewed include: MoES previously prepared three VMGFs/IPPFs and SAs that guided its Bank financed projects (two ongoing and one closed project) namely USTEP, USDP and UPPET. The review was undertaken correspondingly with an examination of USEEP relevant documentation such as its concept paper, Project Appraisal Documents (PADs) and integrated Safeguards Data Sheets. The policy and regulatory framework on involuntary resettlement in Uganda and the World Bank reviewed under the previous RPFs existing within the ministry was revisited to ensure that it is up to date, relevant and consistent with the proposed project. Document review was also conducted on key sectoral and institutional data at the district and sub-county levels. This information formed the basis of literature review and secondary data analysis.

### **1.7.2.2 Key Informant Interviews (KIIs)**

Interviews with key stakeholders of the USEEP project were conducted to obtain in-depth qualitative data with regard to the SA. KIs interviewed were from the District Headquarters of Kasese in western Uganda and Moroto and Kaabong in Karamoja and Kween. District Local Government Officials; these included the CAOs, DEOs CDOs and relevant officers of other development partners in the districts. Discussions were also held with members of BoG/PTA and teachers of some of the selected schools in some of the districts.

### **1.7.2.3 Community Consultations:**

Community consultations were held with community members of with local communities where the *Batwa*, *Ik*, *Tepeth* and *Benet* are found or are expected to be found were held to get their views about the project and its potential impacts on them. Altogether, six community/public consultations were held: in Mahango and L.Katwe Sub counties, both communities around two of the selected schools in Kasese; and in Karenga sub county near Jubilee 2000 SS and another in Kamion Sub County near Kamion PS for the IPs in Kaabong district. Additional community meetings were held in Lonyilik and Akariwon villages in Tapac Moroto District and Kitawoi village in Kween District. The list of people who participated in the public consultations is attached as Appendix 3. Adhoc and ***unstructured observations*** including ***photographs*** were taken throughout the data collection exercise at the schools/communities visited.

#### ***1.7.2.4 Data Analysis and Report Writing***

Following transcribing of interviews, data was collated based on key themes emerging from the field regarding the SA in Kasese, Kaabong, Moroto and Kween districts. The process was done manually in relation to the major areas/objectives of SA from which recommendations were made. A SA report was drafted including key areas specified in ToR.



## 2 POLICY, LEGAL AND INSTITUTIONAL FRAMEWORK

### 2.1 The National Legal Framework

#### Constitution of the Republic of Uganda (1995)

Under its National Objectives and Directive Principles of State Policy, the Constitution of the republic of Uganda provides that every effort shall be made to integrate all peoples while at the same time recognize the existence of, amongst others, their ethnic, religious and cultural diversity. In this regard, the Constitution requires that everything necessary be done to promote a culture of cooperation, understanding, appreciation, tolerance and respect for each other's customs, traditions and beliefs. The Constitution, however, offers no express protection for indigenous peoples but Article 32 places a mandatory duty on the state to take affirmative action in favour of groups who have been historically disadvantaged and discriminated against. An equally important relevant constitutional provision with respect to the situation of the historically marginalized indigenous communities is contained in Article 32. This article enjoins the state *“to take affirmative action in favour of groups marginalized on the basis of gender, age, disability or any other reason created by history, tradition or custom for purposes of redressing imbalances that exist against them.”* In this regard the Constitution Mandates Parliament to enact appropriate laws, including laws for the establishment of an Equal Opportunities Commission (EOC), for the purpose of giving full effect to Article 32(1).

***Thus, while the promulgation of the 1995 Constitution was a positive step in the recognition of the rights of indigenous people in Uganda, the provisions fall short of international standards in regard with recognition of Indigenous People.***

#### 2.1.2. The Equal Opportunities Commission Act: (2007)

The Act makes provision in relation to the Equal Opportunities Commission pursuant to articles 32 (3) and 32 (4) and other relevant provisions of the Constitution; to provide for the composition and functions of the Commission; to give effect to the State's constitutional mandate to eliminate discrimination and inequalities against any individual or group of persons on the ground of sex, age, race, colour, ethnic origin, tribe, birth, creed or religion, health status, social or economic standing, political opinion or disability, and take affirmative action in favour of groups marginalized on the basis of gender, age, disability or any other reason created by history, tradition or custom for the purpose of redressing imbalances which exist against them; and to provide for other related matters. Regulation 14 2(a) states on the functions of the commission being to investigate or inquire into, on its own initiative or on a complaint made by any person or group of persons, any act, circumstance, conduct, omission, program, activity or practice which seems to amount to or constitute discrimination, marginalization or to otherwise undermine equal opportunities.

### 2.1.1 The Constitution of the Republic of Uganda (1995):

Education is a constitutional right according to the Constitution of the republic of Uganda. Article 30 gives all persons a right to education. Under education objectives, the State is obliged to take appropriate measures to afford every citizen equal opportunity to attain the highest educational standard possible. Article 32 on affirmative action in favour of marginalized groups states that the State shall take affirmative action in favour of groups marginalized on the basis of gender, age, disability or any other reason created by history, tradition or custom, for the purpose of redressing imbalances which exist against them; and that Parliament shall make relevant laws, including laws for the establishment of an equal opportunities commission, for the purpose of giving full effect of clause (I) of article 32. The Ugandan Constitution goes further to provide for the protection of minorities in Article 36 which grants Minorities the right to participate in decision making processes and their views and interests shall be taken into account in the making of national plans and programmes. Therefore, the SA and USEEP are in line with the provisions of the Ugandan Constitution by consulting them on interventions meant to benefit all Ugandan citizens.

### 2.1.2 Education Act (2008):

Some of the key objectives of the Education Act, 2008 are to give full effect the decentralization of education services; to give full effect to the Universal Post Primary Education and Training Policy of the government; and to promote partnership with the various stakeholders in providing education services. The Act sets out the responsibilities of stakeholders (government, parents/guardians and foundation bodies) in education and training. The Act also provides for the licensing of education institutions and regulation of content. Among the responsibilities of Government are: providing learning and instructional materials, structural development and teachers' welfare; providing and controlling the national curriculum, recruitment, deployment and promotion of both teaching and non-teaching staff, and ensuring equitable distribution of education institutions. Parents and guardians are responsible for ensuring that children go to school and participating in community support to the school among others. The foundation body shall participate in ensuring proper management of the schools of their foundation. It grants ownership of public secondary schools to the community under the management of the Schools' Board of Governors (BoG) in conjunction with the Parents Teachers' Association (PTA). The proposed USEEP is in fulfillment of one of the Ugandan Government's legal mandate enshrined in the Education Act.

## 2.2 The National Policy Framework

### 2.2.1 National Land Policy (2013)

The goal of the policy is: *"to ensure efficient, equitable and sustainable utilization and management of Uganda's land and land-based resources for poverty reduction, wealth creation and overall socio-economic development"*. **The Rights for Minorities:** As regards land rights of ethnic minorities (term implicitly refers to VMGs and other vulnerable groups), the Policy provides that:

- a) Government shall, in its use and management of natural resources, recognize and protect the right to ancestral lands of ethnic minority groups; and

- b) Government shall pay prompt, adequate and fair compensation to ethnic minority groups that are displaced from their ancestral land by government action.

With reference to the land rights of pastoral communities, the Policy states that ***“Land rights of pastoral communities will be guaranteed and protected by the State.”*** To protect the land rights of pastoralists, government will take measures to:

- Ensure that pastoral lands are held, owned and controlled by designated pastoral communities as common property under customary tenure;
- Develop particular projects for adaptation and reclamation of pastoral lands for sustainable productivity and improved livelihood of communities;
- Protect pastoral lands from indiscriminate appropriation by individuals or corporate institutions under the guise of investment;
- Promote the establishment of Communal Land Associations and use of communal land management schemes among pastoral communities;
- Establish efficient mechanisms for the speedy resolution of conflict over pastoral resources, and between pastoral communities and sedentary communities

***Therefore, the land policy recognizes the rights of Vulnerable and Marginalized Groups to their ancestral lands and should effectively address the challenges that have been faced by the VMGs in Uganda.***

### **2.2.2 National Policy for Older Persons (2009)**

This policy is clearly set within the framework of the Constitution of the Republic of Uganda and other laws that promote the rights of older persons among other vulnerable groups. It provides a framework for enhancing the recognition of the roles, contributions and potentials of older persons in the development process among others. The policy targets older persons aged 60 years and above with special emphasis on the vulnerable. Section 3.4 states that, *“All stakeholders will ensure that issues of older women and men are included in planning and implementation of programmes.”*

### **2.2.3 The National Policy for Disaster Preparedness and Management (2010)**

The policy provides a framework that details mechanisms and structures for the effective and practical management of disasters. The policy covers the broad subjects of vulnerability assessment, mitigation, preparedness, response and recovery, which constitute “comprehensive disaster management”. It networks all the lead sectors, local governments, international development and humanitarian partners, the private sector and the NGOs under the principle of a multi-disciplinary and multi-skilled consultative approach. It also presents an institutional framework under which the partners coordinate their operations. It further recognizes the need to place emphasis on the vulnerable groups in drought-prone areas.

### **2.2.4 National Development Plan (NDP) 2015/16 – 2019/20:**

The NDP is Uganda’s overarching five-year strategic framework for economic development. It recognizes the vital role education plays in economic development and social transformation.

According to the plan, the target for the secondary education sub sector in particular over the plan period is to increase the transition rate to secondary education from 73% in 2013/14 to 83% in 2019/20 and; increase net secondary completion rate from about 36% in 2012/2013 to 50% in 2019/20. Whereas the education sector has made considerable progress in increasing access to education at all levels, a number of outstanding issues still need to be addressed in the next five years among which is low quality of education at all levels. Therefore, the focus in the next five years will be on, among others, improvement of quality, equity, retention, relevance and efficiency in basic education while consolidating the gains made in access to education at all levels. Table 1 below presents 3 key objectives for the education sector in the NDP and corresponding interventions relevant to the secondary education sub sector.

**Table 1: Education Sector Objectives of the NDP**

Objectives	Key interventions Relevant to Secondary Education
1. Achieve equitable access to relevant and quality education and training	<ul style="list-style-type: none"> <li>a) Improve the implementation of USE and student loan scheme to lower costs of families;</li> <li>b) Develop and implement programmes targeted to disadvantaged communities, marginalized groups and students with special needs;</li> <li>c) Design and implement a partnership framework to address social-cultural and other barriers to girls' and boys' attendance and retention in school;</li> <li>d) Expand and improve school infrastructure for all levels including water supply infrastructure, sanitation and hand washing facilities; and</li> <li>e) Provide gender sensitive sanitation facilities that would address special needs of girls and boys.</li> </ul>
2. Ensure delivery of relevant and quality education and training	<ul style="list-style-type: none"> <li>a) Rehabilitate, expand and equip existing facilities at secondary schools;</li> <li>b) Professionalize and motivate the teaching force; and</li> <li>c) Support and strengthen partnerships with the private sector to ensure quality education at secondary level.</li> </ul>
3. Enhance efficiency and effectiveness of education and sports service delivery at all levels	<ul style="list-style-type: none"> <li>a) Empower schools to manage instructional programmes, staff and other resources; and</li> <li>b) Develop and implement a Teacher Development and Management System (STDMS) to provide in-service training and support.</li> </ul>

*Source: Adapted from the NDP, 2015/16-2019/20*

The USEEP components will contribute to each of the 3 education sector objectives in the NDP mentioned above. The proposed project will particularly address some of the issues to do with fair access to quality lower secondary education and its delivery through expansion of existing school infrastructure and in new areas; provision of gender friendly sanitation facilities and enhance school and teacher effectiveness.

### **2.2.5 Universal Secondary Education Policy, 2007:**

Following the successful implementation of the UPE policy, a decade later, the Ugandan Government launched free Universal Secondary Education (USE) in 2007, becoming the first country in sub-Saharan Africa to adopt such a policy. The policy advocates for the promotion of equitable access to quality and relevant education for all. Under the USE program, government abolished all tuition fees for secondary education in USE schools but students/parents still have to meet boarding fees, scholastic materials, medical care, meals and the like. Government began to offer 'free' secondary education to all students who passed Primary Leaving Examination

(PLE) in 2006. The selection of USE schools was done by the GoU through the MoES. Although most of the selected schools are public, there are some private secondary schools participating in the implementation of the policy under the Public-Private Partnership (PPP). According to the policy, parents have the liberty to send their children to any secondary school around the country. In addition, parents may also send their children to other secondary schools that do not take part in USE policy if they can afford to pay the required fees. Almost ten years since the adoption of USE, tremendous achievement has been registered in access. While the USE policy has improved access to secondary education as **806,992** secondary school students are studying under USE in some **1,819** schools (Education and Sports Sector Fact Sheet 2002-2013), the quality of education provided is questionable even as government tries to offer new subsidies to cover education related costs. The proposed project will build on the achievements of the USE policy by endeavoring to further improve access but in an equitable manner in addition to improving the quality of education provided at lower secondary level.

#### **2.2.6 Gender in Education Policy (GEP) 2009:**

The expectation to achieve USE would be out of reach if the existing gender imbalances in the education sector in Uganda are not addressed. Gender in Education Policy (GEP) which was developed in line with ESSP 2007-2017 provides a framework for the implementation and monitoring of a gender sensitive and responsive education system in Uganda. It was expected that by 2015, the major policy objectives will have been achieved, particularly with regard to reducing existing disparities and ensuring retention, quality and completion at different levels of education. The implementation of the proposed USEEP will contribute to the fulfillment of one key GEP objective: “to increase quality, participation and ensure gender equity in secondary education”. In order to significantly increase USEEP’s impact on GEP, gender considerations should be incorporated in its activities.

#### **2.2.7 National Orphans and Other Vulnerable Children (OVC) Policy 2004:**

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

#### **2.2.8 The Social Development Sector Strategic Investment Plan (SDIP 2) 2011/12-2015/16:**

The Social Development Sector fosters the rights of the vulnerable population, addresses gender inequalities, labour and employment as well as community mobilization and empowerment. The plan recognizes that addressing the rights and needs of vulnerable and disadvantaged populations such as People with Disabilities (PWDs), the elderly, youth, orphans and other vulnerable children and the chronically poor underpins the core concerns of national development. The mission of the SDS is *promotion of gender equality, social protection and transformation of communities, while the vision is a better standard of living, equity and social cohesion*. The Sector Strategic Objectives include to *improve the wellbeing of vulnerable, marginalized and excluded groups and to address gender inequality in the development process*. Expected Outcomes of the plan include gender equality enhanced and vulnerable persons protected from



deprivation and livelihood risks among others. The USEEP project which aims to ensure equitable access to quality lower secondary education by all would contribute to meeting some of the objectives of SDIP 2 in the long run.

### **2.2.9 The Revised Education Sector Strategic Plan (ESSP), 2007 -2015:**

The essence of revising the ESSP was, among others, to ensure that children who successfully completed primary 7 were assured of accessing either academic secondary education or BTVET; to strengthen science and technology education in the secondary sub-sector by providing science laboratories and well-stocked libraries in secondary schools; and to implement new schemes of service for primary and post primary education and training. The overall policy thrusts in the ESSP 2007-2015 prioritize *access, equity, quality, relevance* and *efficiency*. Consequently the following policy thrusts have been incorporated in the plan: making significant and permanent gains in achieving equitable access to education at all levels; improving the quality of education and ensure an education system that is relevant to Uganda's development goals; enhancing the effective and efficient management of education service delivery at all levels; assuring universal access to primary education as well as to post primary education with a view to achieving equitable access to education at all levels and continuing support to UPE emphasizing reducing school dropouts; improving considerably the quality of education at all levels, from primary to tertiary through, enhancing the capacity of Education Standards Agency, National Council for Higher Education, Uganda National Examinations Board and Nurses Examinations Board; enhancing the management of education and sports service delivery at all levels, particularly the district, through capacity building; developing the capacity of MoES to plan, program and manage an investment portfolio that will effectively and efficiently develop the education and sports sector; forging the private public partnership in the education and sports service delivery; strengthening the role of the central government (MoES) as the policy powerhouse for education and sports sector development; accelerating the education sector response to the HIV/AIDS at all levels; and enhancing delivery of education services in disadvantaged areas of Uganda. The implementation of the ESSP is envisaged through shared contributions by the public and private sectors, by households and the community.

The education sector underscores the importance of the management and response to HIV/AIDS the sector hence the thrust of the ESSP for accelerating its response to the HIV/AIDS at all levels. Despite the fact that Uganda was the first country in Africa to feel the brunt of the HIV/AIDS epidemic, the cost to the Ugandan society in terms of the number of people living with the disease and lost to AIDS is enormous. HIV/AIDS has a strong grip but it is believed that education has the power to help break that grip. Education is seen as a powerful force in combating the spread of HIV/AIDS. However, just as the education can weaken the epidemic, the disease and its effects can weaken an education system's ability to function. As a result, the MoES finalized Sector Policy Guidelines on HIV/AIDS to support and provide guidance to all stakeholders involved in implementing the response to HIV and AIDS. These policies focused on reducing the spread and mitigate the impact of HIV/AIDS among Ugandan teachers, non-teaching staff and other employees in addition to pupils/students. The following policies have been developed and are being implemented including: The Work Place Policy (WPP); capacity building for HIV/AIDS; Counseling and Testing; Advocacy for HIV/AIDS; and the Implementation of the Presidential Initiative on AIDS Strategy for Communication to Youth (PIASCY) activities in primary and secondary schools.

The proposed USEEP project aligns well with the revised ESSP as the project aims to improve equitable access to quality lower secondary education, address equity issues and improve the management of secondary education service delivery especially in underserved and underperforming areas.

## **2.3 Institutional Framework for USEEP**

### **2.3.1 The Ministry of Education, and Sports:**

The MoES is the lead agency at national level and oversees the implementation of all secondary education policies. The public and private sectors are the broad divisions comprising Uganda's education and sports sector in general. The two sectors also feature secondary education at district level. Public Secondary education is of particular interest to the proposed USEEP project but schools under public-private partnership will also be considered. Secondary education is constituted by Departments and Affiliated bodies under MoES, key line ministries such as MoFPED, MoLG, MoGLSD, and the District Local Governments and Municipal Authorities. The key departments under MoES relevant for the USEEP project are Directorate of public and private education, and the projects, planning and budgeting department.

At district level, the district education department and the Schools' BoG/PTA will be key departments for the USEEP. The education department is obliged to work with other district departments to enable each department participate fully in the delivery of secondary education services. Other stakeholders for secondary education include NCDC, UNEB, DES, KyU, NGOs/CBOs, Proprietors/Foundation Bodies, Religious leaders/Cultural leaders, Political leaders, LGs (districts/Sub-counties), Management committees, and Parents/Guardians.

### **2.3.2 The Ministry of Gender, Labour and Social Development (MoGLSD):**

Is mandated to empower communities to harness their potential through cultural growth, skills development and labour productivity for sustainable and gender responsive development. The vision of the Ministry is a better standard of living, equity and social cohesion, especially for poor and vulnerable groups in Uganda. Similarly, its mission is promotion of gender equality, labour administration, social protection and transformation of communities. The gender department under MoES will work closely with MoGLSD to ensure that the vulnerable groups participate and benefit in the USEEP as well as supporting the Ministry on any project social related issues that may emerge during implementation.

### **2.3.3 The Uganda Human Rights Commission**

The UHRC is Uganda's national human rights institution created by the Constitution, with mandate, amongst others, *"to investigate violations of human rights and to monitor government compliance with its human rights obligations detailed in the Constitution."* This is in addition to making recommendations to Parliament on measures to promote human rights. The Commission has since its establishment played a very important role in highlighting human rights violations in the country and making recommendations for rectification. The Commission has on several

occasions investigated and published its findings with regard to the human rights problems of marginalized groups and made recommendations on how these could be rectified. A good example is the intervention during the Karimojong disarmament exercise in 2005.

#### 2.3.4 The Equal Opportunities Commission

The mandate of the Commission is *“to eliminate discrimination and inequalities against any individual or group of persons on the ground of sex, age, race, color, ethnic origin, tribe, birth, creed or religion, health status, social or economic standing, political opinion or disability, and take affirmative action in favor of groups marginalized on the basis of gender, age, disability or any other reason created by history, tradition or custom for the purpose of redressing imbalances which exist against them, and to provide for other related matters.”***The EOC also has powers to hear and determine complaints by any person against any action, practice, usage, plan, policy program, tradition, culture or custom which amounts to discrimination, marginalization or undermines equal opportunity.**

#### 2.3.5 Ministry in Charge of Karamoja Affairs

The Ministry in Charge of Karamoja Affairs under OPM was an initiative started in order to focus on and address the unique problems and development challenges of Karamoja and its peoples. In May 2011, the President elevated the ministry in charge of Karamoja Affairs to a full ministry complete with a State Minister for Karamoja Affairs. Although it is still too soon to review the relevance and efficiency of this ministry, its elevation can be interpreted as the government’s attempt to scale-up interventions to address water scarcity, food insecurity, insecurity and poverty in Karamoja region. This will be realized through establishment of the common security enabler for public service delivery.

#### 2.3.6 International Work Group on Indigenous Affairs (IWGIA)

IWGIA is an international human rights organization staffed by specialists and advisers on indigenous affairs. IWGIA supports indigenous peoples' struggle for human rights, self-determination, right to territory, control of land and resources, cultural integrity, and the right to development. The aim was to establish a network of concerned researchers and human right activists to document the situation of indigenous peoples and advocate for an improvement of their rights. IWGIA works at local, regional and international levels to further the understanding and knowledge of, and the involvement in, the cause of indigenous peoples. IWGIA publishes a wide range of books, reports, handbooks, and audio-visual material about indigenous peoples' rights and the human right situation of indigenous peoples around the world.

#### 2.3.7 Minority Rights Group International

Minority Rights Group International (MRG) is a nongovernmental organization (NGO) working to secure the rights of ethnic, religious and linguistic minorities and indigenous peoples worldwide, and to promote cooperation and understanding between communities. Their activities are focused on international advocacy, training, publishing and outreach. It is guided by the



needs expressed by our worldwide partner network of organizations, which represent minority and indigenous peoples.

## 2.4 Key Supportive Strategies

### 2.4.1 Gender Considerations for USEEP

Gender disparity has been a problem in the Ugandan education system ever since efforts were launched to develop formal schooling. Since UPE and later USE were introduced, the MoES through various initiatives has endeavored to narrow the gap in terms of enrolment, retention, achievement and completion from primary to university education. In spite of this, girls are still far behind boys, and female teachers are fewer than male teachers in secondary. The disparities vary within regions, districts, schools and location, with remote areas being the most affected. Many remote schools, especially those in the northern and north eastern regions do not have adequate numbers of female teachers. The presence of female teachers in schools is a motivating factor for girls to continue with education since the female teachers serve as better role models, guide and support them with education, social and psychological development processes.

Representation of women in leadership positions in secondary education at national level is also dismal. This scenario is manifested at every level of leadership in the secondary education sub sector. Women are not only a small minority, but in most cases are also concentrated in the lower levels of hierarchy. Moreover, this situation occurs in a national context of more women than men. Government's efforts to minimize the gap include:

- Increase share of female teachers during recruitment and training
- Provide opportunity to female teachers to upgrade
- Encourage female teachers to join the teaching profession
- Sensitization of parent, husbands on the girl child rights from primary level
- Motivate females to enroll in teaching profession
- Use role models to peer educate others
- Construct teacher's houses
- Provide lunch and break at school
- Post female teachers nearer their homes
- Provide accommodation for female teachers
- Provide free/ scholarship to PTC training for female

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

**Table 2: National Gender Issues with Regard to USEEP**

Issue	Gender Issues	Evidence to Support (Studies & Statistics)
Inequitable participation of girls in	<ul style="list-style-type: none"> <li>• Low income/Poor families prefer to support boys to girls</li> </ul>	-The introduction of USE/UPPET in 2007 increased school enrolment (S.1 to S.4) from 161,396 in 2007 to 806,992 students in 2013 with girls constituting only 47% of the total

secondary education	<p>when constrained with resources</p> <ul style="list-style-type: none"> <li>• Lack of accessible secondary schools especially in rural areas</li> <li>• Low learner performance of boys and girls at all levels</li> <li>• Lower performance of girls in all regions</li> <li>• Gender disparity in teachers has serious implications on enrolment and success of girl children</li> <li>• High dropout rates of girls due to various factors including SGBV by teachers</li> <li>• Lower completion rate (S.4) for both boys and girls with a lower rate for girls</li> </ul>	<p>enrolment creating a national gender imbalance of 6%. (Education and Sports Fact Sheet, 2002-2013)</p> <p>-Statistics show very low access to secondary education in North- Eastern region(Karamoja) with only 10,903enroled in secondarywhich is less than 1% of Uganda's total enrolment.In Karamoja region gender imbalance stands at 36%. (Education Abstract 2013)</p> <p>-Analysis of UCEperformanceover a period of time (2002-2013) indicate that out of 301,966 who sat, only 143,900 (47.7%) were girls with a performance index of 40.9% compared to 46.8% for boys.</p> <p>The overall completion rate (S.4) was 40% with the rate for girls at 34% and boys 45% (Education and Sports Fact Sheet, 2002-2013)</p>
Low female teacher participation and effectiveness	<p>Lower effectiveness for female teachers because of:</p> <ul style="list-style-type: none"> <li>• A lack of continuous professional development</li> <li>• Less time for in-service training</li> <li>• GBV from community, HT and fellow teachers</li> <li>• Denial of maternity leave</li> <li>• Low job satisfaction</li> </ul>	<p>According to the female teachers' study( 2011) the proportion of teachers whose job satisfaction was high was only 4%. Other female teachers (48%) were satisfied with their jobs. This is a factor that may lead to ineffectiveness of female teachers. The situation at primary level is similar to secondary education level hence the same scenario is manifested.</p>
Weak school management	<ul style="list-style-type: none"> <li>• Low representation of women on school BoG</li> <li>• Gender issues not articulated in BoG meetings</li> </ul>	
Low teacher motivation	<ul style="list-style-type: none"> <li>• Less qualifications means less pay</li> <li>• Few leadership/decision making positions</li> <li>• Poor school work environment influences the quality of learning outcomes and motivation e.g. accommodation, availability of classmaterials, average monthly pay,Separate facilities for female/male teachers</li> <li>• Up-grading/in-service opportunities</li> </ul>	<p>-Of the total teaching force6.1% is not qualified while 10.1% have ungraded qualifications (not reported) – Education Abstract 2013</p> <p>-Most female secondary teachers lack accommodation within the schools and many of them travel long distances to reach school.</p>

## 2.5 World Bank Operational Policy on Indigenous Peoples, OP 4.10

This Policy contributes to the Bank's mission of poverty reduction and sustainable development by ensuring that the development process fully respects the dignity, human rights, economies, and cultures of Indigenous Peoples. For all projects that are proposed for Bank financing and affect IPs, the Bank requires the borrower to engage in a process of free, prior, and informed consultation. The Bank provides project financing only where free, prior, and informed consultation results in broad community support to the project by the affected Indigenous

Peoples. The policy establishes processing requirements: screening, social assessment, consultation with communities involved, preparation of plan or framework, and disclosure. It also requires the borrower to seek broad community support of Indigenous Peoples through a process of free, prior and informed consultation before deciding to develop any project that targets or affects indigenous communities.

The World Bank OP 4.10 on IPs underscores the need for borrowers and Bank Staff to identify IPs, consult with them, ensure that they participate in and benefit from Bank funded operations in a culturally appropriate way and adverse impacts on them should be avoided where possible, or where not feasible, they should be minimized or mitigated. The concept of “Indigenous Peoples” does not have a universally accepted definition. Different countries refer to the term differently including: *Indigenous ethnic minorities, aboriginals, hill tribes, minority nationalities, scheduled tribes, first nations, or tribal groups*. In Uganda, the term used to refer to IPs is *ethnic minorities*. The social assessment used the World Bank criterion to identify IPs from the numerous ethnic groups in Uganda. These are people who have historically suffered, and continue to suffer disempowerment and discrimination on economic, social and cultural grounds. According to the World Bank’s OP 4.10, the term “Indigenous Peoples” is used in a generic sense to refer to a distinct social and cultural group possessing the following characteristics in varying degrees:

- Self-identification as members of a distinct indigenous cultural group and recognition of this identity by others;
- Collective attachment to geographically distinct habitats or ancestral territories in the project area and to the natural resources in these habitats and territories;
- Customary cultural, economic, social, or political institutions that are separate from those of the mainstream society or culture; or
- A distinct language or dialect, often different from the official language or languages of the country or region in which they reside.

### 3 POTENTIAL IMPACTS OF USEEP PROJECT ON AFFECTED IPs

It is anticipated that in the process of implementing the proposed USEEP project in the country, activities of these component will trigger social effects and safeguard concerns whose impacts may range from small scale and site specific to larger infrastructure investment activities. Below is a summary of social impacts expected to be caused during the implementation of the project beyond land take:

#### 3.1 Potential Positive Impacts

Table 3: Potential Positive Impacts

Project Components and Subprojects	Potential Positive Impacts on IPs
<b>Component 1: Equitable expansion of secondary education</b> <b>Note:</b> It is noted that to significantly increase access to lower secondary education by IPs, the project should grant full scholarships to IPs in the same manner agencies like KOPEIN/MCC and BDP are doing. These agencies are faced with inadequate resources to meet the increasing demand by IPs. KOPEIN has enabled all qualifying <i>Ik</i> pupils to access any of the 3 secondary schools in Kaabong district. Likewise, BDP has facilitated a number of <i>Batwa</i> children to access secondary education. In addition some IPs' communities like the Tepeth in Moroto do not have any secondary school in their community or proximity.	
<b>Sub-component 1.1 Construction of new schools</b> (Improving access by expanding the network of secondary schools in underserved areas)	<p>Establishment of desired new secondary schools and an improvement of a learning environment in existing ones may potentially have the following positive impacts on IPs:</p> <ul style="list-style-type: none"> <li>• Increased access to quality secondary school education due to proximity of the schools.</li> <li>• Enhanced abilities of parents to monitor, counsel and encourage their children to stay in school since they will be studying within their community and hence a reduction in the dropout rate and increase in completion rates.</li> <li>• Improved primary school completion rates as pupils will be encouraged by the presence and proximity of secondary schools in their community.</li> <li>• Improved IPs' attitude towards education, hence making it a priority for many. Parents' negative attitudes towards education may gradually change when they benefit from the good results of education.</li> <li>• Related to the above, more learners will enrol and complete secondary school which will improve the literacy and numeracy levels of IPs.</li> <li>• More IPs will be encouraged to support their children complete lower secondary education given the practicability of what is taught in the schools</li> <li>• Secondary education empowers for better decision making at village level especially if many girls complete lower secondary education, it is one way of empowering them against gender-based violence.</li> <li>• A reduction of beggars among the IPs since people with secondary school education will find better coping mechanisms than begging.</li> <li>• Enlighten IPs still practicing FGM (Tepeth&amp; Benet) to abandon the practice.</li> </ul>
<b>Sub-component 1.2: Supporting girls' education</b> <b>Note:</b> Most IPs recommended that the best of keeping at school is by building only Girls Boarding Secondary schools in their areas.	<ul style="list-style-type: none"> <li>• Building of Girls' only boarding schools will increase the number of girls from IP communities that complete school without much interruption from the boys/men they meet while on the way to school</li> <li>• The girls only boarding schools will keep the girls in school hence preventing them from targeted for FGM among those IPs still</li> </ul>

	<p>practicing it like the Tepeth and Benet.</p> <ul style="list-style-type: none"> <li>Increased participation of girls from IPs' communities in secondary education through increased enrolment, retention and completion rates</li> </ul>
<p><b>Component 3:</b> Improving Teachers Support and Policy Development Nationally</p> <p>The objective of this component is to support improvements in teaching and learning across the country by scaling up existing elements of the teacher support system. The component will also aim to prepare for future development of quality lower secondary education through analytical and capacity building work.</p>	<ul style="list-style-type: none"> <li>This will go a long way in improving the quality of education in the project areas given the fact that most teachers lack the requisite pedagogical skills.</li> <li>They will be able to apply the skills in their community serving the community as well as earning a livelihood.</li> <li>IPs' would for the first time pursue science subjects in particular and the use of ICT as a pedagogical tool, will understand the science concepts and perhaps study up to university level. This is hoped to improve their living standards since their children will be employable and able to support their families.</li> <li>Improved school management, leadership and accountability, would offer an opportunity to IPs to manage a secondary school establishment which would boost their image.</li> </ul>
<p><b>Component 4:</b> Project management, monitoring and evaluation.</p> <p>This component will finance; PCU staffing, office rent, audit, project baseline studies, monitoring and evaluation, capacity building activities.</p>	<ul style="list-style-type: none"> <li>Proper management of the proposed USEEP project will imply that IPs will actively participate and have a fair share of the project benefits in way of increased number of their children who successfully complete lower secondary education.</li> <li>The teachers and school management bodies such as SMCs, BoGs and PTA will benefit capacity building activities. IPs parents will be encouraged to be part of the schools management bodies.</li> </ul>

### 3.1.1 Potential Positive Impacts for Sample IPs/VMGs

Table 4: Potential Positive Impacts for IPs/VMGs

Kasese District (Batwa)	Kaabong District (IK)
<ul style="list-style-type: none"> <li>Access to quality education will improve academic performance and motivate teachers, parents as well as students. The spillover effect of quality education would be that students will be able to attain higher education and qualify as professionals who would be employed and reduce the pressures on land and fishing in Kasese district.</li> <li>The project will improve the learning and teaching environment and not only attract more students to the schools but also teachers. This is expected to reduce congestion in the classrooms but also increase enrolment, employ more staffing thus creating employment for others. A good learning environment will certainly improve teachers' delivery. Since some of the schools are located in hard-to-reach areas and are very difficult to live in, an improved teaching and learning environment may be an incentive to teachers to keep in the schools. In addition, teachers will be more organized in their work and spend more time on task – hence improved quality of education provided.</li> <li>In-service training for teachers particularly for Arts teachers who are not benefiting from the SESEMAT programme meant for Science and Mathematics teachers will get an opportunity to improve methods of teaching, handling students and refresh on what is applicable to today's world. The implementation of the revised curriculum will lead to improved performance.</li> <li>The learning areas under the revised curriculum are practical and</li> </ul>	<ul style="list-style-type: none"> <li>The opportunity to have and manage a secondary school in their community will boost their image because a secondary school comes with a lot of benefits for the children and community. "We have never seen a secondary school since the world began".</li> <li>The Ik community believes that if the USEEP project established a good secondary school in their community, they would be relieved of having to send their children far from home in search of secondary education. They therefore requested that a good school with good buildings, well equipped and fenced should be provided;</li> <li>Their community is still underdeveloped and remote, therefore a secondary school will uplift the lives of the Ik since their children will be able to join secondary education with ease after primary school and probably study up to the university.</li> <li>They also expect a reduction in the dropout rate of their children in secondary school since the school will be near their homes. Upon completion of their studies, the children will return to their community and support them in various ways as the community develops;</li> <li>The Ik would like their children to also study and not marry. Right now, their children go to secondary schools far away in Kaabong Town Council and they come back when they</li> </ul>

<p>skills based (i.e. entrepreneurship, music, tailoring) implying that when students leave school and do not proceed with further studies, they can apply the skills in the community and earn a living which will reduce on the rate of youth unemployment.</p> <ul style="list-style-type: none"> <li>• In schools like Kitolhu SS, some of the parents'/community contributions are spent on the development of the school as most of the buildings in the school area result of parents' efforts. Should the school benefit from the project, it will relieve parents from infrastructural development of the school and instead meet other school needs e.g. purchasing a school truck, improving a community bridge or connecting the school to the main power grid.</li> <li>• A gender friendly environment in schools may reduce the rate of girls' dropout to some extent; encourage more girls to enroll into secondary education; improve girl child education; and reduce gender imbalances in enrolment, retention and completion.</li> <li>• The communities also hoped to benefit from employment opportunities created as a result of civil works hence raising their incomes. The local community that would provide labor and those that would building materials as well as indirect services as a result of civil works would increase their incomes.</li> </ul>	<p>are pregnant but if we have a secondary school in our community, we shall monitor them, hence reduce dropout rates and perhaps increase completion rates.</p> <ul style="list-style-type: none"> <li>• One of the Ik elders in the meeting shared his experience (in good English) how in the past (1960s) many of them who went to primary school, there was no school fees to join secondary school but also because the schools were far, in Moroto. As a result, they could not continue with education much as they wanted. However, if a secondary school had been near, there was nothing that would have prevented him from continuing. "I would be a 'big' man now – maybe even a DEO. Therefore, we shall be grateful and happy to have a secondary school here to develop our area. "Other areas have developed because they have secondary schools".</li> <li>• When the community gets a secondary school, the Ik community may recognize the value of education and make it their priority. Parents' negative attitudes towards education may gradually change when they see the good results of education. This will increase the number of children who will enroll and complete school which will in turn improve the literacy and numeracy levels in their community. In addition the USEEP project could contribute to an increment of the number of university graduates in their community.</li> </ul>
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### 3.1.2 Potential Negative Impacts of IPs

**Table 5: Potential Adverse Social Impacts and Mitigation Measures**

	Potential Negative Social Impacts	Mitigation Measures
1	<i>Loss of culture and social cohesion</i> - USEEP interventions may run the risk of imposing changes to or disruption of their culture and social organization, whether inadvertently or not. While these indigenous communities may welcome and seek change, they can be vulnerable when such change is imposed from external forces and when such change is rushed. Moreover, since many indigenous communities' culture and social organization are intertwined with their land and natural resource use practices, changes to these practices may result in undesired changes in the culture and social organization which may lead to social disruption and conflicts within and between communities and other stakeholders.	<i>Continuous sensitization:</i> Free, prior, and informed consultation with vulnerable groups that was carried out during Project preparation for the purpose of gaining broad community support during the USEEP project implementation.
2	<i>Loss of land:</i> IPs and vulnerable groups whose land is found suitable for the infrastructure and this can translate into either loss of land or crop cover or both. The main activity for land use among the Ik and Benet is subsistence farming dominated by cultivation of crops, bee keeping, hunting wild animals and gathering fruits and vegetables.	The mitigation is for MoES to establish new schools in sub counties that have their own land free from encumbrances in order to avoid the need for land acquisition and displacement of IPs and VMGs. Where land acquisition is inevitable, the provisions in the RPF prepared for the USEEP project will be followed.
3	<i>Depletion of natural resources like forests:</i> Apart from meeting a basic human need, new schools could have a direct impact on various human development indicators among the IPs but may run the risk of high consumption of fuel resources (firewood, charcoal) which might deplete the nearby forests if not well	MoES should carry out specific assessments of the impact of proposed subprojects on the economic and social development of IPs and VMGs as an integral part of the project cycle, through a transparent process with free and informed participation of the affected communities. MoES has to ensure

	managed. This will in turn disrupt the IPs' way of life that heavily depends on natural resources.	that the USEEP interventions do not unnecessarily and unintentionally exacerbate factors outside the scope of planned impacts;
4	IPs' health status as they may be exposed to new interactions with people to be engaged in the civil works which may lead to an increased spread of infectious diseases like STIs and HIV/AIDS.	Continuous sensitization about HIV/AIDS prior to project implementation and after should be carried out to prevent against IPs and vulnerable groups from contracting/spreading HIV/AIDS.
5	<i>Child labour:</i> IPs' communities' children may be abused in ways such as underage employment in civil works, sexual harassment of girls in the community, and in the schools as a result of an influx of workers for construction activities	. MoES in collaboration with the district LGs (DCDO) should ensure that existing child protection mechanisms (policies and laws on children's rights, labor etc.) are adhered to.
6	The girl child faces the highest risk of exclusion because of cultural biases, social and environmental factors, and attitudes as they hold an inferior position in society and are socially excluded from many males dominated activities including decision making and other civic engagements.	To ensure that IP girls stay at school MoES should consider building only girls boarding schools in the IP and VMGs districts;
7	<i>Loss of jobs:</i> The fear that teachers might lose jobs due to reduction in the learning/teaching areas as the revised curriculum is implemented.	Teachers to go for refresher courses in the revised curriculum
8	<i>Increased enrolment:</i> Teachers are currently not enough in any given school, therefore if government does not deploy more teachers to match the increased enrolment, available teachers and other resources will be constrained.	Re-deployment of teachers to the areas with increased enrolment with some incentives like accommodation especially in the hard to reach areas where most IPs are found
9	<i>Use of local contractors:</i> These may do shoddy work and disappoint the community. "We want buildings that will stand the test of time. We are biased about local contractors and they are biased about us".	Engage a foreign contractor who will work without bias and do a good job. Even a foreign contractor should be closely supervised to produce quality work.
10	<i>Manipulation by contractors from outside:</i> If these are from outside Kasese district they may utilize the services and materials of the local community and disappear without paying them.	Use local contractors; refer to the employment act; involve Sub County CDO, local leaders and the district labour office during contraction and payment
11	<i>Attraction of thieves:</i> Once the project starts, it may attract thieves from the community thinking that the school has 'good things' – facilities to gain from.	Employ a good percentage of the local community so that they benefit from the project, own and protect the school. Fence the school and employ a school guard.
12	<i>May encourage corruption:</i> There are some selfish people who may want to take services for themselves instead of benefiting the community.	The community should be vigilant through their local leaders to ensure that this does not happen.
13	As schools get more structures, they tend to introduce boarding sections especially for girls. Should this happen, <i>there is a fear of indulging in vices such as strikes</i>	Encourage effective communication and coordination between students and other stakeholders. A good flow of information from students to head teacher and BoG will mitigate the fear.
14	Gender Based Violence and Violence against children	The project should train personnel in the handling of gender-sensitive issues, preferably the social development specialist for MoE should have a training in Gender based Violence.



## 3.2 GENDER ANALYSIS OF THE OPPORTUNITIES AND CONSTRAINTS OF WOMEN AND MEN TO PARTICIPATE AND BENEFIT IN USEEP.

### 3.2.1 CONSTRAINTS AND OPPORTUNITIES

This section presents a gender analysis of the limitations that restrict girls and boys, women and men in Kasese and Kaabong districts to participate and benefit from development initiatives in general and the proposed USEEP in particular. It further provides available prospects that both genders can tap in order to take advantage of the proposed project.

#### 3.2.1.1 *Constraints of Girls and Boys to Participate in USEEP*

(i) **Early marriages** - came out strongly as a key factor responsible for a higher girls' dropout rate than boys in lower secondary in both districts. This vice also affects boys in the two districts. Major reasons that causes early marriages were cultural practices in the community and parents' attitude which regard girls as a source of wealth. The culture in Kasese where a man divides his portion of land among his sons to start their own families; who later in turn also divide their piece among their own sons has impoverished the communities. After generations of doing this, a boy is entitled to a small piece of land which is supposed to feed his family. With such land fragmentation in a rural community whose livelihoods mainly depend on coffee, land is unproductive and no longer capable of supporting families. As a result, families are buying food which is a challenging situation given their low incomes hence exacerbating poverty in communities. These exert hardships on the parents and fail to meet their contribution to USE in addition to supporting their daughters with the necessary requirements (uniforms, sanitary towels, lunch) pushing them out of school. Some schools provide sanitary towels to the girls only for emergency cases.

Once girls drop out, it becomes handy to marry them off as a source of wealth – usually 12 goats at minimum for dowry. When the school investigates why some girls dropped out and it discovers that the girls got married, the school finds it difficult to alert the law enforcers when the parents have consented and taken dowry. This vice affects boys too; only that it is not as pronounced as it for girls.

(ii) **Teenage pregnancies** – This is caused as a result of young school girls being lured into early sexual intercourse with boys and men mainly boda-boda riders and community traders. This has led to early marriages since most parent prefer solving the issues out of court by fining the culprits. Consultations with the communities in Kasese reported that dowry is as cheap as 12 goats. This was reported as one of the main causes of high school drop out by girls. In addition, parents are ignorant about the possibility of taking their daughters back to school after giving birth. Instead they immediately jump at the opportunity to demand for dowry from the boy's family since girls are viewed as a source of wealth.

(iii) **Unfriendly School Environment in both districts** - Schools visited were able to provide at best one block of latrines with a partition to separate the girls section from the boys. While girls are supposed to have their own separate block from that of boys, the schools are unable to afford required sanitary facilities for the girl child. In one of the schools, only shared latrine needed a replacement and the school was mobilising resources to have it erected before schools open for the new term. Matters are worsened by a lack for changing rooms for the girls. All these discourage the girls to keep in school especially during their monthly periods.



**(iv) Large Families** –while this affects girls and boys, girls are more affected as they have been denied opportunities to be in school especially where there are both sons and daughters in the family. With meagre resources and preference given to boys, parents find it cheaper to educate boys since their needs are less.

**(v) Negative Attitude towards Girls Education**–The negative attitude towards education generally in Kaabong is more alarming relative to Kasese affecting both girls and boys but more inclined towards the girls in both districts. It was appalling to note negative attitudes towards girls' education held by parents being passed on to the girls during the socialisation process. Right from birth, girls are prepared for marriage once they attain the right age (14 to 16 years) and not to pursue education. Some girls are not even ashamed to challenge the school whenever advised to work hard – the girls ask their teachers why they think that girls should put in more effort when their future husbands are studying for them. This mentality was reported to be one of the causes of girls dropping out of school. Some parents openly tell their daughters that educating a girl is a total wastage of resources discourage them to continue with education. The parents don't see pay back since the daughter is expected to marry and benefit the other community/parents. This attitude limits their ability to support the girls – a parent will give more pocket money to the sons than the daughters.

**(vi) The Age at which they Start School** – Usually girls and even boys in rural schools start primary education late implying that by the time they join secondary education, they are already over age for S.1. For instance, some girls get to S.1 when they are already 17 or 18 years old and by the time they reach S.3, they are 21 years old. At 21, when they see their age mates who dropped out of P.7 married and with 2 – 3 children, they think it is getting too late for them and immediately lose interest. This explains why the retention level in urban schools is higher than that in rural schools. This is not helped by lack of and utilisation of available role models; and few female teachers who would serve as role models. The boys can however persist with studies even when their performance is average although this affects their focus. Some of the boys even marry and still keep in school.

**(vii) Domestic chores** – this is a gender issue that affects girls mainly because of the different gender roles assigned to girls and boys. Whenever there is a domestic chore that requires the attention of a mother or other older female in a family and they are unable to, the girls fill the gap. Chores such as looking after younger children and caring for patients whenever the mother is away or going to the market, are covered by the girl. The schools near the border with DRC also suffer with 3 market days in a week which affect attendance and performance of all students. Every Tuesday and Friday is a big market at the customs and every Wednesday is a market day in the community. The schools are working together with the local leadership to devise strategies of curbing students from attending market days.

**(viii) No future in Education** – some students drop out in the course of lower secondary education because they do not see a future in education. Unless a situation is created where a student successfully completes lower secondary and gets into A' level where s/he obtains 2 principal passes and is able to proceed to the next level; students will keep dropping out. The

capacity of parents to support their children after USE is very limited, discouraging those who may have wished to continue. Some of them say:

*If I complete S.4, go to A' level and obtain 2 principal passes required to qualify for the general intake to university; but I do not qualify for the quota system nor do I have a sponsor help me continue, where do I go? I end up in the village again and what difference does it make with one who dropped out at P.7? This is discouraging to others.*

**(ix) The terrain and long distances walked to schools** – girls easily get tired and drop out giving an edge to boys. The terrain of the communities is such that the schools are either on top of mountains or on slopes and the students live in the mountains. Therefore, commuting daily down the mountains, in the valleys and up the mountains to access school twice daily is tiring for girls. It is worse during a crash programme when classes start very early and end late – this exposes them to all sorts of risks along the way.

**(x) Ecological Conditions** – for instance floods, landslides have significantly affected the local communities reducing their incomes and support to the education of their children.

### **3.2.1.2 Constraints of Children with Special Needs to Participate**

### **3.2.1.3 Constraints of Women and Men to Participate**

Restrictions of women's Participation in leadership and teaching in the proposed USEEP project include:

- a) **School work environment of female teachers**—the female teacher's school work environment influences the quality of learning outcomes and motivation levels in one way or the other. This includes availability and quality of accommodation within schools, average monthly pay for the teachers, availability of classroom resources and the general working environment that is attractive to female teachers
- b) **Low participation in upgrading of professional qualification among female teachers** - teaching is a dynamic profession which requires periodic upgrading of skills in order to sustain the delivery of quality, efficient and effective learning in schools.
- c) **Preference to teaching in urban schools** -as compared to rural schools especially among female teachers creating severe gaps in rural schools' staffing as far as female teachers are concerned.

### **3.2.2 Opportunities for Women and Men to Participate in USEEP**

In spite of the enormous constraints that affect women and men including children with special need to effectively participate and benefit in secondary education, there are some openings available that they can utilize in order to benefit from USEEP. These include:

**Forum for African Women Educationist (FAWE):** Uganda Chapter promotes girl child education by giving scholarships in various districts including Kasese and Kaabong. It is piloting in 5 secondary schools in Kasese district. They also engage stakeholders on various issues

rotating around the girl child such violence against children especially the girl child in schools, community and at home.

***Girls Empowerment Movement (GEM):*** Supports needy but bright students in secondary schools particularly girls in both Kasese and Kaabong districts

***Save the Children:*** is now also supporting secondary school education one sub county and also helping the district to implement the disaster risk management program to mitigate floods in Karusandara Sub County. Karusandara is located in the lowest areas of the district where several rivers meet making it prone to floods. Even when it does not rain in the area and it rains in the mountains, the area finds itself in floods affecting livelihoods and settlements and in turn impacting negatively on education.

***Compassion International:*** is an NGO supporting needy but bright students with uniforms, scholastic materials, and lunch. Their program starts supporting children right from primary school level until completion of secondary education. In one of the schools visited in Kasese, about 30 students were beneficiaries of Compassion International. The program supports both girls and boys and vulnerable groups so long as they excel.

***Kasese District Development Network (KADNET):*** is an umbrella organization coordinating all Civil Society Organizations (CSOs) in Kasese district. It mainly has advocacy programmes that aim at eradicating early marriages in the community so that girls can continue with school. Some of its member organizations are engaged in activities that speak to law enforcement agencies like police, local leaders, and the parents on the rights of the girl child. Consequently, improvements in dropout rates are being realized. Organizations like National Youth Organization for Development (NAYODE) in Kasese organize girls and boys into clubs to curb the vices.

***Agatha of Hope:*** is supporting young mothers through skills development (tailoring etc.) for those who do not wish to return to school but also encourages and supports girls who wish to go back to school with school requirements. They also engage with parents who accept dowry for their daughters before they are 18 years and apply the law where appropriate.

***National Community for Women Living with AIDS (NACWOLA):*** supports children infected and affected by HIV/AIDS in the district by providing them with scholastic materials, uniforms and lunch.

***Provision of Bursaries:*** Some schools provide bursaries to only bright students, both boys and girls – which come in form of subsidies to the contribution they make to USE, for instance if a beneficiary student is supposed to pay forty thousand Uganda shillings only (40,000/-) for lunch per term, the school might make the student to pay only 20,000/- and feed him/her the entire term. However, the student must maintain a standard of academic excellence to continue benefitting.

***Conditional and, Community Based Rehabilitation (CBR) Grants:*** Most development partners that were supporting Kasese LG to address some of the issues of vulnerable groups phased out. The district is left with only its Conditional and, Community Based Rehabilitation (CBR) grants to support families of vulnerable groups to undertake Income Generating Activities (IGA) so that they can support their children in school.

**Saad Memorial Secondary school:** The district is transforming the school into a post primary school for children with special needs instead of referring them to very far schools. Saad Memorial SS is an ordinary boarding school located in a low lying area suitable for children with special needs and one of the oldest schools in the district. In addition, the district also makes sure that in the Bills of Quantities, there are ramps and friendly toilet facilities.

**Kotido Peace Initiative (KOPEIN) Programme:** KOPEIN started in 2004 as an interfaith project working on Peace in the Karamoja region, having transformed from a Peace desk under the Catholic Church covering the two dioceses in Karamoja. The inter-religious organisations are the Roman Catholic Church, Anglicans, Pentecostal Assemblies of God, and the Moslems. The 4 denominations identified Peace as a common issue which was affecting all of them. The *Ik* came to the limelight as KOPEIN was working with the communities to resolve conflict especially between the Dodoth of Kaabong and the Turkana of Kenya. It was discovered that the *Ik* were caught up in crossfire between the Dodoth and Turkana by their location. Consequently, they suffered a great deal and paid a high price for having friends among both the Dodoth and Turkana, with whom they would share information on when one group planned to raid the other and vice versa. This angered both groups as they would find their targets relocated and the *Ik* faced the brunt of this anger; for they were sure the *Ik* were the informers.

To resolve the conflict, a peace negotiation was initiated in 2004 – 2005 dubbed the Cross border Project on the Turkana-Dodoth Conflict which involved the *Ik* given their suffering. Under the project, an old road dating back in colonial days linking the Turkana and Dodoth was reopened which gave the *Ik* an opportunity to work on the road; and some water wells in *Ik* community were rehabilitated to allow the Dodoth and Turkana water their animals. KOPEIN continued as a mediator until a Peace Agreement was signed in 2005, a precursor to the *Ik* Education Project, which would later identify and embark on an education program for the *Ik*.

**Mennonite Central Committee (MCC):** With its headquarters in the USA and Canada, MCC Uganda take on *Ik* children supported by KOPEIN on completion of S.6 and passing very well for university. MCC are friends of the *Ik* who are always ready to support them on their sponsorship program. MCC works in coordination with KOPEIN to support brilliant *Ik* students who complete S.6 for University education, which KOPEIN is unable undertake at the moment. They do this through approaching personal friends and well-wishers ready to help such children. KOPEIN together with MCC provide enviable opportunities for *Ik* children to benefit from education from Primary to university if they are determined to study and go further. They only fail due to cultural, social and environmental circumstances that they find themselves in.

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

cultural and other issues that have an indirect negative impact on children's education in primary schools, the foundation of secondary education and hence participation in USEEP.

### **3.2.3 Lessons Learned by MoES in Dealing with VMGs**

Findings reveal that the MoES does not have any special programmes for dealing with Indigenous Peoples and marginalized communities. However, the MoES has special funds (About 8.8 Billion Uganda Shillings) which it sends to the districts for secondary school development. The funds are meant for the entire Country but it goes first to the districts in most need and the community must express the need. The districts are expected to identify a secondary school which is so needy in terms of either building a new structure or rehabilitating an existing structure for an identified school. In the same vein the districts could utilize the same leverage and identify a community of IPs or marginalized communities and establish a facility for them if that community expresses the need. For example, in 2013, there was a political promise of a secondary school in Kamion Sub County (Ik community) by the First Lady and Minister of MoES but to date the promise has not been fulfilled. If the district was convinced Kamion was in dire need of a secondary school and was a viable venture, it could have identified it and used some of the funds sent by the MoES to start a school for them. On the other hand, the Local Governments (LGs) are trying to get the funds go to them instead of going direct to the schools. Some lessons drawn from this experience are:

- The districts have their own challenges and sometimes the funds are diverted to something else which does not the purpose for the funds were meant;
- IPs and marginalized communities may not have the capacity to express their needs and present them to the MoES hence funds do not serve them;
- USEEP could be an opportunity for the Ik.

## 4 SOCIAL ASSESSMENT OF THE VULNERABLE AND MARGINALIZED GROUPS IN THE PROJECT AREA

This section gives a comprehensive picture of the social characteristics, dynamics and challenges of vulnerable and marginalized groups in the project area. The assessment specifically looked at the gender issues and concerns; livelihood and coping strategies; cultural resources; community types; Institutions; Education; Stakeholders; land tenure systems; Social, political and other risks plus specific trans-border issues.

### 4.1 Definition of Indigenous/Vulnerable and Marginalized People

#### 4.1.1 Indigenous Peoples

There is no universally accepted definition of “Indigenous Peoples.” Indigenous Peoples may be referred to in different countries by such terms as “Indigenous ethnic minorities,” “aboriginals,” “hill tribes,” “minority nationalities,” “scheduled tribes,” “first nations,” or “tribal groups.” In Uganda, the term “ethnic minorities” is used to refer to such groups. However, there are a number of groups that have been identified as satisfying the World Bank’s policy for identification of indigenous peoples and include the traditional hunters/gatherers Batwa, Benet, Tepeth and Ik communities. These people have historically suffered, and continue to suffer disempowerment and discrimination on economic, social and cultural grounds. The term “Indigenous Peoples” is used in a generic sense to refer to a distinct social and cultural group possessing the following characteristics in varying degrees:

- **Self-identification** as members of a distinct indigenous cultural group and recognition of this identity by others;
- **Collective attachment** to geographically distinct habitats or ancestral territories in the project area and to the natural resources in these habitats and territories;
- **Customary cultural**, economic, social, or political institutions that are separate from those of the mainstream society or culture; or
- **A distinct language or dialect**, often different from the official language or languages of the country or region in which they reside.

It is noted that, although the Ugandan Constitution does not expressly recognize indigenous peoples it makes provision for addressing some of the negative effects arising from ethnic imbalances. The Constitution, in the section on National Objectives and Directive Principles of State Policy, provides that every effort shall be made to integrate all peoples while at the same time recognizing the existence of, amongst others, their ethnic, religious and cultural diversity. In this regard, the Constitution requires that everything necessary be done to promote a culture of co-operation, understanding, appreciation, tolerance and respect for each other’s customs, traditions and beliefs.

In as much as the Bank policy OP 4.10 identifies these groups as indigenous, the Uganda Constitution refers to them as vulnerable and marginalized therefore this report will adopt to use the term “Vulnerable and Marginalized Groups” in place of “Indigenous Peoples.”

Below are some of the major challenges and concerns faced by the Vulnerable/marginalized groups:

- Uganda's constitution has no express protection for Indigenous/Vulnerable/Marginalized Peoples, though it does provide for affirmative action in favor of marginalized groups.
- The Land Act of 1998 and the National Environment Statute of 1995 protect customary interests in land and traditional uses of forests. However, these laws also authorize the government to exclude human activities in any forest area by declaring it a protected forest, thus nullifying the customary land rights of Indigenous Peoples. However, the new Land Policy 2013 seeks to address the issue of dispossession of indigenous people of their ancestral land.
- Frequent attacks from hostile ethnic groups especially the Tepeth in Moroto are attacked by the Pokot and Turkana from the Kenya.
- Eviction from homelands (Natural Forests) has limited the vulnerable/marginalized Peoples' access to food, medicine, and shelter. As a result, some of them are plagued by starvation, sickness and exposure. For instance, the Batwa in Bundibugyo District are numbering less than 200 are on the verge of total extinction due the HIV/AIDS which they have acquired due to the integration with other communities who believe that one can get cured of the infection after sleeping with a Mutwa woman.

#### 4.1.2 Vulnerable Groups

**Vulnerability** refers to the conditions determined by physical, social, economic and environmental factors or processes, which increase the susceptibility of a community to the impact of hazards. A vulnerable group is therefore a population that has some specific characteristics that make it at higher risk of falling into poverty than others living in areas targeted by a project. Vulnerable groups include the elderly, the mentally and physically disabled, at-risk children and youth, ex-combatants, widows, internally displaced people and returning refugees, HIV/AIDS- affected individuals and households, religious and ethnic minorities and, in some communities or societies, women.

Vulnerable people or groups in this study are those who by virtue of gender, ethnicity, age, physical or mental disability, economic disadvantage, or social status may be more adversely affected by the project than others and may be limited in their ability to claim or take advantage of resettlement assistance and related development benefits. The social assessment has contributed to identifying issues of potentially vulnerable populations in the project area.

#### 4.1.3 Marginalized Groups

The term “Marginalization” generally describes the overt actions or tendencies of human societies whereby those perceived as being without desirability or function are removed or excluded (i.e., are "marginalized"... ) from the prevalent systems of protection and integration, so limiting their opportunities and means for survival. This applies to the Tepeth a, Batwa and Benet who were evicted from their original habitants in Moroto, The Rwenzori and Mt Elgon National Forest Reserves respectively.

As a result of the stakeholder consultations in the USEEP project areas, it was ascertained that there exist groups that fulfill the definition of being vulnerable and marginalized. The following

accounts give the social characteristics, dynamics and challenges of the vulnerable and marginalized groups in the project areas.

## **4.2 The Batwa in South Western Uganda**

The Batwa are a minority group of people found in the South Western districts of Kabale, Kisoro, Kasese and Bundibugyo. The Batwa lived near Echuya Forest and Mgahinga and Bwindi Conservation Area as their ancestral homes. Following the 1990 Ugandan Government Policy of Bio-diversity Conservation, the Batwa were evicted from these forests. These areas were gazetted as protected areas by the Act of Parliament (Uganda Wildlife Act Cap. 200) under Uganda Wildlife Authority; the Batwa lost their original home land (forests). They were neither resettled nor compensated by government rendering them completely homeless. The Batwa ended up living as squatters on other people's land to whom they provided manual labour in exchange for food or little pay which could not even sustain a family for a meal.

As squatters, the Batwa could only be allowed to construct a hut in which they lived as they guarded crops for the landlords. The huts were too small, poorly mudded and sometimes made of grass which acted as both the walls and roofs. These kinds of shelter made the Batwa vulnerable and subjected them to all forms of social discrimination and marginalization by the non-Batwa in their respective communities. In cases where they failed to abide by the land lords' requirements, the Batwa family was chased away. Due to these poor living conditions, the Batwa were perceived as backward and people of low caliber. The non Batwa sometimes were not willing to associate with them or even share a meal. The Batwa were regarded as lazy people with limited skills and knowledge to participate in any development project.

The Batwa had no concept of land ownership because they never stayed in one place for a long time. They were mobile people who were not guided by strict regulations but used to freely move from place to place hunting small game using arrows or nets and gathering plants and fruit in the rain forest.

In the late 1990s several development partners such as CARE International, ADRA, worked in collaboration with national NGOs like BMCT, UOBDO, AICM, BUCCODI, and some Government agencies like UWA came together to rescue the Batwa communities by buying land and resettling them. In order to improve the general living conditions of the Batwa, AICM in partnership with CARE International purchased 52 acres of land that was divided amongst Batwa households in the sub-counties thus: 13 acres for Muko, 10 acres for Batanda and 29 acres for Bufundi in Kabale District. Among the land beneficiaries are 83 couples and many other Batwa in different settlement centres. The Batwa now have embraced agriculture and have grown crops as well as rearing animals.

Currently the Batwa are struggling to access education, health care, employment, land for food production and settlement from time of their eviction till now they have never been compensated. However, some development actors have tried to address the issue of land by procuring pieces of land to some Batwa households but the majority is still landless.

Statistics on the total number of Batwa, children of school going age (primary and secondary), and those in school are lacking. These peoples are treated like any other ethnic group in the community. This however should not be the case on all aspects because of their marginalisation and disempowerment making it difficult for their voices to be heard hence the need for



affirmative action to improve their lives. Key issues and challenges of *Batwa* IPs are outlined below.

### 4.3 The *Ik* Community in Kaabong District

The *Ik* is a small minority ethnic group that occupies *Morungole* highlands in Kamion Sub county, Kaabong district in the Karamoja sub region. They cover 3 parishes of Kamion Sub County namely: Kamion, Timu, and Lokwakaramoi near the border with Kenya, along the escarpment between Timu forest in the south and Kidepo National Park on Uganda's northern frontier with South Sudan. The *Ik* are approximately 48 kms from Kaabong Town Council and the sub county covers an estimated area of 74 square kms. The community is bordered by the Turkana of western Kenya to the east, Dodoth to the west, the Toposa of South Sudan to the north and the Napore to the South. They were displaced when part of their land was converted into Kidepo National Park.

They speak a language called *Iche'tod*<sup>2</sup>, which is totally different from, not only the widely spoken language by the Dodoth but also different from other dialects spoken in the entire Karamoja sub region. While communities who speak Karimojong and other dialects in the region understand each other, none of them understand or are able to speak *Iche'tod*. On the other hand, the *Ik* community speaks dialects of dominant groups in the district but prefer to speak *Iche'tod* within their community and enjoy using it around people they distrust.

These are the *Ik* people of Kaabong Mountains constitute a projected population of 15,000 people, about 3.8% of Kaabong population. They occupy the entire Kamion sub county and do not keep any livestock except a few poultry. Kamion is the only sub county in Kaabong with fewer females than males (2014 census). They are a minority group recognized by the constitution of Uganda. Originally, they used to survive on gathering, hunting and collecting honey in the forests of Kaabong Mountains. It was therefore sometimes difficult to find adults in the community during the day as they were engrossed in gathering and hunting in the forests. Today, they now supplement gathering in the forests with a little farming on a very small scale (< 0.5 acre) where the major crops grown are maize, millet, sorghum, simsim and beans. The influence of NGOs has introduced the growing of cabbages, onions, tomatoes and Irish potatoes in the *Ik* community, given their richer and more fertile soils in the mountains. They store their food harvests in granaries hidden in forests far from their homesteads for security purposes.

Their major economic activity is trading in honey which they sell to their neighbors in Uganda and Kenya for income to buy food stuffs and tools for hunting/gathering and marriage. Honey is also an important commodity used as bride price in marriages which currently includes calabashes, hoes, spears, *pangas* and axes. Honey is measured in gourds and thus parents of the girl will ask for several gourds of honey. They have also been reported to trade illegally with Kenyan traders in Marijuana which they grow in the forests. They were also reported to be trading in grass (for thatching houses which is in high demand there) with a neighboring small town in Kenya called Nabutosi in exchange for food or cash.

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<sup>2</sup> The *Ik* referred to their language as *Iche'tod*. However, the *Dodoth* of Kaabong district called it *Teuso* which according to sources is a derogative term meaning 'servants' of other people.

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

No Ik is employed in the district LG neither is any employed even at the lowest LG level. Reports tell of one Ikman, having worked for a long time as a driver with an international NGO (AVSI) in Gulu who managed to educate his children to higher levels. He is known to be working in Nimule (South Sudan) and has since settled in Masindi with his family. However, reports indicate that he is contemplating to return home as Ik people have strong ties with their ancestral lands.

The Ik’s marginalisation and isolation have also been caused by superstitions held by themselves and others. The Karimojong believe that it a bad omen to marry an Ik woman. As a result, intermarriages between the Ik and Karimojong are limited. One good value of the Iks is that they were known to marry strictly one wife because they believe that marrying a second wife is also a bad omen. However, the trend is slowly changing as a few of them are known to have married two wives, something which was unheard of in the past. They are also known to be very religious people and staunch Roman Catholics.

#### **4.4 The Tepeth Community in Moroto District**

The Tepeth are a group of people that are also referred to as the *Soo*. They live in Mount Moroto and neighbor the Turkana and the Pokot of Kenya. The Tepeth are also said to have been the original people of Moroto but due to ethnic wars with the Karimojong they were driven up the top of mount Moroto.

Tapac people are called the Tepeth. In their informal administrative structures, they have the Council of Elders at the helm. This body is constituted by the men and the women and the youth too are represented. They largely depend on livestock keeping for a livelihood and hardly practice agriculture. Previously, they settled at the hill tops due the insecurity that was prevailing in the area. Of recent they have been encouraged to come down from the hill tops to settle down. The Tepeth community at the border have limited communication network with the district because of barrier created by the mountain. Transfer of information to the target population in this community is very slow due to lack of faster means of communicating.

*“A message that is meant to reach the population today ends up reaching the target population a month after. Even if you went and interviewed people about an on-going intervention, they may tell you that they do not know. They will say this, not because they are not interested, but sometimes it is because they do not have any information about that intervention.” (District Official)*

Areas behind the mountain in the Sub counties of Rupa and Tapac that border Kenya hardly receive any network coverage from the Ugandan side. For this reason, the district sometimes

uses the Kenyan radios from Kitale when they have information to pass to the community. These areas are characterized with a poor road network that has been made worse by heavy trucks ferrying marble for cement factories. This coupled with lack of electricity has limited the use of ICT in the area as people have to travel about 47 KMs to charge phones and also to receive mobile money. There are very low levels of literacy in these communities due to low value that is attached to education, and for this reason, their ability to operate gadgets like phones is also very low.

The main distinguishing aspect in their culture is that they carry out FGM. They also have their tradition religion that is kept a secret amongst the ethnic group. They have their shrines at the top of one of the mountains that they visit. The FGM practice is also common among other communities that live along the border line. Some partners like UNFPA, UNICEF and the Government of Uganda have embarked on deliberate programs to end this practice. Committees have been formed and are working to address this practice and some of the mutilators have been arrested and taken to courts of law. The USEEP project once implemented will enhance the fight against this practice by enlightening the girls about the dangers of FGM.

#### 4.5 The Benet/Ndorobo in Kween District

The Benet indigenous people, who are part of the larger tribe called the Sabiny, are a pastoralist forest dwelling community who traditionally resided in the grassland and moorland areas of Mt Elgon forest. There are mainly two groups namely; the lowland Sabiny people and the forest-dwelling Ndorobo people. The Benet indigenous people (also referred to as *Ndorobo, Musobishiek, or Ogiek*) have lived in the Mt. Elgon forests from time immemorial, practicing a mixed livelihood system including pastoralism, hunting and gathering. Benet community, who were subsequently divided into three main groupings, known as: Kwoti Benet, Benet Benet, Yatui Benet (though all sections in fact maintained the same coherent Benet Ogiek identity).

The Benet community is a historical term which was used to describe the contested area of Mount Elgon where *Ndorobo* and settlers currently reside. The terms ‘Benet’ and ‘Benet community’ were revitalized to describe the people in that area (both settlers and Ndorobo) for the purposes of pursuing the legal strategy.

The Benet indigenous people were forcefully resettled from 1,500 hectares’ area within the Mount Elgon National Park in 2008. The evicted people were part of the larger group of the Benet people who had been resettled during the 1980s into what is known as the Benet Resettlement Area, to make way for what be the Mount Elgon National Park. After surveying the area in 1993, the government evicted around 6,000 people residing in the extra 1,500 hectares, which it then declared it to be part of the National Game Park. These people were allegedly evicted without alternative land allocation and with no compensation. Their population is estimated at 20,000.

The Benet communities were allowed to remain in the moorlands of Mt. Elgon Forest Reserve without residence documentation on an understanding that this was their home. The assumption was that the Benet community would remain a small community, practicing pastoralism, hunting and fruit and herbs collecting for their livelihood. Later on their population and number of livestock grew significantly, thus interfering with forest regeneration. In addition to other activities they took up subsistence agriculture, growing Irish potatoes. In so doing, they damaged

the fragile ecosystem within the moorland, bringing sizeable chunks of the montane forest under agriculture, thus encroaching. These activities became increasingly damaging and incompatible to the fragile ecosystem.

The Benet people still practice Female Genital Mutilation (FGM) secretly. Culturally the Benet have age-set systems which lead in decision making especially during the FGM ceremonies. They usually appoint the Chief Guest to officiate during these functions and the practise is secretly done that if you are part of the age-set system you may not know what is taking place. To eradicate FMG there is need to penetrate the age-set system which can be easily dismantled through education. Government founded Kwosir Girls School as an intervention to stop FMG in the Benet community but the school now admits boys too.

## 5 OVERVIEW OF PROJECT AREA DISTRICTS

### 5.1 Kasese District

Kasese district which was carved out of Tooro Kingdom in 1975 is located in western Uganda, bordered to the north by Ntoroko/Bundibugyo district, to the northeast by Kabarole district, to the southeast by Kamwenge district, to the south by Rubirizi district and to the west by the Democratic Republic of Congo (DRC). It is comprised of two counties namely Bukonzo and Busongora Counties. There are 28 lower LGs of which 22 are rural sub counties, 3 town councils and 3 divisions of Kasese Municipal Council. The district has a total of **98,839** households. Kasese district which is the home to Rwenzori Mountains and Hima Cement, and at one time the centre of copper production in Uganda, is endowed with rich fertile soils, various water resources (covering about 12% of its total land area) and spectacular with beautiful scenery.

#### 5.1.1 Population and Demographic Characteristics:

According to the 2014 Population and Housing Census provisional results, Kasese district is estimated to have a population of **702,029** people of which **363,233 (52%)** are females. This makes Kasese the fifth most populated district in Uganda. The 2002 census put children 0 – 18 years at 300,399 constituting about 57.4% of the total population which has certainly increased to date. This population resides on total land area of 3,389.8 square kilometers of which 86% of it is dry land, 12% is open water and 2% is permanent swamp/wetland. Meanwhile 63% of the land area is occupied by nature and wildlife conservation schemes, and other government projects such as prisons, mining and irrigation farming leaving only 37% for human settlement. With a population growth rate projected at 3.6% per annum according to the 2002 population census where its population was 523,033 people, this alludes to a high population density in the area. The density was 183 persons per square kilometer in 2002 which translates into 450 persons per sq. km in the area actually occupied by people. This high density exerts a lot of pressure on available resources especially land which is accompanied by land related problems in the district.

#### 5.1.2 Ethnicity:

The district is largely inhabited by the Bakonjo who are the majority and dominant group according to findings. There were other minority groups identified as the Bagabo, Basongora, Banyabindi, Bakinguz and IPs (*Batwa*- also referred to as Pigmies) who were reported to be very few. These groups were reported to be marginalized within the district because of their low numbers. The Basongora occupy parts of 3 out of 29 sub counties namely Lake Katwe, Karusandara and Katwe, Kabatoro sub counties. The rest of the minority ethnic groups in Kasese were reported to be scattered all over the district. There are also people from other tribes within Uganda who have settled in the District. The most commonly spoken language is Lukonzo and other small languages.

#### 5.1.3 Gender Dynamics in Kasese district:

According to the 2014 population census, women accounted for **52%** of the district's total population. In certain instances, large numbers exert power; however, this is not the case with women in view of gender dynamics in the district. Akin to most communities in Uganda, the *Bakonjo* in Kasese are mainly a patrilineal community with authority traditionally vested on the

man who is also the head of household except in cases where a household has no male figure. The man controls household productive resources including ‘owning’ his wife/wives once dowry has been paid. This situation puts the boy in a superior position right from birth; disadvantaging the girl child as preference is given to boys. The position of the boy and girl in the community also determines what a girl or boy can or cannot do— outlining clearly their gender roles. This socialization over generations has created dire inequality and women disempowerment making it quite challenging for the girl child to break through as she sees the status quo the norm. These circumstances encourage widow inheritance and a forceful grabbing of property by the brothers or male relatives of the man especially land from orphans and widows since a woman is viewed as ‘property’. While this might not be a widespread practice in the district it is common in rural areas.

Kasese district is reported to have made significant strides to promote gender equality and women empowerment, but glaring gender gaps remain. Although women constitute **two thirds** of the total number in the **district council**, women’s participation at some levels is still low: only one woman sits on the district technical planning committee and more or less the same situation applies at the lower levels. At village level, women’s participation in development oriented meetings is encumbered by a lack of time due to domestic chores that overwhelm them unlike their counterparts. And the few who participate are not sufficiently empowered to contribute meaningfully in meetings.

On the other hand, whereas women in Kasese district are responsible for over 80% of the agricultural production in the district, they own less than 7% of the productive resources on which this production takes place. They often have no power on what to plant on the land in addition to having no control over the funds accrued from the sale of what they produce. This has kept women in Kasese in perpetual poverty and servitude. There is a high illiteracy rate among women (58%) in the district compared to that of men (48%) (2002 population and housing census), which is attributed mainly to a low school enrolment before UPE and USE and high dropout rate for girls. Functional Adult Literacy (FAL) for illiterate women is encouraged and supporting the girl child education through affirmative action to improve on literacy of women. As a result of the inferior position of the woman in Kasese society, whenever Gender Based Violence (GBV) occurs, which is on the increase in the district, usually the female is the victim. The vice which comes in many forms is exacerbated by the unequal power relationships between men and women as indicated.

#### **5.1.4 Livelihoods in Kasese:**

Land is a key livelihoods resource in the district given that the majority of its population depends on it for subsistence agricultural production and grazing, brick making, timber harvesting and charcoal burning. The high demand for land in support of people’s livelihoods has led to an ever increasing shortage of land in the district implying the need for optimal utilization of the limited scarce resource if the communities’ livelihoods are to be secured. This in turn had led to increasing conflict over land resources. Households suffer from land fragmentation largely due to large family sizes. The household head, usually the husband/father divides his piece of land among his adult sons, who also once they get adult sons in turn divide their piece among them, fragmenting it further. This is not helped by the terrain of the district land area. The sons then



move to their allocated piece of land where they erect their house and start their own family. This trend has contributed to severe land fragmentation in view of Kasese's high population.

Given that the communities are predominantly agriculturists, ownership and access to land by household members is hereditary, passed on from father to son, hence individualized land tenures with distinct characters and resource rights embedded therein for the individuals and households. These landholdings are often of small sizes and are considered to be individual property. It can be transmitted to kin either by inheritance or sub-division within families.

### **5.1.5 Characteristics of Local Communities in Kasese District**

The people of Kasese are predominantly engaged in crop production, animal rearing and lake fishing. Agriculture mainly carried out on small holder farms employs the majority of the people (over 80%) of which women are the majority in the sector. Other economic activities include trade in commodities, manufacturing industries, mining (lime and cobalt) and lumbering. The district has been zoned into five livelihood pockets that broadly distinguish the different local communities as follows:

#### **5.1.5.1 Farmers**

These are small-scale farmers/peasants who mainly reside in the medium and high altitude zones - in the mountainous areas. They mainly cultivate food crops such as cassava (their staple), beans, maize, and a few for cash crops mainly coffee and passion fruits on small fragmented plots. Due to high population pressure on the land, fathers since time immemorial have divided their land to their sons who in turn have done the same among their sons. This has resulted in the fragmentation of land over generations featuring scattered plots that have led to low productivity and reduction in soil fertility. This is not helped by ecological factors that have caused floods, landslides and storms severely affecting communities in terms of their incomes and hence their ability to support their children in school.

#### **5.1.5.2 Pastoralists**

The cattle keeping community is found mainly in the dry rift valley areas of Kasese district. They mainly keep cattle with a few goats and sheep using traditional methods with low milk and meat production.

#### **5.1.5.3 Fishermen**

As noted earlier, 12% of Kasese's total land area is open water. The two major water bodies are Lakes George and Edward including Kazinga channel that connects them. The main fish catch from the lakes is tilapia. The fishing community of Kasese lives around the Lake Zone in small fishing communities/villages in mainly three sub counties namely Lake Katwe, KatweKabatoro and Karusandara sub counties. These sub counties also inhabit ethnic minority groups of Basongora, Banyabindi, Bagabo and Bakyemu who claimed to be politically marginalised due to their small numbers. They have poor service delivery in all aspects including education because they are not politically represented – *“whatever projects come, they go to communities with political influence”*. The community has thus lost confidence in decentralization and prefer the central government to take charge even if it has not done much for them in the past. On the other hand, the livelihood of this community is being threatened by reducing fish stock. The community is also characterized by a high HIV/AIDS prevalence rate ranging between 30% and

40% (Coordinator KADNET) and a large number of orphans that are HIV/AIDS related. According to community consultations, the village has about 400 people living with HIV/AIDS and yet with no public health facility to serve the people. People Living with HIV/AIDS (PLWHA) are unable to adequately support the education of their children because they are weak. Members of Kasese District Development Network (KADNET) came together and put up a proposal on how to address the HIV/AIDS situation in the fishing communities which they have presented to the district and Uganda AIDS Commission for support.

#### **5.1.5.4 Traders**

Traders are mainly in urban centres, mining and energy production activities – this is the commercial community involved in trading within Kasese town, other small emerging towns and across the border with the DRC. This community is also involved in mining (cement, cobalt, copper, lime, salt works) and, energy production (hydro-electricity).

#### **5.1.5.5 Civil servants and Manufacturing industry**

This community includes civil servants employed by government and those in the number of industries found in Kasese mainly: Kasese, Copper and Cobalt Limited (KCCL), Hima cement, Kilembe mines, RECO industries, Lime works and other small scale industries including tourism related to National Parks.

It is important to note that these sources of livelihood (especially farming, pastoralism and fishing) are being threatened by poor farm management systems leading to soil erosion, loss of soil fertility, reduced vegetation cover; increased land conflicts; poor health and sanitation; reduced fish stocks and conflicts with protected areas among others. In addition, the district is also faced with the challenge of constant occurrence of disasters and the lack of capacity to mitigate their effects. These include hailstorms, river floods, drought, conflicts and landslides which have led to loss of lives and property, displacement of communities, and poverty. Whenever these occur, women and children are the most affected.

### **5.1.6 Vulnerable and Marginalized Groups (VMGs)**

Among the farmers, pastoralists, fishermen, traders and those in the service industry are certain categories of people who by their nature, socialization or/and circumstances in which they live are susceptible to vulnerability and marginalization. The assessment established the existence of such groups of people including IPs in the district. The characteristics of vulnerable groups including the *Batwa* (IPs) are explained in detail below.

#### **5.1.6.1 The Girl Child/Child Mothers:**

The girl child belongs to the broad category of Orphans and other Vulnerable Children (OVCs) but deserves special attention here. The rate of teenage pregnancies, early marriages, child mothers and other girl child abuses are alarming in the district alluding to high vulnerability of the girl child. As indicated by statistics, girls are usually more in any school at S.1 than boys but as she grows and progresses to S.2 upwards, the trend changes. The dropout rate for girls is relatively higher than that of boys during the course of lower secondary education. Teenage pregnancies and early marriages are key contributing factors to the higher girls drop out. It is common for girls of 13-14 years of age to get married in Kasese due to poverty and the unfavourable environment in which they live. Poverty makes some parents to rush the marriage of their daughters once they cite a ‘wealthy’ man. Sexual abuses, such as defilement are also to



blame. In Kasese women and girls are still vulnerable to sexual violence and other forms of abuse such as rape, defilement and assault exposing them to HIV. The girls are sexually abused from school by the teachers and; at home or between school and home. The environment at home, community and school contributes to the girls' vulnerability in the district.

It is mainly the social and environmental factors affecting the girl child's education in Kasese which include: socialisation, ignorance, poor school and home environments, ignorance of parents, lack of understanding by the different sectors (e.g. parents: what parental support is required of them to enable the girl child attend school and what comes to their minds when they see their daughters' hips growing in size; as teachers: what is their role in helping the girl child stay in school - are they supposed to be touching her breasts or harassing her and; the district education department: what is it supposed to do to ensure that there is a gender friendly environment in schools). These social and environmental issues have become a big challenge for the district address.

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

The general lack of parents' motivation to encourage their children to complete lower secondary school is another problem as evidenced by the high dropout rate. This was attributed partly to little value attached to education and the lack of jobs by some of the children who are university graduates. Consequently, parents are not focused at higher education for the girls because even if they are not forced into marriage and complete lower secondary, the parents are reluctant to continue supporting them as their abilities to afford further education are limited. Preference to educate the boy child especially in the midst of scarce resources and the prevailing poverty does not help sensitisation efforts made. As a result, some parents prefer to prepare their daughters for marriage by keeping them at home in order to learn digging and other household chores before marriage. Parents would be ashamed if their daughter was ready for marriage but did not know how to perform her social responsibilities as woman.

The above factors have contributed to creating an undesirable pyramid of the girl child school enrolment and retention levels as will be seen later in the section on gender equality in secondary education. Secondary education has been centralised for a long time and the on-going decentralisation is hoped to engage the Community Development Department in coordination with the District Education office to address some the above issues.

#### **5.1.6.2 Orphans and Other Vulnerable Children:**

According to the NHS 2009/2010, **38%** of children in Uganda are vulnerable. And vulnerable children include a wide range of them depending on the local context. The majority of children in Kasese that comprise categories that are vulnerable include orphans, abandoned children, the girl child, child mothers, street children, children in conflict with the law, children living under constant abuse, children in paid employment, children with disabilities and children

infected/affected by HIV/AIDS. Moreover, many of the children who are abused never receive any form of medical or psychosocial support.

#### **5.1.6.3 Orphans:**

According to the **2002 census**, **31,872** children or 10.6% of all children in Kasese were orphans of which the number must have gone up in the 2014 census. The problem is caused mainly by recurrent wars, high HIV/AIDS prevalence and a high prevalence of communicable diseases.

#### **5.1.6.4 Students with Disabilities/Special Learning Needs:**

It was reported that children with special needs were many in the community but are not in school for two major reasons: the terrain in Kasese is unfriendly for physically challenged children; and there are no specially trained teachers to handle such children. Such children include the physically disabled, those with various impairments such as hearing, visual, mental and Autism.

#### **5.1.6.5 Street Children:**

A study conducted by Kasese District Mediators Association (KADIMA) in 2007 put the number of children who live on the streets of Kasese's major towns such as Kasese, Bwera, Katwe and Hima at 274, the majority of whom are boys; 9 in every 10 are boys. Poverty, child abuse, orphanage and family break ups are some of the key factors contributing to the problem. Street children are characterized by lack of adult guidance, care and protection and general apathy. As a result, most of them fend for themselves and do not attend school or when they do, they drop out of school easily.

#### **5.1.6.6 Children in Paid Employment:**

The number of childlabourers in Kasese district is estimated to range from 10,000 to 15,000, the majority of whom are girls. The most hit areas are the urban centers of Kasese and the fishing villages. The majority are girls because most of them are employed as child domestic servants while the boys are engaged in mainly brick making, car washing, construction sites, farms and petty trade. Child laborers are exposed to hazardous conditions, getting little or no pay at all and many of them are never given a chance to attend school. The district labour office sometimes makes checks at potential places where children could be employed to ensure that the vice is reduced.

#### **5.1.6.7 Children infected and affected by HIV/AIDS:**

Kasese district has a high HIV/AIDS prevalence rate of 11.2% (2008) compared to the national average of 6.5%. This high prevalence is highest among the most productive age group 15 – 54 years. In the fishing communities, HIV/AIDS prevalence was reported to be as high as 40%. This situation has increased the morbidity and mortality in the district leading to HIV infected children in spite of mother to child transmission control measures in place; and a number of children affected as a result of infected and sick parents/guardians. For instance, in Hamukungu Parents SS, about 75% of its students was reported to be orphans as a result of HIV/AIDS some of whom are also heads of households.

#### **5.1.6.8 Children living with the elderly and disabled parents:**

The elderly and parents with disabilities may not be in position to adequately support their children as they require support too. This makes children living under such circumstances vulnerable. It is the children who return from school, do domestic chores as their parents are

unable to, help their young ones thus limiting their time for resting, doing homework or just being a child. Many times such children lack basic needs (food, health care, education and, general child protection and care). Such children fail to meet the required contributions to USE from parents, a precursor to dropping out or poor performance.

#### **5.1.7 Status of Secondary Education Resources in Kasese District**

Secondary education in Uganda has been under the arm of central government until one year ago when the process of decentralizing certain aspects of it began. The process of decentralization of secondary education is still ongoing but there is a debate as to whether to fully decentralize or not given the challenges so far witnessed. Therefore, records on the status of secondary education at district level were scanty.

The district has a total of 44 secondary schools of which, excluding the municipality, 17 are government-aided, 27 are private schools. With Public-Private Partnerships (PPP), Kasese has altogether 37 USE schools including newly established schools. The 2010/11 – 2014/15 DPP puts secondary school enrolment in USE schools (37 schools) at 23,502 students. Study findings indicate a total enrolment of 8146 students in Public USE schools for lower secondary alone. This implies that the majority of students are enrolled in private USE schools which are 20 in number.

Most of the schools in Kasese lack enough infrastructures to support their enrolment especially in USE schools. There is also a lack of teachers/staff quarters in which case they rent in nearby towns or travel long distances from where they reside. This is a big challenge because they have to incur a cost to transport themselves to and from school on a daily basis.

According to the head count exercise carried out on 14<sup>th</sup> April, 2011 (DPP), Kasese district has a total of one thousand thirty-one (1031) teachers of which only four hundred and forty-six (446) are on the pay roll. This implies that 57% of the total teachers in Kasese are privately paid by parents either in USE or Private schools. This state of affairs supports the fact that the private sector takes a bigger share in terms of secondary schools' ownership although this does not correspond with the number of students in private schools as compared to those in public implying congestion in public schools.

#### **5.1.8 Equality in the Secondary Education System**

Equality in secondary education is analysed in view of a situation where both genders, people with disabilities/students with special needs, orphans, IPs, other vulnerable and marginalised groups participate and benefit equally from available secondary education opportunities to develop personal ambitions; and where they are able to share equally in the distribution of power and influence in the secondary education sub sector.

#### **5.1.9 Gender Equality in Enrolment and Retention**

Given the prevailing gender dynamics/power imbalances in Kasese district, it would be astonishing to find a situation in the district where both girls and boys enjoy equal access and participation in the full cycle of lower secondary education and; where both women and men benefit equally from secondary education opportunities to develop personal ambitions in spite of having more females than males in the district.

Like many districts in Uganda, there are more females than males in Kasese district. It thus follows that with the onset of UPE and USE, school enrolment at secondary school entry for girls is mostly higher than that of boys. However, maintaining that figure at entry is almost impossible for most schools/districts. The trend immediately starts to reverse as learners do progress on the academic ladder to S.2 through to S.4 creating imbalances in the distribution of girls and boys. Secondary school enrolment in Kasese was reported to be **47%** for girls compared to **53%** for boys. In support of the above one of the head teachers reported thus:

*“Considering Kitolhu SS school enrolment statistics for 2015, by February girls’ enrolment was 51% but by March, a difference of just one month, it had dropped to as low as 45%. This implies a high dropout rate for girls. Kitolhu SS head teacher”*

Table 3 below displays a slight improvement for girls’ enrolment in 2015 at **48%**. While there are more girls than boys at secondary school entry in Kasese district, with a dropout rate of **10.4%** for girls and **9.6%** for boys according to the statistics in the table, fewer girls complete the full cycle of lower secondary education. As seen in the table, the enrolment of girls which was higher than that of boys dropped from 1143 to 924 while that of boys dropped by less than half the drop in girls’ enrolment.

From the same table, only **5** schools out of **17** enrolled more girls than boys at S.1 but only **two** of them (*Mahango Seed SS and Mukunyu SS*) indicated a consistent participation of more girls than boys from S.1 through to S.4 although with some fluctuations. It would be interesting to establish the reasons why this trend in the two schools. One of the reasons could be due to boarding facilities provided to girls in Mahango SS. In light of this, while efforts to achieve 100% enrolment of girls and boys should continue, greater attention should be geared towards achieving gender parity in secondary education by focusing more on the retention and successful completion of the full cycle of quality primary and lower secondary education for girls.

**Table 6: Public USE Schools’ Enrolment by Gender in Kasese District, 2015**

	Name of School	S.1		S.2		S.3		S.4		Overall Enrolment		
		M	F	M	F	M	F	M	F	M	F	T
1	Kitolhu SS	68	66	78	65	68	72	45	43	259	246	<b>505</b>
2	Mahango Seed SS	16	19	29	37	21	25	25	35	116	91	<b>207</b>
3	Hamukungu Parents	19	21	20	20	18	11	21	17	78	69	<b>147</b>
4	Bwera SS	179	121	127	92	136	77	89	37	531	327	<b>858</b>
5	St. Charles SS	86	63	87	59	80	53	57	55	310	230	<b>540</b>
6	Karambi SS	79	78	63	37	68	85	97	77	307	277	<b>577</b>
7	Karusandara SS	43	37	28	29	28	32	66	34	165	132	<b>297</b>
8	Kuruhe High School	41	37	49	30	68	42	59	47	217	156	<b>373</b>
9	Rugendabaru YMC	43	37	43	31	43	19	48	40	177	127	<b>304</b>
10	Katwe SS	35	24	20	20	18	11	21	17	94	72	<b>166</b>
11	Mukunyu SS	155	159	137	138	120	135	65	98	477	530	<b>1007</b>
12	Nyakiyumbu SS	52	57	55	54	59	59	98	75	264	245	<b>509</b>
13	Rwenzori High School	129	107	112	116	111	81	62	54	414	358	<b>772</b>
14	Mutanywana SS	76	93	83	57	92	68	112	84	363	302	<b>665</b>
15	Saad Memorial SS	23	10	13	16	14	14	56	48	106	88	<b>194</b>
16	Kisinga Vocational	82	80	79	62	85	77	97	87	343	306	<b>649</b>
17	St. Thereza Girls*	-	134	-	74	-	85	-	76	-	369	<b>369</b>

	<b>Total</b>	<b>1126</b>	<b>1143</b>	<b>1023</b>	<b>937</b>	<b>1029</b>	<b>946</b>	<b>1018</b>	<b>924</b>	<b>4221</b>	<b>3925</b>	<b>8146</b>
	<b>USE Enrolment for boys and girls in Kasese district</b>									<b>52%</b>	<b>48%</b>	<b>100%</b>

Source: Adapted from district enrolment statistics.

\*St. Thereza is a single sex (girls') school

### 5.1.10 Gender Equality in Performance

Likewise, imbalances were reported in the academic performance between boys and girls in secondary education. While girls get fewer as they progress the academic ladder, those who persist and complete do not compete favourably with boys. Many times, the best female candidate gets a third grade. It was not possible to get UCE results disaggregated according to gender from the schools visited in order to make an evidence-based analysis. The schools were on holiday and therefore it was not possible to disaggregate the results within a short time.

### 5.1.11 Gender Equality in Leadership and Teaching Positions

There is even a gloomy picture of women's representation in leadership positions in secondary education at the district level depicting unequal distribution of power and influence in the sub-sector. The bulk of officials in the District Education Office (DEO) are male including the overall head and the head of the schools' inspectorate. Of the total secondary school head teachers (**44**) in Kasese districts only **5** are female, representing only **11.4%**. However, one of the female head teachers is the chairperson of SESEMAT in Kasese district. And as it can be seen in the Table 4 overleaf, in the 17 public USE schools, there are only **81** female teachers out of a total of **529** representing a percentage of **16%**, with about one third of the schools having between 1 to 3 female teachers. This inequality in the secondary education service does not help the girl child who sees the female teacher as her role model.

Table 7: USE Public School Teachers by Gender, Kasese District, 2015

No	Name of School	No. of Teachers			%age of females
		M	F	T	
1	Kitolhu SS	23	3	26	11.5
2	Mahango Seed SS	17	2	19	10.5
3	Hamukungu Parents' SS	12	4	16	25.0
4	Bwera SS	44	05	49	10.2
5	St. Charles	28	7	35	20.0
6	Karambi	35	6	41	14.6
7	Karusandara SS	19	5	24	20.8
8	Kuruhe High School	17	5	22	22.7
9	Rugendabaru YMC	14	2	16	12.5
10	Katwe SS	16	1	17	05.9
11	Mukunyu SS	37	9	46	19.6
12	Nyakiyumbu	24	10	34	29.4
13	Rwenzori High School	39	3	42	07.1
14	Mutanywana SS	35	3	38	07.9
15	Saad Memorial	22	4	26	15.4
16	Kisinga Vocational	37	5	42	11.9
17	St. Thereza Girls	29	7	36	19.4
	<b>Total</b>	<b>448</b>	<b>81</b>	<b>529</b>	<b>15.3</b>

Source: Adapted from district education statistics

### 5.1.12 Equality in the Participation of IPs and CWSN

It is apparent that the current state of affairs makes the situation even worse for girls/women from IPs communities, other vulnerable and marginalised groups. Efforts were made to establish the number by gender of Indigenous Peoples, students with special needs, orphans, and other vulnerable and marginalised groups participating in secondary education. Findings revealed that this information is not readily available at the district as well as in schools. This is an area that the proposed project might think of strengthening considering that it aims at improving equitable access to quality lower secondary education including IPs, vulnerable and marginalised groups. In the schools visited *Kitolhu* SS had seven, *MahangoSeed* SS had one and *Hamukungu* Parents' SS had none. There were no records on the number of orphans neither on the IPs and it was difficult to establish these during the assessment given that schools had closed for holidays. However, all schools visited in Kasese reported having orphans in their schools and only *Kitolhu* and *Mahango* Seed SS acknowledged the likely presence of *Batwa* in their schools if children from certain observed families are indeed Pigmies given their physical make up. Children with special needs were reported to be many in the community but very few in schools.

### 5.1.13 Teachers Quality

Recruitment and deployment of secondary school teachers is still centralised and therefore it was not possible to get records of the qualifications of all teachers in the district at the LG level. In the schools visited, most teachers are qualified with educational training, the least qualification being a diploma (Grade V) and the highest a degree as portrayed in Table 5below. The minimum qualification required to handle lower secondary is a diploma of which 59% of the teachers in the 3 schools possess. Based on qualifications, the quality of teachers in Kasese can be generally considered good although not to the desired standards. This is because quality can be assessed in various perspectives including how teachers execute teaching in the classroom, the performance of their students, and how motivated and resilient they are in the local context and circumstances in which they serve and operate.

**Table 8: Secondary School Teachers' Qualifications in Kasese District, 2015**

	Name of School	Teachers' Qualifications				On Pay roll	On Private
		Masters	Degree	Diploma	Total		
1	Kitolhu SSS	00	15	11	26	16	10
2	Mahango Seed SS	00	06	13	19	16	03
3	Hamukungu Parents SS	00	04	12	16	11	05
	<b>Total</b>	<b>00</b>	<b>25</b>	<b>36</b>	<b>61</b>	<b>43</b>	<b>18</b>
	<b>Percentage of Total</b>	<b>00</b>	<b>41%</b>	<b>59%</b>	<b>100%</b>	<b>70.5%</b>	<b>29.5%</b>



## 5.2 Overview of Kaabong District

Kaabong district which obtained district status in 2005 is located in the extreme north-eastern corner of Uganda, bordered to the North and East by the Republics of Southern Sudan and Kenya respectively. It also shares borders with the districts of Kitgum to the West, Moroto, Napak and Kotido districts to the South. It comprises of two (2) constituencies; Dodoth East and Dodoth West, 13 rural sub-counties plus 1 Town Council, 84 Parishes, 574 Villages and **29,725** households with an average of 7 persons per household. The sub-counties are expected to become 19 after parliament recently passed the creation of 5 more sub counties in the district.

### 5.2.1 Population and Demographic Characteristics:

The district has a population of **169, 274** people (**89,342** females and **79,932** males) of which about **53%** are females. It therefore has a sex ratio of 112 females to 100males. Kaabong is one of the districts with the highest population growth rate of 9.5%. It has a medium population density of 23 people per sq. km. 93.5% of its total population lives in rural areas. Kaabong district is the third highest district with a dependency ratio of more than half of the population below 15 years. Children (0 -17years) account for 60% of the population. The district experiences a high birth rate of 7.2 children per woman of reproductive age (15-45years); a high fertility rate at a young age (15-19 years) and very high in the middle of the child bearing age. The district boasts of a very low incidence of childlessness/ infertility. It also has a high incidence of fertility for females aged 35 years and a high maternal mortality (over 500/100,000). Persons with disability account for 1.18% of the population. Primary school population (6-13 yrs.) is 24.6%, lower secondary population (13-16 yrs.) 9.2% and higher secondary population (16-18 yrs.) is 9.1% of the total population (DPP, 2015).

### 5.2.2 Ethnicity:

The district is inhabited by largely the Dodoth ethnic group which constitutes about 95% of the total population. The rest comprises of other native minority groups like the Napore, Nyangea, Mening and Ik (sometimes referred to as the Teuso); and multi-tribal groups which operate their businesses in the District. The most commonly spoken language is Karimojong and other languages spoken include Chep'tod spoken only by the Ik people; and other multi-tribal groups which operate their businesses in the district.

### 5.2.3 Gender Dynamics in the district:

Similarly, the 2014 population census put the proportion of women at 53% of the district's total population. Karamojato which Kaabong district belongs is largely a patrilineal community with almost all authority traditionally vested on the man who is 'naturally' taken as the head of the household. The man controls household productive resources and 'owns' his wife/wives once dowry has been paid. The girl child in Kaabong district is disadvantaged right from birth as preference for boys is prevalent in the community. In unfortunate situations, a woman may even be forced out of the family if the husband died as his brothers come to inherit the property. With a literacy rate of 12% in the district, and that of women in the district at just 7%, women in Kaabong are limited in decision making processes regarding development and resource ownership in the district. This is well illustrated by the gender composition of the district workforce of 16% with only 2 women at the senior level. Similarly, decision making in the traditional setting is the responsibility of the council of elders which is composed of only men. The unfavorable gender circumstances in which women find themselves are mainly perpetuated

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

The division of labour is such that women are charged with more non-monetized activities such as collecting firewood, child up-bringing and looking after the family, fetching water, tilling the land, and with the responsibility of food availability in the home leaving almost no time to pursue anything that may be of interest to her as an individual. Therefore, almost all domestic chores are a responsibility of women and girls in the household. In the past, women were also responsible for constructing houses and fencing homes, *Manyatas*<sup>3</sup> but now men have come in to help, as a result of sensitizations and learning from other cultures. On the other hand, the men are the heads of households and own almost all factors of production and take nearly all important decisions in the households. Unlike the women in Kaabong, men have a lot of leisure time to socialize and pursue personal interests. The domain of Kaabong men generally rotates around the kraal raising their herds, building kraals but also opening up land for cultivation using the Ox-plough. In the past, men used to keep themselves busy entirely in the kraals but the trend is now changing. Men are now helping women with digging especially those who do not have Ox-ploughs. However, planting and weeding is left to the women and men join the women later on when it comes to harvesting.

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

Men are involved in looking after livestock which is the economic mainstay of the district, which they own and control while female folk are more involved in domestic chores. Women do not own or control the productive assets in the community and the proceeds they get is used to run the families in terms of purchase of domestic items like salt, flour and even medication, which has forced teenage girls to offer casual labour in the urban center.

#### **5.2.4 Livelihoods in Kaabong:**

Kaabong district is the lowest in terms of development and highest in terms of poverty levels (66% live below the poverty line) in the country - DDP. Ninety Percent (90%) of households in Kaabong depend on subsistence farming as the major source of income. It has a high female participation in agricultural activities but few in other economic activities. Kaabong can be classified into three distinct livelihood zones: pastoral, agricultural, and hunters/gatherers. More specifically, the pastoral livelihood zones include the livestock areas keeping mainly cattle with a few goats, sheep and poultry and; with occasional growing of crops. The agricultural zone which is in the north-eastern part of the district bordering Kitgum district grows mainly sorghum, millet, simsim, and maize with a few livestock. Finally, the livelihood zone that includes the mountain community of Kaabong – these derive their livelihoods from hunting and gathering

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<sup>3</sup>Manyatas are Karimojong homesteads



fruits/roots from the forests combined with farming on a very small scale. It is evident therefore that the majority of the people of Kaabong practice dual subsistence (one dominant and another minor) alongside other activities such as foraging, casual labour and seasonal migration.

### 5.2.5 Local Communities in Kaabong

Kaabong district has a total land area of 7,300 square kilometres (3% of Uganda's total land area). The district has no water bodies, swamps or wetlands. About 90% of Arable land is owned according to customary laws and no land is held by free and leasehold (Kaabong DDP, 2015). Kaabong has 29,725 households each with an average of seven persons. The average land area for agriculture is 0.14 acres per household. Per capita land holding is 1 – 1.5 and land is seriously over utilized near homesteads with an average of 5-6 plots on the different flat locations around the villages. Each plot measures between 0.1 – 2.0 acres. Kaabong district is composed of largely cattle keeping communities (pastoralists) who have taken on some farming lately growing crops like sorghum and maize. They supplement these with economic activities such as selling firewood, thatching grass, charcoal and food items and trade in animals. The district is also divided into five livelihood zones namely:

#### 5.2.5.1 Pastoralists

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

#### 5.2.5.2 Gatherers/Hunters

These are the *Ik* people of Kaabong Mountains who constitutes a projected population of 15,000 people, about 3.8% of Kaabong population. They occupy the entire Kamion sub county and do not keep any livestock except a few poultry. Kamion is the only sub county in Kaabong with fewer females than males (2014 census). They are a minority group recognized by the constitution of Uganda. Originally, they used to survive on gathering, hunting and collecting honey in the forests of Kaabong Mountains. It was therefore sometimes difficult to find adults in the community during the day as they were engrossed in gathering and hunting in the forests. Today, they now supplement gathering in the forests with a little farming on a very small scale (< 0.5 acre) where the major crops grown are maize, millet, sorghum, simsim and beans. The influence of NGOs has introduced the growing of cabbages, onions, tomatoes and Irish potatoes in the *Ik* community, given their richer and more fertile soils in the mountains. They store their food harvests in granaries hidden in forests far from their homesteads for security purposes. Their major economic activity is trading in honey which they sell to their neighbors in Uganda and Kenya for income to buy food stuffs and tools for hunting/gathering and marriage. Honey is also an important commodity used as bride price in marriages which currently includes calabashes, hoes, spears, *pangas* and axes. Honey is measured in gourds and thus parents of the girl will ask for several gourds of honey. They have also been reported to trade illegally with Kenyan traders in Marijuana which they grow in the forests. They also cut grass used for thatching houses which they sell to their Kenyan neighbors in exchange for food or cash. They

were also reported to be trading in grass (for thatching houses which is in high demand there) with a neighboring small town in Kenya called Nabutosi in exchange for food or cash.

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

#### **5.2.5.3 Civil Servants and NGO Workers**

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

#### **5.2.5.4 Business Community**

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

#### **5.2.5.5 The Uniformed Personnel (Soldiers and Police)**

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

#### **5.2.6 Vulnerable and Marginalized Groups**

Culture, negative attitudes, poverty and hunger are currently the major causes of vulnerabilities in Kaabong district. These are negatively impacting on primary school enrolment, attendance and completion of the primary school cycle. The HIV/AIDS rate in the district and region was reportedly among the lowest in the Country; however, it is gradually increasing because of the

infiltration of people from outside, the business community and the uniformed personnel. Therefore, with this kind of ‘pollution’, the district is not virgin anymore. Among the marginalized and vulnerable groups in the district are:

#### 5.2.6.1 *The Girl Child:*

The girl child is vulnerable in Kaabong district but her vulnerability is worse in the Ik community and poor households. Traditionally the girl child is disadvantaged in preference for the boy who is viewed to contribute to the expansion and continuity of the clan. The girl is strongly viewed as a source of wealth so much that even when she is sent to school, it is done in waiting for her to ‘mature’ and marry. According to the community, the girl matures for marriage when breasts start emerging. Therefore, *early and forced marriages* are rampant in the area. The vice is worse within the Ik community which is reinforced by poverty and marginalization. Sometimes when parents see a wealthy man (with a lot of cows), they will force their daughter to marry that man even when the daughter is not interested, just because the parents want cows.

The *lack of basic requirements* (e.g. sanitary towels) also deters girls from attending school - the girl child needs to be clean especially during her monthly periods and without support, she finds it difficult to cope. *Culture and (courtship) rape* are other factors that make the girl child in Kaabong district more vulnerable with regard to pursuing her education. According to the Karimojong culture, once a girl is raped by a boy/man, she has to marry that man because her virginity has been lost and no other man would take her if she did not marry the man who raped her. It is thus common for boys to ‘chase’ girls that they are interested in until they rape them, ‘shielding’ the girls from other men from picking interest in them.

Findings thus reveal that courtship rape<sup>4</sup> is a common and socially accepted practice in Karimojong culture. It happens when a man is ready to marry and starts wooing a girl he is interested in - at times he has to run after her – when the girl goes to collect firewood or water from the well, this man will pursue her. This is partly to announce to the entire village that he is interested in her and to tell other potential men to keep off – until he gets hold of her and rapes her. Following the rape incidence, the relatives of the girl follow the man who raped their daughter and if he or his family has cows, they will take the cows as dowry irrespective of the age of the girl. As a result, many girls drop out of school to marry the men who have raped them. The District Education department expressed dismay to how big a challenge this is for the district. And that if left unchecked, it will slowly but steadily increase HIV infection rates, particularly with the large number of uniformed personnel in rural communities in addition to the drunkenness practice common in the community. Moreover, there are no organizations offering any psychosocial services in the district.

*Defilement* is another issue that the district is finding challenging to address. Whenever defilement is committed to a school girl and the crime is reported to police; the defiler/suspect is arrested but after a while he is released. Worse still sometimes the parents of the girl and the suspect negotiate and withdraw the case.

It is therefore difficult for the district education department and school administrations to address the problem if the girls’ parents and police do not cooperate. *Child abuse* is yet another factor –

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<sup>4</sup> Courtship rape according to the CDO is whereby a man is ready to marry, and then he will woo the girl, follows her everywhere until he gets hold of her and rapes her.

girls who are supposed to be in school are busy mining gold for livelihoods in one of the sub counties. And the *lack of role models* who are from the communities who can come and talk to the girls and encourage them does not help the district's efforts. Apart from the district generally sensitizing parents to take all their children to school, it is reactionary as opposed to being proactive in addressing the issue of defilement. The area Woman MP was reported to be doing her level best to encourage the girl child to go to school. She was reported to have invited the Minister of education to the Ik community some two years back.

### **5.2.7 Orphans and Other Vulnerable Children (OVCs):**

This category of children in Kaabong comprises of orphans; girl child; children with disabilities/special needs; children from female headed households, poor households, HIV/AIDS parents; HIV/AIDS infected children; and children from the Ik community. They are children from mainly poverty stricken households. And whenever hunger hits the region, these children are severely affected which is impacting negatively on their education. These children are usually characterized by: not attending school, dropping out of school and never completing school, and are always miserable even when they are not sick. They include both boys and girls and account for the majority of vulnerable children in Kaabong district. Some were reported to be working in gold mines looking for survival. And most of these children do not know when their next meal would come.

#### **5.2.7.1 People with Disabilities/Students with Special Needs:**

Cultural beliefs and practices in Kaabong continue to marginalize Children with Disabilities (CWD) or children with learning difficulties making them more vulnerable. In the Karimojong culture, a disabled child is a bad omen. Therefore, they are sometimes locked up in houses. Kaabong community does not believe that children with impairments can be useful to the community when taken to school. Consequently, they send only 'normal' children and not the deaf, blind or lame. There are a total of 41 (23 boys and 18 girls) children in the district with special needs in schools. Moreover, there is only one school in the district that caters for children with learning disabilities/special needs – which handles mainly the blind at primary level and none at secondary. The total number of children with special needs in the district could not be established.

#### **5.2.7.2 Children infected and affected by HIV/AIDS:**

These may be on the increase in Kaabong district since the HIV/AIDS prevalence rate in Karamoja is on the rise. According to Nation Television Uganda's (NTV-U) weekend edition news of 19<sup>th</sup> December, 2015, HIV prevalence rate is higher in rural areas in the Karamoja region unlike in other regions where it is higher in urban areas; stigma is high as people believe that that one can acquire HIV through contact; cultural practices like wife inheritance also increases infection rate; and alcohol abuse does not help matters.

### **5.2.8 Status of Secondary Education Resources in Kaabong District**

Kaabong district completely lags behind when it comes to education in general and secondary education in particular (DEO, Kaabong district). Field findings revealed that education is still not considered highly in communities of Kaabong. *"Generally the community in Karamoja has not yet understood education, and it is even worse in the Ik community"* (Parish Priest, Kaabong). In 1980s when the district was still part of the greater Kotido district, it had only one secondary

school until the new millennium (2000) when it got two more secondary schools. Therefore, the district has only three secondary schools (two public/government aided schools and one private school) namely: Kaabong SS which is the oldest and located in Kaabong Town Council; Jubilee 2000 SS Karenga, the only rural based secondary school located on the border with Kitgum district about 80 Kms from Kaabong Town; and Pope Paul II College, also in the Town council and the only private secondary school in Kaabong founded by the Catholic diocese.

While government policy is that every sub county should have at least a secondary school, the catchment area should be taken into consideration in the process of implementing the policy because this may not be tenable in Kaabong as some schools might lack students. Kaabong district is mapping out sub counties with enough P.7 primary schools that can feed into secondary education so that these sub counties are identified for the government policy. Take an example of Kaabong SS which is a well-constructed (in terms of the required school buildings) and equipped school in the district; supported by Irish Aid with almost everything that a student would require to excel but to one's dismay there are very few students—less than 300 students only moreover it is in Town, there are no science teachers and no A' level section up to today and yet the school dues (lunch) are minimal. Kaabong SS and Pope Paul II College do not have A' level section.

These circumstances compel most parents who are able to send their children either to Jubilee 2000 SS Karenga or outside Kaabong district upon completion of primary education mainly to neighboring districts of Kotido, Moroto, Abim and Kangole. However, the quality of education in the schools outside Kaabong that parents take their children is also poor. Jubilee 2000 SS Karenga is coming up steadily. The head teacher and Chairperson, BoG of the school have attracted science teachers making it the best performing school in sciences in the district. In two to three years' time, the school will be boasting of former students who will be graduating in human medicine. In fact, Jubilee 2000 Karenga SS is the best performing school in the whole of Karamoja region. And this is so because the school is located in a community which is largely inhabited by agriculturists who do not own animals (cattle) to look up to and is thus focused on investing in their children through education.

Kaabong district education office is working with the BoG, PTA, and teachers of Kaabong SS, and the district council to revamp the school. A meeting of stakeholders was convened and a committee constituted to look into the factors that are preventing the oldest school with good facilities from performing to the expectations. A critical examination would result in devising strategies on how identified problems can be addressed. The report of the committee was not ready by the time of the social assessment. The First lady and the Minister for education, science, technology and sports visited the school in 2013 and made a promise to address the dire lack of teachers especially science teachers expressed by the school management but up to now nothing has come by.

The district education office calls on the MoES to prioritize the issue of access to quality education in Kaabong given the shortfalls in the teaching staff especially science teachers. *All the laboratories are available in the schools but there is nothing to show as a product of these facilities. Then what are they for?* The Central government (MoES) must go down on the ground, make an assessment for a better picture of the situation on the ground so that the

schools' man power requests are responded to with the required urgency. Students must keep in school and learn. There is a technical school in Kaabong and a Presidential pledge to establish a nursing school in the district, of which sources say that it was budgeted for in this FY 2015/16 budget. Who will go to these institutions if students from Kaabong do not study sciences just because there are no science teachers? It will be students from other districts to fill these institutions who may not serve the district upon completion. This is not sustainable and this is why something must be done to ensure that students from Kaabong study sciences and pass.

Unless the MoES prioritizes secondary education in Karamoja, most students will continue to pursue arts subjects due to lack of science teachers and as a result students are not encouraged to take science subjects. In addition, if the available schools are unable to give students a choice between arts and sciences, then parents will continue to increase pressure on Jubilee 2000 SS Karenga or take their children outside Kaabong district. Poor school performance and poor quality education provided is not an attraction to parents to enroll their children. Jubilee 2000 SS Karenga is an example of a school that has attracted parents to enroll their children due to good performance. It started with 200 students but when it performed well, better than some good schools in Kampala, appearing on the Ugandan map, enrolment shot up to 800 students.

### 5.2.9 Equality in Secondary Education in Kaabong

Similarly, equality in secondary education in Kaabong is examined in the same vein of a prevailing situation where both genders and other social and ethnic minorities participate and benefit fairly from available education opportunities to develop personal ambitions; and where they are able to share equally in the distribution of power and influence in the secondary education sub sector. A gender analysis of secondary education in the district drawing one what exacerbates gender imbalances in the education system in the district.

#### 5.2.9.1 Gender Equality in Enrolment and Retention

Given the unequal power relationships between men and women in Kaabong, it would be surprising to have a situation where both girls and boys enjoy equal access and participation in the full cycle of lower secondary education; and that both genders benefit equally from available secondary education opportunities to develop personal ambitions.

As noted earlier, the population of females in Kaabong district is more than that of males. Going by the numbers coupled with the onset of UPE and USE, school enrolment at primary and secondary school entry would be mostly higher for girls than for boys. However unlike in Kasese district, girls' enrolment at entry of secondary school is lower than that of boys as displayed in Table 9 below. The table which provides enrolment (S.1 to S.4) for two of the 3 secondary schools in Kaabong district shows an enrolment for girls at **34%** compared to **66%** for their counterparts. In the same table, a total of **128 girls** completed S.1 in 2015 for the two schools combined while slightly above one third (**50 girls**) of the total S.1 enrolment completed S.4. A situational analysis in the DDP presents Kaabong as one of the poorest and least developed district in the country; and has the highest illiteracy rate of **88%** (that of women being **93%**). This situation does not support the advancement of education in the district generally and that of girls in particular.

A lower secondary education population of 9.2% of the total district population (DDP) translates into **15,573** lower secondary school populations but with only **1,236** students (**8%**) currently in



lower secondary education, it leaves a whole **14,337(92%)** out of secondary school. Ninety-two (92%) percent of all lower secondary school going age children not in school is a huge number even though Kaabong children attending secondary school outside the district are subtracted, these were reported to be very few. While the issue of gender disparities in enrolment and retention in Kaabong district is of major concern that of large numbers not in school is even more alarming. To address this glaring situation in Kaabong requires an integrated approach combining education strategies that focus on access, quality and retention with poverty alleviation among others. Northern Uganda Action Fund (NUSAF) and Karamoja Livelihoods Improvement Programme (KALIP) are being implemented alongside education programmes in Karamoja but there seems to be still a long way to go.

**Table 9: Secondary schools' Enrolment by Gender in Kaabong District, 2015**

	Name of School	S.1		S.2		S.3		S.4		Overall Enrolment		
		M	F	M	F	M	F	M	F	M	F	T
1	Jubilee 2000 SS Karenga	173	56	96	55	92	62	76	40	437	213	<b>650</b>
2	Kaabong SSS*	-	-	-	-	-	-	-	-	193	082	<b>275</b>
3	Pope Paul II College	100	72	65	30	50	30	30	10	245	142	<b>387</b>
	<b>Total</b>	<b>273</b>	<b>128</b>	<b>161</b>	<b>85</b>	<b>142</b>	<b>92</b>	<b>106</b>	<b>50</b>	<b>875</b>	<b>437</b>	<b>1312</b>
	<b>USE Enrolment for boys and girls in Kaabong district</b>									<b>67%</b>	<b>33%</b>	<b>100%</b>

*\*Enrolment data per class could not be obtained at the district education office*

#### **5.2.9.2 Gender Equality in Performance**

There is a general poor performance of both girls and boys in Kaabong district. However, enormous challenges faced by girls do not permit them to measure up to boys when it comes to academic performance. The few who persist and complete S.4 usually underperform compared to boys where the best female candidates usually score a third grade with the majority falling in the worst grades.

#### **5.2.9.3 Gender Equality in Leadership and Teaching Positions**

Gender discrepancies that exist among learners during schooling are manifested in leadership and teaching positions as well. It thus follows that women and men are unable to share equally in the distribution of power and influence including teaching positions in the education sub-sector. Similar to many other sectors except the agricultural sector in Uganda, women representation in leadership positions in secondary education at the district is dominated by men as there are no female officials in the district education office; and none of the 3 secondary school head teachers is female. Regarding female secondary teachers, they make slightly above one quarter (27%) of the total teaching staff in the two schools as displayed in Table 10 below. At Jubilee 2000 SS Karenga, the proportion of female teachers of 29% is quite an impressive picture given the gloomy overall gender status in the district. A proportion of just below one third of all the teaching staff being women is quite good for a rural school in Karamoja and should be supported to get more female teachers for equity and also set an example to other schools in the district.

Table 10: Teachers by Gender at Jubilee 2000 SS Karenga, 2015

Name of School		Number of Teachers			
		Male	Female	Total	% females
1	Jubilee 2000 SS Karenga	25	10	35	29%
2	Pope Paul II College	10	03	13	23%
Total		35	13	48	27%

#### 5.2.9.4 Equality in the Participation of IPs and CWSN

It was not possible to establish the number of IPs/Iks, children with special needs, and other vulnerable groups participating in secondary education disaggregated by gender in the district. At Jubilee 2000 SS Karenga, this information was readily available at the school as provided in Table 11 that follows. As can be seen in the table, the participation of girls and boys among the VMGs is heavily skewed towards the boys implying a double injustice for the girls. However, statistics for the participation of the Ik is quite impressive which stands at 53 students (5.1%) of the total enrolment for the two schools. Proportionate to their population in the district coupled with their marginalization in addition to the fact that some more *Ik* students are enrolled at Kaabong SS; this is closer to equitable participation of Iks in secondary education in the district. Applause goes to Kotido Peace Initiative (KOPEIN) whose contribution has raised the number of *Iks* in secondary schools from zero to the current state as will be seen in later sections of the report. Statistics on the enrolment of Children with special needs (CWSN) and orphans were obtained for the only school visited as indicated in the table. However, it can be seen clearly that even among these groups the girl child participation is unequal than that of her counterpart.

Table 11: Participation of Iks at Jubilee 2000 Karenga SS, 2015

Name of School	CWSN			Orphans			Ik/IPs			School Enrolment		
	M	F	T	M	F	T	M	F	T	M	F	T
Jubilee 2000 Karenga SS	13	03	16	49	18	67	36	04	40	437	213	650
Pope Paul II College	-	-	-	-	-	-	-	-	13	245	142	387
Kaabong SS	-	-	-	-	-	-	-	-	-	193	082	275
Total	13	03	16	49	18	67	36	04	53	875	437	1312
Percentage of Total	81%	19%	100	73%	27%	100	90%	10%	100	67%	33%	100
Percentage of Total Enrolment			2.5 %				10%				5.1 %	100%



### 5.2.9.5 Teachers Quality

The majority of teachers on government pay roll in Kaabong district are diploma holders (Grade 5 teachers) which is the minimum qualification. There are very few teachers on pay roll who hold degrees and these include 1 head teacher. And yet to teach sciences and A' level, the minimum qualification teachers should hold is a degree. In the school visited, all the **35** teachers are trained and qualified of which over one half, (20) of them or **57%** were degree holders; and slightly above one third, 12 or **34%** were employed on private arrangements as depicted in the Table 12 below. The table displays qualifications of teachers in two secondary schools of Kaabong including those on the pay roll. Given that all secondary school teachers in Kaabong are trained and qualified their quality would be generally considered good although it leaves a lot to be desired. This is due to reasons to be presented shortly.

**Table 12: Secondary School Teachers' Qualification in Kaabong District, 2015**

	Name of School	Teachers' Qualifications				On Pay roll	On Private
		Masters	Degree	Diploma	Total		
1	Jubilee 2000 Karenga SS	00	20	15	35	13	12
2	Pope Paul II College*	01	04	08	13	N/A	13
3	Kaabong SSS	-	-	-	-	-	-
	<b>Total</b>	<b>01</b>	<b>24</b>	<b>23</b>	<b>48</b>	<b>13</b>	<b>25</b>
	<b>Percentage of Total</b>	<b>2%</b>	<b>50%</b>	<b>48%</b>	<b>100%</b>	<b>27%</b>	<b>73%</b>

\*Private school

On the other hand, before issues of teachers' quality can be looked into, the district education office made an outcry to the MoES during the assessment to address the issue of access to quality education in Kaabong by filling the gap between the district's teaching staff and staffing needs especially that of science teachers. It is challenging to keep students in school and teach them when there are no teachers to do the job. In Kaabong SSS for instance there is only one science teacher teaching a subject close to science – Agriculture; and there are no biology, physics and chemistry teachers; and employing part time teachers may not serve the purpose to the required expectations especially with the meagre pay that they get. To bridge the gap, public schools do improvise by employing teachers on a private basis. For example, about one third (12) of Jubilee 2000 SS Karenga's teaching staff is on private. This raises the school wage bill and a heavy burden on parents/PTA who must meet the private teachers' salaries especially if they are full time teachers – it is improbable that private teachers do part time in Jubilee 2000 SS Karenga given that it is 80Km away from the other two schools. This denies access to children of those parents who cannot afford the standards of the school and a major cause of a high dropout rate.

Table 12 above clearly indicates critical percentage (73%), of teachers in Kaabong's secondary schools is not on government pay roll which considerably affects proper management of the learning process as well as adequate coverage of the curriculum. This may have been exaggerated by the inclusion of a private school but in Jubilee 2000 SS, it is **34%** which is still

big for any school and community to handle. Such a situation does not only dent teachers' quality but also undermines access to quality education and the whole essence of USE. The quality of teachers on private arrangements may be affected in the following ways: a) ineffective delivery due to lack of teaching skills; b) their concentration and time given to students is limited as they focus on fulfilling the needs of their parent school before they take on services elsewhere; c) motivation is low owing to meager pay and privileges they may not be entitled to; d) they will not teach the allocated work load due to time constraints; and e) it affects the performance of students in those subjects.

However, this is not to say that qualified teachers on government pay roll in Kaabong are not faced with challenges that compromise their quality. Their quality is also affected in the same way as the teachers on private; the only difference being that private teachers face more constraints including all those suffered by teachers on government pay roll, hence their ineffectiveness worse. The factors contributing to poor quality teachers are not different from those presented for Kasere which include: *inadequate or Lack of Teachers' Houses*- The accommodation situation at two schools in Kaabong could not be established. The school visited has staff quarters but insufficient to serve the school's entire teaching staff; a key challenge that was raised by the school administration. Availability of accommodation within school premises is essential in achieving quality, efficiency and effectiveness of teachers. This is because teachers will increase time on task due to reduced absenteeism, save money that would otherwise be spent on rent and transport, and be motivated to teach. Other factors are *long distances travelled* to the schools by teachers in Kaabong; *difficult living conditions in the district generally and in some areas in particular* which make it difficult for some teachers to cope; and *inadequate basic tools for teaching* such as scholastic materials (text books), libraries, laboratories, and computers were cited as a factor contributing to teachers' ineffectiveness in classrooms.

### 5.3 Moroto District

Moroto District is bordered by Kaabong District to the north, the Republic of Kenya to the east, by Amudat District to the south, Nakapiripirit District to the southwest, Napak District to the west and by Kotido District to the northwest. It lies on the foot of Mt. Moroto. The district headquarters at Moroto, are located approximately 210 km (130 mi), by road, northeast of Mbale the nearest large city. The coordinates of district are: 02 32N, 34 40E.

Moroto District is part of the larger Karamoja Sub-region which consists of: Abim, Amudat, Kaabong, Kotido, Moroto, Nakapiripirit and Napak Districts. In 2002, the population of Karamoja sub-region was estimated at approximately 800,000, by the National Population and Housing census conducted that year.

Moroto District is a plain covered by the Savannah grassland and some low lying rocky hills. It comprises two counties: *Matheniko County* and *Moroto Municipality*. It is inhabited by the Karimojong, a distinctive ethnic group that highly cherishes its traditions. One peculiar characteristic of the Karimojong is their dress code which includes a long cultural woven *suuka* made by the Masaai in Kenya which is tied on the shoulder sometimes with an under pant or none for the men and the women, especially girls, make skirts out of them which they keep swinging from one side to another as they walk.

### 5.3.1 Population

In 1991, the National Population and Housing census estimated the district population at about 59,100. The 2002 National Population and Housing census estimated the population of the district at about 77,200. Between 2002 and 2012, it is estimated that the district population grew at 5.9% annually. The 2014 National Population and Housing Census provisional results estimated that the population of the district had grown to about 104,539.

### 5.3.2 Ethnicity

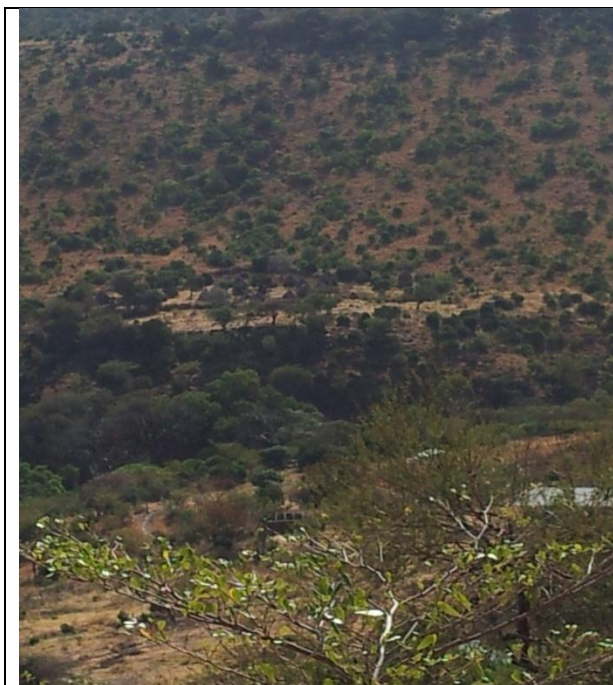
The native people of Moroto district are believed to be majorly the Karimojong of Matheniko and Tepeth lineage. Overtime so many other tribes have migrated to Moroto to do business and official work in the Public Service, International Organizations and NGO work. Therefore, Moroto is currently occupied by a mix of tribes including non-Ugandans. Common tribes in Moroto include; Bagisu, Iteso, Baganda who are mainly engaged in the day-to-day businesses. The Tepeth are the minority ethnic group living at the mountain top of Mount Moroto in Moroto District.

### 5.3.3 The Tepeth

The Tepeth (or Tepes) who inhabit Mount Napak in Karamoja Sub-region are nomadic hunters and gatherers. The Tepeth speak the *So* language. They reside in conical huts made of sticks, thatch and mud in the semi-arid savannahs and scrubby forests. The Tepeth are also said to have been the original people of Karamoja. They were once the occupants of Moroto but due to tribal wars with the Karimojong, they were driven up the top of mount Moroto and are now confined to the top of the mountain.

There is very little written about them, but local oral history records all these groups as having been the inhabitants of wider areas of present-day Karamoja who took refuge in the mountains when the Karimojong arrived from Ethiopia in the 1600s. They are one of the few peoples in Uganda to practice Female Genital Mutilation (FGM) but the practice has been abandoned of late due to a number of campaigns by Government of Uganda. Their population is estimated at 17,000. In Moroto the Tepeth occupy the sub-counties of Katikekile and Tapac, located in the mountain valleys of Mount Moroto at the border with the Republic of Kenya.

The Tepeth are also said to have been the original people of Karamoja. They were once the occupants of Moroto but are now confined to the top of the mountain. Due to war with the Karimojong they were driven up the top of mount Moroto. They rear some animals on the slopes but come down to graze them



***A Tepeth Settlement on the slopes of the Mountain***



***A Tepeth Resettlement Home down the slopes***

They have experienced marginalization due to their being a minority ethnic group and the geographical location of their area. It is a hard to reach area due to the nature of the roads and the barrier created by the mountain that lies between the area and the district headquarters. To date some areas, have no access to education services. A parish like Natumkalei has neither a primary school nor any health facility.

They experience a lot of insecurity from some of the tribes that border them. To the North, the Turkana are their immediate neighbors with whom they have a lot of enmity. They are also accused of forming alliances with their Eastern neighbors, the Pokot, to attack and raid the Turkana.

Some few Tepeth are pastoralists and practice hunting. They rear some animals on the slopes but come down to graze them. Although they rear livestock, they do not believe in selling their animals. Animals are kept mainly for milk and marriage. They were fruit gatherers and do not believe in cutting down trees. They harvested honey from the forests.

#### **5.3.4 Economic Activities**

The key distinctive characteristics of these natives is that Karimojong are mainly with pastoralists constituting over 80%, and a very small percentage 25% engaged are subsistence farming which is mainly carried out in the rainy season on communally owned land.

The district is a hub of mineral resources that are yet to be optimally exploited. There are over fifty different minerals and precious stones in the Karamoja region. Of these, Moroto has gold, silver, copper, iron, titanium, manganese, tantalite and chrome. Other proven minerals include marble, mica, granite, limestone and asbestos.

### 5.3.5 Tepeth Livelihoods

They are traditionally agriculturalist. The main crops that they grow include maize and sorghum among the staple foods they consume. They also grow and consume pumpkins and other local vegetables. For food, they mainly grow and eat maize and sorghum, with beans and pumpkins as their main relish dish. They have their original type of maize that is very sweet and also a special type of sorghum that is sweet and liked by birds so much. Because of the disturbance from the birds, they are slowly adopting growing other varieties of sorghum that are not liked by the birds that much. They have also adopted growing of “Sukuma wiki” which sometimes floods the Moroto town market to the detriment of the Mbale vegetable sellers.

They have also borrowed the practice of keeping cattle from the Karimojong. They keep livestock but do not believe in selling their livestock. Animals are kept mainly for milk and marriage. They rear some animals on the slopes but come down to graze them. They were fruit gatherers and do not believe in cutting down trees. They harvested honey from the forests.

### 5.3.6 Education

They have a strong culture that does not allow them to take girls to school i.e. the FGM. After carrying out FGM on a girl, she can be married off even if they are as young as 13 years because she will be considered a woman.

Girl child enrolment and attendance is fair. The church has been trying hard to increase the attendance of the girl child. Last year only 3 of the over 20 candidates sat for the PLE. Over the years, the observation has been that girls who stay at school for at least 2 years have a tendency to complete the primary school cycle.

There is a high dropout rate for the girl child because in most cases they start school late and when they are mature. By this time, many social obligations will have caught up with them. The practice of FGM does not affect school girls that much so they normally do not take girls to school. In this community all secondary school children are sponsored by the church.

There are very low levels of literacy in these communities due to low value that is attached to education. The most affected still in this are the women. For this reason, their ability to operate gadgets like phones is also very low. There is a high number of school drop outs in the area. This is partly contributed by lack of post primary schools in the area that could absorb primary school leavers.

### 5.3.7 Gender Relations

The Tepeth society practice gender inequality like most other communities in Uganda. The women are treated as inferior and socially excluded from decision making and other civic engagements because society accords them little worth. These prejudices have had effects on gender inequality as a person whose word is devalued cannot influence others, cannot exercise authority, and cannot defend herself from violence. In fact, many of the people interviewed perceived that domestic violence is normal and wife beating is perceived as disciplining.



### 5.3.8 Social and Cultural Relations

#### 5.3.8.1 Loss of language:

The community is gradually losing its language (i.e. *Soo*). The community is deeply entrenched between 3 other tribes i.e. the Turkana, the Pokot and the Matheniko who are of the Karimojong group. They have had to adopt the Ngakarimojong language as this is the main and dominant of the 3 tribes in the area.

The Tepeth practiced FGM but are slowly abandoning it due to government pressure. Last year, one of their surgeons was committed to prison for 11 years. Their belief in this practice arose from their thinking that it would help the women stay when men have gone away to places like the kraals. They have now designated an annual cultural day that is celebrated every November. On this day, a number of activities are carried out but the most salient are:

- Sensitization on abandonment of FGM
- Testimonies on FGM
- Reinforcement of messages on preservation of trees

During leisure and cultural functions, they perform traditional dances known as '*Naleyo*' and '*Edonga*'. Initiations are conducted to transition men and women to the next level in society. They have intermarried a lot with neighboring tribes now.

#### 5.3.8.2 Leadership System

In their leadership structure, the Tepeth place a great honor and respect for the elders. They preside over all the traditional functions in their communities. Initiations are conducted to transition men and women to the next level in society.

They are generally a peaceful people but if attacked and killed, they will revenge severely. In their revenge they believe in killing 7 people for every kin of their killed by the enemy. In inter-tribal wars, they like having alliances with the Pokot against the Turkana or the Matheniko who are their main rivals.

#### 5.3.8.3 Conflict Resolution

The Tepeth have high respect for the elders. They are looked upon as the fountain of knowledge. They constitute the forum for conflict resolution in the community and at family levels. These provide the informal leadership at community level. This structure is organized under the elders and at the apex of it is the council of elders. They preside over local conflicts before they are forwarded to the formal government structure in case they have not managed to resolve the conflict.

#### 5.3.8.4 Institutional Structures that exist

There are community groups that are in place. These include: Child Protection, Work User Committees, HTs, Anti-Violence Activists, Peace Groups and PDCs. Agro Pastoral Farmer Field Schools have been established.

#### 5.3.8.5 Security

Historically the Karimojong were their enemies due to raids. In the Ngakarimojong language, the word "UPE" means an enemy. On the other hand, the Tepeth use the word "OMIN" on the Karimojong which also means an enemy in the Tepeth language. The Karimojong do not

understand the language of the Tepeth. The Turkana think that the Tepeth ally with the Kenyan Pokot and this is the main concern in the conflict they have with the Turkana from the Kenyan side of the border. There have also been 3 recent incidences where some people went and stole guns from the soldiers. Their language is of the Kalenjin origin. Even the word “Tepeth” means Pokot in that language. The main cause of the insecurity is cattle rustling. Their main enemies are the Turkana with who they have frequent disturbances.

#### 5.3.8.6 Social Risks

The main social risk of project success here is ignoring to involve especially the elders from the beginning of any social intervention. The arrival of other development partners has spoilt the communities through monetization of everything.

*“Here when you come up with a community project, you must involve the community, especially the elderly right from the beginning if you want it to succeed. This community of ours believes so much in elders. Sometimes when you do not go through them you can fail.”* (District Gender Official)

The project should be implemented in a manner that is culturally appropriate to the VGPs.

## 5.4 Kween District

Kween District is bordered by Nakapiripiti District to the north, Amudat the northeast, Bukwo the east, the Republic of Kenya to the south, Kapchorwa District to the west and Bulambuli the northwest. The town of Binyiny, where the district headquarters are located is approximately 69 km (43 mi), by road, northeast of Mbale, the nearest large town. Together with Kapchorwa District and Bukwa District, it forms the Sebei sub-region, formerly known as Sebei District. The District is divided into two distinct geographical areas – the upper and hilly part and the lower plains of Ngenge and Kiriki sub counties. The upper area is densely populated and is prone to landslides while the lower part is generally flat and prone to floods in the rainy season.

The district was created by act of parliament and started functioning on 1 July 2010. Prior to that, it was part of Kapchorwa District. Together with Kapchorwa District and Bukwo district, it forms the Sebei sub-region, formerly known as **Sebei District**. The district is located on the northern slopes of Mount Elgon, at an average altitude of about 1,900 metres (6,200 ft), above sea level. The district has three town councils; namely: Binyiny, where the district headquarters are located, Kapraron and Chepsukunya. The Mbale-Moroto Highway passes through the western environs of Kween District, in a general north to south direction.

### 5.4.1 Ethnicity

The native people of Kween district are believed to be majorly the Sabiny and Bukusu tribes. Uganda being a free country overtime other tribes have since settled in Kween and these include the Bagisu, Karamojong and, Banyankole however, on the upper belt of the district are found the Ndorobo who live in greater Benet Sub-county. The Ndorobo are said to have lived in the protected areas of Mt. Elgon. The natives of Kween districts do still practice Female Genital Mutilation (FGM) and this is considered as key distinctive characteristics of the Sabiny people. Great efforts have been initiated by Government to stop this practice as it endangers the lives of



girls and a lot of success has been registered and education and sensitization against this practice is still ongoing.

#### **5.4.2 The Benet/Ndorobo in Kween District**

The Benet indigenous people, who are part of the larger tribe called the Sabiny, are a pastoralist forest dwelling community who traditionally resided in the grassland and moorland areas of Mt Elgon forest. There are mainly two groups namely; the lowland Sabiny people and the forest-dwelling Ndorobo people. Ndorobo are the indigenous Benets, the first occupants of Mt. Elgon. The Ndorobo indigenous people have four social groupings namely; The Benet, the Piswa, the Kwoti, and the Yatui clans. The Benet community is a historical term which was used to describe the contested area of Mount Elgon where Ndorobo and settlers currently reside. The terms 'Benet' and 'Benet community' were revitalized to describe the people in that area (both settlers and Ndorobo) for the purposes of pursuing the legal strategy.

Although the 1983 resettlement scheme was meant to remove the Ndorobo Indigenous people from the Mt. Elgon Forest Reserve, it was found expedient to resettle the lowland Sabiny people, who had been rendered landless by the fatal cattle rustling raids of the Karamajong and the Kenyan Pokots, together with the Ndorobo indigenous people. During the 1983 resettlement exercise, the two groups were resettled together in the present day Benet Resettlement Area and thereby adopting the generic term Benet people. Their population is estimated at 20,000.

Kween District is mainly occupied by the Kalenjin people who include the Sabiny, Pokot and Nandi. They were mainly cattle keepers in the late 1960s, but that changed when their northern neighbors, the Karamojong, raided most of their cattle and displaced hundreds of people. The populations most affected lived along the Kween plains; particularly in Ngenge Sub-County the home of the Ngenge Irrigation scheme. This displacement of the population has resulted in abject poverty among the affected households. People have been forced to live in Internally Displaced People camps, with very limited resources. Subsistence agriculture is now the main economic activity in Kween District. Crops grown include the following: Millet, Potatoes, Beans, Simsim, Sunflower, Cotton, and Coffee, Wheat, Tomatoes, Cabbage, Passion fruits and Onions. Animal husbandry is also practised; the livestock domesticated are mainly cattle, goats, and chickens. Land tenure in the district is mostly customary and freehold and there is a high potential for agricultural mechanization.

The Benet communities were allowed to remain in the moorlands of Mt. Elgon Forest Reserve without residence documentation on an understanding that this was their home. The assumption was that the Benet community would remain a small community, practicing pastoralism, hunting and fruit and herbs collecting for their livelihood. Later on their population and number of livestock grew significantly, thus interfering with forest regeneration. In addition to other activities they took up subsistence agriculture, growing Irish potatoes. In so doing, they damaged the fragile ecosystem within the moorland, bringing sizeable chunks of the montane forest under agriculture, thus encroaching. These activities became increasingly damaging and incompatible to the fragile ecosystem.

According to the Uganda Bureau of Statistics figures the district had a total population of 93,667 in 2014 with 47,594 males and 46,073 females.

The Benet indigenous people (also referred to as Ndorobo, Musobishiek, or Ogiek) have lived in the Mt. Elgon forests from time immemorial, practicing a mixed livelihood system including pastoralism, hunting and gathering. Benet community, who were subsequently divided into three main groupings, known as: Kwoti Benet, Benet Benet, Yatui Benet (though all sections in fact maintained the same coherent Benet Ogiek identity).

It is noted that the illiteracy rate of the Benet community stands at 40%. The Benet people still practice Female Genital Mutilation (FGM) secretly. The Benet indigenous people were forcefully resettled from 1,500 hectares' area within the Mount Elgon National Park in 2008. The evicted people were part of the larger group of the Benet people who had been resettled during the 1980s into what is known as the Benet Resettlement Area, to make way for what be the Mount Elgon National Park. After surveying the area in 1993, the government evicted around 6,000 people residing in the extra 1,500 hectares, which it then declared it to be part of the National Game Park. These people were allegedly evicted without alternative land allocation and with no compensation.

To eradicate FMG is through education. Nobody talks about male circumcision. Kwosir Girls School was founded to stop FMG in the Benet community but the school now admits boys too. Culturally the Benet have age-set systems which lead in decision making especially during the FGM ceremonies. There is need to penetrate the age-set systems which usually appoint the Chief Guest during this functions.

## **6 STAKEHOLDER CONSULTATION FOR ENSURING FREE, PRIOR, AND INFORMED CONSENT**

This chapter highlights the summary of results of the free, prior, and informed consultation with vulnerable groups that was carried out during Project preparation for the purpose of gaining broad community support during the USEEP project implementation. The summary of free prior and informed consultation has been structured according to the different categories of issues/comments/questions raised.

### **6.1 Objectives**

The objectives of free, prior and informed consent with the Batwa, Benet, Ik and Tepeth communities also referred to as Vulnerable Group (VG) was to:

- Inform the affected and vulnerable peoples i.e. the Batwa and Tepeth about the proposed Project;
- Ensure that they support the Project
- Assess in a participatory manner the possible Project benefits and adverse impacts;
- Agree on measures to enhance benefits or mitigate adverse impacts that will be incorporated into the Project's design.
- Confer with the VMGs at the outset on how they wish to be engaged
- Understand and respect local entry protocols as they relate to permission to enter a community and access traditional lands
- Ensure that all representatives of the USEEP and executing partner agencies (including third party subcontractors and agents) are well briefed on local customs and history
- Consult on who is best to represent the Batwa, Benet, Ik and the Karimojong (Tepeth in decision making

Free, Prior and Informed Consent was conducted in the following manner:

### **6.2 Consultations with Local Government Authorities**

Initial Consultation with District leaders with the objective of informing them about the Project and get their opinions and broad support for the same. Even though FPIC entails free and voluntary consultation without any external manipulation, interference or coercion, in observing protocol, the consultants obtained authorizations from the District and lower Local Governments of the Project areas to engage with the vulnerable and marginalized communities of the Batwa in Kasese and Bundibugyo, the Benet in Kween District, the Tepeth in Moroto District and the Ik in Kaabong District. It was also important to ascertain from the District leadership the existence of VMGs in their areas, obtain records, views, support and participation in defining the impacts of the Project and the most adequate mitigation measures to apply.

6.2.1 Summary of Issues Raised during Stakeholder Consultations

Table 13: Summary of Issues Raised During Stakeholder Consultation

Issues Raised
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### 6.2.1.1 Community Support;

All communities consulted showed overwhelming support the USEEP as there is a significant participation of parents and the community at large. Generally, community participation and parental involvement in secondary education was reported to be good in all the districts with some secondary schools being initiated by communities. They all echoed the availability of land for construction of new schools. As some of them said:

*“Education of our children is very important and we are happy and appreciate government for the development of our school within Ik community this will improve access to lower secondary education. We want their children to learn in a good environment and complete O’ level.” Ik Community Kamion S/C Kaabong*

*We the people of Kitawoi love development but we have only one secondary school it has about 10 acres of land with 460 students. So with new schools they will shall have more than 1,000 students enroll into secondary education. We have land, building materials and safe place to keep the materials during construction. Therefore, the issue of lack of land should not be mentioned here.” Chairman L/C III, Kitawoi Village Benet S/C Kween.*

### 6.2.1.2 Inadequate Secondary Schools

All districts where IPs/VNGs are found do not have enough secondary schools particularly in the Sub-counties where IPs/VMGs reside. This has greatly contributed to the many impacts related to high illiteracy rates, high school dropout, low girl child retention of completion rates and generally the low development in these areas. The sub-counties had just one secondary school with Kamion and Tapac where the Ik and Tepeth respectively having none.

*“I am very happy with the project of building secondary schools in the district it will help us to educate our children. We want our children to reach higher levels in education. Education in Karamoja was brought by missionaries where I benefited as a blind boy. As for the land is ours so it will not be a big problem. **We don’t mind a mixed boarding school but prefer single sex schools in the region.**” Councilor for PWD Tapac Sub-county Moroto.*

However they prefer boarding schools as they believed to be the ones help keep especially girls at school.

### 6.2.1.3 Teachers Issues

Teachers Issues were reported to be enormous including; unavailability, poor pay, lack of accommodation, travelling of long distances, lack of teaching and instruction materials, living in difficult to live and stay areas given their remoteness, lack of motivation, poor performance by students and minimal parental support. The situation is worse with science teachers.

*“We employed someone who is not a trained teacher but studied Physics and Maths at A’ level and later joined Kyambogo for Ceramics; to teach the subjects in O’ level. We also employed a person who studied Agriculture to teach Biology because it is difficult to find part time teachers in Biology in this community. Head teacher, Kitolhu SS” Kasese*

*Sometimes we find it very difficult to commute daily under such circumstances and we decide to stay at school for a couple of days – either in the head teacher’s office or any classroom and sleep there without any bedding. The school has only one mattress which we share, others sleep on tables. You can imagine such a situation. Can a teacher organize him/herself well the following day without the required materials, proper sleep, a decent meal, a shower or changing clothes and deliver to students effectively? It is stressful. As a result, we don’t come to school daily. Teacher Kitolhu SS Kasese*

The lack of teacher accommodation and the long distances teachers have to travel on bad roads to school have been fronted as the main excuses for teacher absenteeism in Kasese.

### 6.2.1.4 Difficult living conditions in IP areas–

In all these district especially sub-counties where IPs live, the cost of living and the general local environment can be quite hard for some teachers to cope. For example, in Hamukungu, one may have money but fail to find food to buy. The fishing community does not cultivate crops and all food comes from outside the community making it quite expensive for a remote place. Out of 16 teachers, only 3 are from the community around. However, teachers generally lack the motivation and commitment to serve in many instances. The head teacher of Hamukungu Parents SS reported that most of the teachers posted by government to the school have left – the English, Chemistry, Physics, Swahili, Mathematics, and Geography teachers, the school nurse as well as the secretary all left after failing to cope with the environment in Hamukungu Parents SS. A teacher reports to school and immediately gives the impression that s/he is totally finished. Therefore, a lack of resilience exists among some teachers.

#### 6.2.1.5 Quality of Education

The quality of education in the IP/VMGs districts is very poor due to; Inadequate Secondary schools, limited facilities like laboratories, Computer laboratories, classrooms, desks and Libraries; Lack of adequate scholastic materials and equipment, Constant poor performance; Inadequate basic tools for teaching like even chalk and textbooks. These have contributed to the teachers' ineffectiveness in classrooms.

*"The issue of limited facilities at schools like books, laboratories, desks, has caused our children not catch up with the rest of the country academically. The government should look into the issue of computers and modern laboratories for them to catch up."*  
Community member Kitawoi Kween

#### 6.2.1.6 Poor road Network

These districts are characterised with very bad terrain and poor road network, accessibility is a problem and this has not only affected secondary education but also access to markets and other social services. Parents cannot afford to pay the little contribution of fees required from them due to low prices of their produce due to poor roads to the markets. Teachers and students are forced to walk very long distances daily to access schools. This has exacerbated the school drop as most students opt out to go do business for boys and the girls marry off early.

*This is a forgotten place due to the poor road network. This has rendered schools being far; as such children don't go to schools leading high girls drop out of school and hence early marriages and boys get engaged in trade. We believe when services are near, it will be easy to maintain a girl child at school. Parent in Kitawoi Village Kween*

*The terrain of the communities is such that the schools are either on top of mountains or on slopes and the students live in the mountains. Therefore, commuting daily down the mountains, in the valleys and up the mountains to access school twice daily is tiring for girls. It is worse during a crash programme when classes start very early and end late – this exposes them to all sorts of risks along the way. Community member Hamukungu Kasese*

#### 6.2.1.7 Security concerns

Given the fact that these IPs live in the margins of forests or protected areas, they are threatened with insecurity both from the wildlife and sometimes bad elements in society.

*"Wild animals in the Park are grounds for security concerns where some teachers fear for their lives. Sometimes the elephants block the road and the teachers cannot proceed to the school. Therefore, addressing the issue of teachers' accommodation alone might not entirely solve the question of absenteeism in some schools unless security issues are also addressed. For instance, the school and staff quarters must be tightly fenced to keep off wild animals."*

#### 6.2.1.8 Girl Child Issues

**Early marriages** - came out strongly as a key factor responsible for a higher girls' dropout rate than boys in lower secondary in all districts, this vice also affects boys. Major reasons that causes early marriages were bad cultural practices in the community and parents' attitude towards girls as a source of wealth. Sexual harassment from their teachers also contributes to girls dropping out of school. It was also realized that girls also hesitate to go to school during menstruation days due to stigma by the boys

**Teenage pregnancies** – This is caused by community boys/men usually *bodaboda* riders and community traders who own shops. *"Girls in Kasese do not mind getting pregnant because dowry is very cheap – just 12 goats. Therefore, if a girl gets pregnant, even an ordinary family can afford to pay for her dowry and marry her."*

**Allowing pregnant girls to sit UNEB Exams**-Matters are aggravated by Uganda National Examinations Board (UNEB) rules that allow pregnant girls to sit for their examinations. Therefore, as they leave S.3, they deliberately plan to get pregnant, after all they have nothing to lose. Consequently, the highest rate of pregnancies is between S.3 and S.4 which creates a very bad impression about the rules.

**Early sex engagements of girls** resulting in children becoming child mothers in the community. Many girls get pregnant during holiday periods and some boys drop out of school too.

#### 6.2.1.9 Unfriendly School Environment in both districts

Schools visited were able to provide at best one block of latrines with a partition to separate the girls section from the boys. While girls are supposed to have their own separate block from that of boys, the schools are unable to afford required sanitary facilities for the girl child. In one of the schools, only shared latrine needed a replacement and the school was mobilising resources to have it erected before schools open for the new term. Matters are worsened by a lack for changing rooms for the girls. All these discourage the girls to keep in school especially during their monthly periods.

#### **6.2.1.10 Land Tenure System**

The culture in Kasese where a man divides his portion of land among his sons to start their own families; who later in turn also divide their piece among their own sons has impoverished the communities. After generations of doing this, a boy is entitled to a small piece of land which is supposed to feed his family. With such land fragmentation in a peasant community whose livelihoods mainly depend on coffee, land is unproductive and no longer capable of supporting families.

#### **6.2.1.11 Parents**

**Large Families** –while this affects girls and boys, girls are more affected as they have been denied opportunities to be in school especially where there are both sons and daughters in the family. With meagre resources and preference given to boys, parents find it cheaper to educate boys since their needs are less and they can withstand hardship like studying without a meal, walking long distances etc.

**Negative Attitude towards Girls Education**–The negative attitude towards education generally is alarming affecting both girls and boys but more inclined towards the girls in both districts. Right from birth, girls are prepared for marriage once they attain the right age (14 to 16 years) and not to pursue education. This attitude limits their ability to support the girls – a parent will give more pocket money to the sons than the daughters.

**Education is** regard it as a long term investment versus the girls marrying off early and they get animals. Early marriages, where a girl is seen as a source of wealth in terms of cows. Also, girls get married off at an early stage because they walk daily to school which makes them vulnerable to rape and being deceived by business men who have money to give them, sometimes parents arrange with marriage partners and the girls are just whisked away to marriages.

**Parents' perception on education;** The District Education Officer claimed that the dropout phenomenon was more prevalent among the people because the parents' priority was not the education of their children according to the District Education Officer. The ability of the many uneducated people to pull down the few who try to go to school. The ability to change the minds of the population is very difficult. Over drinking, drug abuse in the community.

**The Age at which they Start School** – Usually girls and even boys in rural schools start primary education late implying that by the time they join secondary education, they are already over age for S.1. For instance, some girls get to S.1 when they are already 17 or 18 years old and by the time they reach S.3, they are 21 years old. At 21, when they see their age mates who dropped out of P.7 married and with 2 – 3 children, they think it is getting too late for them and immediately lose interest. This explains why the retention level in urban schools is higher than that in rural schools.

**Availability of ARVs-** Besides they have no fear of contracting HIV after all Antiretroviral (ARVs) drugs are available. In addition, parents are ignorant about the possibility of taking their daughters back to school after giving birth. Instead they immediately jump at the opportunity to demand for dowry from the boy's family since girls are viewed as a source of wealth – which is used to support others still in school among other needs.

#### **6.2.1.12 Causes of High school dropout**

**Lack of role Models**-This is not helped by a lack of and utilisation of available role models; and few female teachers who would serve as role models. The boys can however persist with studies even when overage although this affects their focus. Some of the boys even marry and still keep in school. The students also lack role models to motivate them to read hard to be like them. The few who continuous do not come back to encourage others therefore the rest do not the benefit of studying till university. Even those who excel in athletics should come and motivate others we have children with talents like athletics which need to be tapped.

**Market days at the boarder**-The schools near the border with DRC also suffer with 3 market days in a week which affect attendance and performance of all students. Every Tuesday and Friday is a big market at the customs and every Wednesday is a market day in the community. The schools are working together with the local leadership to devise strategies of curbing students from attending market days.



**No future in Education** – some students drop out in the course of lower secondary education because they do not see a future in education. Unless a situation is created where a student successfully completes lower secondary and gets into A' level where s/he obtains 2 principal passes and is able to proceed to the next level; students will keep dropping out. The capacity of parents to support their children after USE is very limited, discouraging those who may have wished to continue. Some of them say:

*If I complete S.4, go to A' level and obtain 2 principal passes required to qualify for the general intake to university; but I do not qualify for the quota system nor do I have a sponsor help me continue, where do I go? I end up in the village again and what difference does it make with one who dropped out at P.7? This is discouraging to others.*

#### **6.2.1.13 Ecological Conditions**

for instance, floods, landslides have significantly affected the local communities reducing their incomes and support to the education of their children.

**Climate change:** New weather patterns threaten to worsen food insecurity in Karamoja sub-region. This undermines agricultural production in the region. Climate change is causing every household to be vulnerable in the region which further forces parents to send their children to look for food instead of going to schools.

#### 6.2.1.14 Child Labour

**High labour demand from parents** who are pastoralists in general, who prefer their children to stay home and look after their herds of cows and sheep. Mining of marble and limestone at Kosiroy for Tororo cement factory has attracted students to provide casual labour instead of going to school hence high school dropouts in Karamoja. Apart from labour requirements, parents are particularly reluctant to send girls away from homes where they are protected and controlled.

**Child labour** has been cited as a major factor influencing school dropout in the district. It is claimed that some students, especially those at the secondary level leave school to engage in farming activities so as to get quick money. Child labour is still a big issue among the Benet community, farming and looking for firewood and when they get money, the students leave school.

**Domestic chores** – this is a gender issue that affects girls mainly because of the different gender roles assigned to girls and boys. Whenever there is a domestic chore that requires the attention of a mother or other older female in a family and they are unable to, the girls fill the gap. Chores such as looking after younger children and caring for patients whenever the mother is away or going to the market, are covered by the girl.

#### 6.2.1.15 Cultural practices

**Cultural Beliefs;** The *Ik* community also outlined the key reasons for their reluctance to send their daughters to school as: cultural beliefs that the girl child is meant to be at home to perform domestic chores; early marriages; the negative attitude of parents towards education thus neglect supporting their children/daughters; high illiteracy rates especially among the women who are not interested in educating their daughters since they are not educated themselves and; poverty which prevents them from providing basic school requirements.

FGM is another cultural practise still privately practised among the Benet and Tepeth communities. This is a sign of initiation to maturity and after FGM girls fear to go back to school due to the stigma associated with it. Its only education that can help in eradicating FGM.

#### 6.2.1.16 Poverty

Parents were very concerned about the education of their children and the major challenge is when a child reaches P.7 we cannot afford to take them to secondary school due to high levels of poverty. Since parents are poor, they regard girls as a source of income in form of dowry so they prefer to marry the girls off at an early age.

High poverty levels in the community caused by low market prices for their produce due to poor road network where the community depends on basically farming. Currently the price of maize is as low as 200/= per kilo, therefore how much maize will a parent sell to raise the required school fees?

#### 6.2.1.17 High Fees

**Parents fail to meet their USE obligations-**These exert hardships on the parents and fail to meet their contribution to USE in addition to supporting their daughters with the necessary requirements (uniforms, sanitary towels, lunch) pushing them out of school. Some schools provide sanitary towels to the girls only for emergency cases. And once they drop out, it becomes handy to marry them off as a source of wealth – usually 12 goats at minimum for dowry.

**High Fees;** There was a concern of high fees where parents fail to raise fees and this mainly affects girls who are not given the first priority to be at school. Parents are struggling to raise school fees because produce from the area goes for very little money due to the poor network especially during rainy season.

#### 6.2.1.18 Corruption in giving out bursaries-

I am Councilor for people with disability, with all the above hardships, the sub-county leaders do not look for those who are very needy, instead opportunities are given to those one who already have. This has made the community to have negative opinion to education, making children lose interest in studying and this has led to students repeating P.7.

Another issues is about the boys who mislead the girls who are bright and still want to study

## 7 RECOMMENDATIONS

The recommendations provided based on the findings of the social assessment in the districts of Kasese, Kaabong, Moroto and Kween. The purpose is for refining the proposed USEEP project design and development in order to ensure that the IPs or VMGs (*Batwa, Ik, Tepeth and Benet*) benefit from the Project. Furthermore, the recommendations are to advise on the need for safeguard instruments to be prepared as well as how to bridge the capacity gaps of the implementing agencies at all levels in managing social safeguards. It should be emphasized that for the IPs to benefit from the Project, more of their children must complete and pass P.7, and enroll and complete the lower secondary education cycle.

### 7.1 Recommendations Regarding World Bank Policies

- Given that the implementation of the proposed Uganda USEEP project will trigger the World Bank's Policy on Indigenous Peoples OP 4.10: IPs in Kasese, Kaabong, Moroto and Kween due to the presence of the *Batwa, Ik, Tepeth and Benet* in the project areas, it is recommended that an Indigenous Peoples Plan (IPP) be prepared so that the participation and eventual benefit from the proposed project is guaranteed to the greatest extent possible.
- The World Bank's Policy on Involuntary Resettlement OP 4.12 is also most likely to be triggered by the implementation of the proposed Uganda USEEP project in these districts and therefore it is suggested that the USEEP project integrates the RAP prepared for the project in its implementation to either implement to "either avoid, minimize, reduce and mitigate risks and impacts, and where significant residual impacts remain, to compensate for or offset such impacts".
- It is further recommended that in order to strengthen capacities at district and community (secondary school) levels with regard to the effective management of social safeguards, the district LGs safeguards team (Education, Engineering and Community Development Departments) as well as the BoGs/PTAs of the Schools should be trained in social safeguards and their management.
- The USEEP project should consider bringing together all key stakeholders of schools: the foundation bodies, BoGs/PTAs, immediate neighbours of the school and the district education and engineering departments for consultations regarding school land ownership and the proposed sites for construction as a pre-implementation activity.
- Provide access ramps and special lavatories for the PWDs in schools to enable them access all the facilities"
- Contractors should find their sources of water for construction activities and avoid conflict with communities.

## 7.2 Recommendations for IPs

- Given that the Batwa (or Pigmies) in Kasesewere reported to have been ‘integrated’ in the dominant community and in essence are almost ‘non-existent’ in the communities visited because of the stigmatization and marginalization implying that what serves the dominant community does so for the Batwa gives a wrong impression. It is thus recommended that the proposed USEEP project takes cognizance of this aspect of their so called ‘extinction’ while implementing the project. The project should undertake a census in beneficiary schools to ascertain the number of *Batwa*/Pigmies in the schools.
- The proposed USEEP project activities that aim at benefiting the IPs/VMGs should use an integrative approach since it aligns with their current status in wider communities they should be incorporated into the wider community when it comes to mobilizing them for secondary education and creating an enabling environment for them to participate and benefit instead of isolation which may end up marginalizing them further. Programs which are inclusive of all categories and not discriminatory in nature should be promoted in schools. Only areas that require affirmative action must be made specific and targeted to them. Unlike the Batwa who were reportedly scattered in the wider communities, the Ik live in a sub county, and now constituency of their own.
- Given the circumstances of the Ik, Tepeth and Benet it is almost impossible to raise the number of school going age students for lower secondary education proportionate to their population unless efforts are made at the foundation level to enroll all eligible children, keep them in primary school and successfully complete P.7 in order to boast their secondary education. It is therefore recommended that greater efforts be made at primary level as a step by step establishment of a secondary school in the community is undertaken. For the entire period of the project, one classroom should be constructed as a reward for increased enrolment, retention and completion of primary education with good grades.
- Intensified mobilization and sensitization of the IPs/VMGs including the wider community should be undertaken regularly particularly at the beginning of every school term so that they can effectively participate and benefit from the USEEP project. For example, the Ik have an Ik day organized by KOPEIN which is usually the day S.1s report to school – the project could build on this to ensure their participation in the project. This could be done through radio, church, local leaders, politicians and the use of their community structures should be critical in educating them on the importance of enrolling their children for secondary education and demystify the notion that USE is free education so that parents can play their role well. Furthermore, it should be acknowledged that the IPs/VMGs who are the poorest among the poor due to marginalization and are ‘pulled’ by something attractive, therefore provide a ‘comfortable’ environment so that they can be attracted to schools.
- Therefore, they need to be bring IPs/VMGs on board, for example have their leaders be considered on committees managing schools such as PTA, BoG, Church committees as a way of appreciating them and in the process, perhaps they can be liberated. In addition,

the wider community needs to mobilize itself together with the IPs, share and discuss their problems together so that they feel recognized and become as free as everybody else. Most of all, they should be encouraged to take their children to school so that they can freely interact with other children in school.

### 7.3 Recommendations for Improved Inclusiveness

- Since Karamoja region is encouraged to have boarding schools for the safety of especially girls and all its secondary schools are boarding; it is recommended that as the proposed USEEP project supports the construction of classroom blocks, this should be augmented with dormitory structures especially for girls to match the anticipated enrolment increment. In addition, the schools should be supported to keep the learners in school during holidays in order to solve the issue of so many girls and boys in the kraals.
- In all these districts, most students live and walk long distances from the mountains to the school; therefore, it is proposed that both day and boarding schools be encouraged in every secondary school so that children with special needs especially the physically disabled can be transported to school when they open and back home when schools close. This will help girls who find it difficult to walk long distances as well as minimize frequent interactions of girls with the community.
- It is further recommended that special needs trained teachers to handle CWSN at secondary school level including teaching/learning aids be provided to help CWSN and the teachers.
- It is suggested that one hour (3-4pm) on a specified week day every term should be devoted to sensitising parents, teachers, learners and the entire school community on the issues of the girl child and how to address them. This should be incorporated in the USEEP proposed activities in order to improve girls' enrolment, retention and eventual completion of the secondary school cycle.
- It is further recommended that the district education department should work closely with the community development department through information sharing and collaboration on strategies for addressing the issues of the girl child in the community and schools.
- The USEEP project should ensure that all beneficiary schools have at least one female teacher preferably the senior woman teacher who should be supported and encouraged to deliberately serve as a role model for the girls in school and in the community. The support should be in form of sensitizing the teachers on how to be good **role models**. In addition, affirmative action is required at the recruitment level so that there are proportionate numbers of female head teachers and teachers in secondary schools.
- Kaabong district should take affirmative action to address the gender imbalances regarding absenteeism among both the learners and teachers. Furthermore, interventions aimed at reducing the gap between male and female should be targeted to increase the number of female teachers.

- Female teachers should be deployed or transferred to schools near their families or in areas where they can easily live with their families as findings show that in remote hard-to-reach areas where there is poor rented accommodation in the trading centres in both districts, female teachers would not effectively operate in such schools as the districts have the lowest number of teachers, let alone female teachers.
- Design the project in such a way that it helps bright students who miss the quota system or are unable to get to the competitive loan scheme so that they can access university once they qualify.
- Provide opportunities for staff development so that those with diplomas upgrade to degrees and degree holders to masters in order to improve their quality. In addition, offer refresher courses for teachers.
- Most schools do not have staff houses and therefore no staff member residing at the school which is very dangerous. The teachers use *bodabodas* to come to school. Imagine a teacher who is a diploma holder earning 400.000/- after tax and spends 120.000/- per month on transport alone. Therefore, if the project does not provide teachers' houses, the project may have improved the teaching/learning environment in the classroom but teachers will not be comfortable – they will feel left out as this affects the quality, stability and motivation of teachers.

### 7.3.1 Recommendations for Bridging Capacity Gaps of Implementing Agencies

- BoG need to be revamped so that they can play their roles adequately,
- The design of USEEP should include the completion of structures that were uncompleted under UPPET in order to appease the communities in the affected areas/schools. In addition, the procurement process was reported to be very long and time consuming, suggested to use the school's procurement process to move work faster.

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## 9 Appendix 1: STAKEHOLDER CONCERNS, VIEWS AND RESPONSES

Category	Issues Raised
Kasese District Officials	<p><b>Community Support:</b> There is an indication of a significant participation of parents and the community at large. Generally, community participation and parental involvement in secondary education was reported to be good in the district depicting a high community commitment to secondary education.</p> <p><b>Inadequate Teachers;</b> In yet another school which has only one science teacher (a diploma holder) on government pay roll but who is away on government scholarship for further studies, the head teacher had to find someone to teach the students:</p> <p><i>“We employed someone who is not a trained teacher but studied Physics and Maths at A’ level and later joined Kyambogo for Ceramics; to teach the subjects in O’ level. We also employed a person who studied Agriculture to teach Biology because it is difficult to find part time teachers in Biology in this community. Head teacher, Kitolhu SS”</i></p> <p>On the other hand, qualified teachers on government pay roll are faced with enormous challenges that compromise their quality. These hardships are also faced by teachers on private arrangements which is double suffering for them. These include:</p> <p><b>Lack of Teachers’ Accommodation</b>—None of the 3 schools visited has staff houses for their teachers within school premises and this is the general state in most schools in Kasese district. The few that have accommodation, it is inadequate. Availability of accommodation within school premises is essential in achieving quality, efficiency and effectiveness of teachers. This is because teachers will increase time on task due to reduced absenteeism, save money that would otherwise be spent on rent and transport, and be motivated to teach.</p> <p><b>Long distances travelled to access schools</b> —Related to lack of teacher accommodation is the long distances teachers travel to the schools. In Kasese, some teachers stay as far as 15km from their school. They thus get to school late which limits the time to attend to learners and meet the time table schedule. This situation is worsened by a poor rural road network which increases transport costs, sometimes cuts off some sections of the road due to landslides, break down of bridges, and flooding of rivers especially during the rainy season. This is what teachers of one school had to say:</p> <p><i>Sometimes we find it very difficult to commute daily under such circumstances and we decide to stay at school for a couple of days – either in the head teacher’s office or any classroom and sleep there without any bedding. The school has only one mattress which we share, others sleep on tables. You can imagine such a situation. Can a teacher organize him/herself well the following day without the required materials, proper sleep, a decent meal, a shower or changing clothes and deliver to students effectively? It is stressful. As a result we don’t come to school daily.</i></p> <p>The lack of teacher accommodation and the long distances teachers have to travel on bad roads to school have been fronted as the main excuses for teacher absenteeism in Kasese. However in one of the schools located in a National Park which is also a fishing community had more on the list.</p> <p><b>Security concerns</b> – Wild animals in the Park are grounds for security concerns where some teachers fear for their lives. Sometimes the elephants block the road and the teachers cannot proceed to the school. Therefore addressing the issue of teachers’ accommodation alone might not entirely solve the question of absenteeism in some schools unless security issues are also addressed. For instance the school and staff quarters must be tightly fenced to keep off wild animals.</p> <p><b>Difficult living conditions in some areas</b>—the cost of living and the general local environment can be quite hard for some teachers to cope. For example in Hamukungu, one may have money but fail to find food to buy. The fishing community does not cultivate crops and all food comes from outside the community making it quite expensive for a remote place. Out of 16 teachers, only 3 are from the community around. However teachers generally lack the motivation and commitment to serve in many instances. The head teacher of Hamukungu Parents SS reported that most of the teachers posted by government to the school have left – the English, Chemistry, Physics, Swahili, Mathematics, and Geography teachers, the school nurse as well as the secretary all left after failing to cope with the</p>

	<p>environment in Hamukungu Parents SS. A teacher reports to school and immediately gives the impression that s/he is totally finished. Therefore a lack of resilience exists among some teachers.</p> <p><b>Inadequate basic tools for teaching</b>– Inadequate or the lack of scholastic materials (text books), libraries, laboratories, and computers to mention a few have been cited as a factor contributing to teachers’ ineffectiveness in classrooms</p> <p><b>Mitigation</b></p> <p>In spite of the high poverty levels and low coffee prices, parents do contribute to school projects including attending meetings in large numbers. As a result, some schools are standing on a firm foundation because of community contributions and social commitment to the education of their children. Improvement in academic performance was reported to encourage community participation. However, for the community to actively take part also depends on the vigilance of the head teachers in communicating and creating awareness of the schools’ needs and the role that the community/parents are supposed to play for ownership and advancement of the school. This is what one of the head teachers had to say:</p> <p><i>“I have learnt one thing in this area -that the community loves its school. For example, we recently had a donors’ meeting to raise funds for the school laboratory. The chairperson of the construction committee was the LC 3Chairperson and the Chief Guest was the Area MP. It was amazing how different groups in the community such as coffee farmers, fishing community.</i></p> <p><b>Unfriendly School Environment in both districts</b> - Schools visited were able to provide at best one block of latrines with a partition to separate the girls section from the boys. While girls are supposed to have their own separate block from that of boys, the schools are unable to afford required sanitary facilities for the girl child. In one of the schools, only shared latrine needed a replacement and the school was mobilising resources to have it erected before schools open for the new term. Matters are worsened by a lack for changing rooms for the girls. All these discourage the girls to keep in school especially during their monthly periods.</p>
Communities	<p><b>Early marriages</b> - came out strongly as a key factor responsible for a higher girls’ dropout rate than boys in lower secondary in both districts. This vice also affects boys in the two districts. Major reasons that cause early marriages were bad cultural practices in the community and parents’ attitude towards girls as a source of wealth.</p> <p><b>Land Tenure System</b>- The culture in Kasese where a man divides his portion of land among his sons to start their own families; who later in turn also divide their piece among their own sons has impoverished the communities. After generations of doing this, a boy is entitled to a small piece of land which is supposed to feed his family. With such land fragmentation in a peasant community whose livelihoods mainly depend on coffee, land is unproductive and no longer capable of supporting families.</p> <p><b>Parents fail to meet their USE obligations</b>-These exert hardships on the parents and fail to meet their contribution to USE in addition to supporting their daughters with the necessary requirements (uniforms, sanitary towels, lunch) pushing them out of school. Some schools provide sanitary towels to the girls only for emergency cases. And once they drop out, it becomes handy to marry them off as a source of wealth – usually 12 goats at minimum for dowry.</p> <p><b>(ii) Teenage pregnancies</b> – This is caused by community boys/men usually <i>bodaboda</i> riders and community traders who own shops. <i>“Girls in Kasese do not mind getting pregnant because dowry is very cheap – just 12 goats. Therefore if a girl gets pregnant, even an ordinary family can afford to pay for her dowry and marry her.”</i></p> <p><b>Allowing pregnant girls to sit UNEB exams</b>-Matters are aggravated by Uganda National Examinations Board (UNEB) rules that allow pregnant girls to sit for their examinations. Therefore as they leave S.3, they deliberately plan to get pregnant, after all they have nothing to lose. Consequently, the highest rate of pregnancies is between S.3 and S.4 which creates a very bad impression about the rules.</p> <p><b>Availability of ARVs</b>- Besides they have no fear of contracting HIV after all Antiretroviral (ARVs) drugs are available. In addition, parents are ignorant about the possibility of taking their daughters back to school after giving birth. Instead they immediately jump at the opportunity to demand for dowry from the boy’s family since girls are viewed as a source of wealth – which is used to support others still in school among other needs.</p> <p><b>Large Families</b> –while this affects girls and boys, girls are more affected as they have been denied opportunities to be in school especially where there are both sons and daughters in the family. With meagre resources and preference given to boys, parents find it cheaper to educate boys since their needs are less and they can withstand</p>

	<p>hardship like studying without a meal, walking long distances etc.</p> <p><b>Negative Attitude towards Girls Education</b>–The negative attitude towards education generally is alarming affecting both girls and boys but more inclined towards the girls in both districts. It was appalling to note negative attitudes towards girls’ education held by parents being passed on to the girls during the socialisation process. Right from birth, girls are prepared for marriage once they attain the right age (14 to 16 years) and not to pursue education. Some girls are not even ashamed to challenge the school whenever advised to work hard – the girls ask their teachers why they think that girls should put in more effort when their future husbands are studying for them. Some parents who openly tell their daughters that educating a girl is a total wastage of resources discourage them to continue with education. The parents don’t see pay back since the daughter is expected to marry and benefit the other community/parents. This attitude limits their ability to support the girls – a parent will give more pocket money to the sons than the daughters.</p> <p><b>The Age at which they Start School</b> – Usually girls and even boys in rural schools start primary education late implying that by the time they join secondary education, they are already over age for S.1. For instance some girls get to S.1 when they are already 17 or 18 years old and by the time they reach S.3, they are 21 years old. At 21, when they see their age mates who dropped out of P.7 married and with 2 – 3 children, they think it is getting too late for them and immediately lose interest. This explains why the retention level in urban schools is higher than that in rural schools.</p> <p><b>Lack of role models</b>-This is not helped by a lack of and utilisation of available role models; and few female teachers who would serve as role models. The boys can however persist with studies even when overage although this affects their focus. Some of the boys even marry and still keep in school.</p> <p><b>Domestic chores</b> – this is a gender issue that affects girls mainly because of the different gender roles assigned to girls and boys. Whenever there is a domestic chore that requires the attention of a mother or other older female in a family and they are unable to, the girls fill the gap. Chores such as looking after younger children and caring for patients whenever the mother is away or going to the market, are covered by the girl.</p> <p><b>Market days at the boarder</b>-The schools near the border with DRC also suffer with 3 market days in a week which affect attendance and performance of all students. Every Tuesday and Friday is a big market at the customs and every Wednesday is a market day in the community. The schools are working together with the local leadership to devise strategies of curbing students from attending market days.</p> <p><b>No future in Education</b> – some students drop out in the course of lower secondary education because they do not see a future in education. Unless a situation is created where a student successfully completes lower secondary and gets into A’ level where s/he obtains 2 principal passes and is able to proceed to the next level; students will keep dropping out. The capacity of parents to support their children after USE is very limited, discouraging those who may have wished to continue. Some of them say:</p> <p><i>If I complete S.4, go to A’ level and obtain 2 principal passes required to qualify for the general intake to university; but I do not qualify for the quota system nor do I have a sponsor help me continue, where do I go? I end up in the village again and what difference does it make with one who dropped out at P.7? This is discouraging to others.</i></p> <p><b>The terrain and long distances walked to schools</b> – girls easily get tired and drop out giving an edge to boys. The terrain of the communities is such that the schools are either on top of mountains or on slopes and the students live in the mountains. Therefore commuting daily down the mountains, in the valleys and up the mountains to access school twice daily is tiring for girls. It is worse during a crash programme when classes start very early and end late – this exposes them to all sorts of risks along the way.</p> <p><b>Ecological Conditions</b> – for instance floods, landslides have significantly affected the local communities reducing their incomes and support to the education of their children.</p>
Kaabong District Officials	The department believes that if all Karimojong get educated, even the hunger that is experienced would be no more because they will be able to use their income to buy food. It is unimaginable for how long Karamoja will depend on relief.

	<p>if Karamoja is to move forward, there is need to invest in education in a manner that appreciates its good cultural practices and gets rid of the bad ones. For example, for cattle rustling to completely stop, there is need to invest adequately in education and ensure that all school age children are in school. Cattle raiding will be defeated if all children are in school because it is children-not-in-school that are trained to raid; and therefore the priority for the district is in education</p>
IK Communities At Kamion Village	<p><b>Appreciation of Education;</b> the communities said that education of their children is very important and therefore unanimously agreed that the development of their school, and establishment of one within Ik community improve access to lower secondary education as per the proposed USEEP activities was high on their agenda. They reported that they wanted their children to learn in a good environment and complete O' level.</p> <p><b>Happy with Government;</b> The Ik community was appreciative of government's efforts to consider discussing their issues and concerns regarding the project with them. They were also delightful of the idea of having a secondary school in their community for the first time if they are selected. The need for a secondary school in their community was overdue and the high expectations yielded incredibly broad community support for the proposed project.</p> <p><b>Cultural Beliefs;</b> The Ik community also outlined the key reasons for their reluctance to send their daughters to school as: cultural beliefs that the girl child is meant to be at home to perform domestic chores; early marriages; the negative attitude of parents towards education thus neglect supporting their children/daughters; high illiteracy rates especially among the women who are not interested in educating their daughters since they are not educated themselves and; poverty which prevents them from providing basic school requirements.</p> <p><b>Relief of travelling long distances;</b> The people believe that if USEEP improved the standard of their schools in the community by expanding facilities, they would be relieved of having to travel far looking for quality education for their children.</p> <p><b>Quality of Education;</b> They reported that they wanted their children to learn in a good environment and be taught by teachers who are motivated and skilled on how to instruct learners. However, they also emphasized the need to improve learners' performance and ensure that secondary school completion rate for both sexes improved.</p> <p><b>Difficult Access;</b> Poor roads, unfavorable terrain, transport problems, low coffee prices, and meager resources. However when faced with all these and their ability to contribute financially is hampered, they usually opt to offer their labour to the school so that their children can keep in school.</p> <p>Mitigation measures</p> <ul style="list-style-type: none"> <li>• They will do everything it takes to ensure that their children keep in school until they complete P.7 and pass to feed into their secondary school. "We are very concerned about the issues you have raised, they make a lot of sense and we are going to make sure that we reverse the dropout rate in primary school so that we have good numbers in P.7".</li> <li>• They also pledge to increase the enrolment in primary school to boast secondary education. "We are going to use the Local Councils and elders in every village to ensure that all children are taken to school".</li> <li>• They also promised to discourage their children from dropping out of secondary school by guiding and counseling their children during holidays and encouraging them to complete their education so that they can support the family in future. "We shall keep them there". They urged government to support the maintain their children in secondary school since they are poor.</li> <li>• The Ik appreciated the support by the American Scholarship (MCC) and pleaded to government to consider affirmative action for the education of their children. The American Scholarship (MCC) takes very few and yet they would all want their children who qualify attain the highest education possible to compliment the work of MCC.</li> </ul>
Moroto District Officials	<p><b>Inadequate Secondary schools;</b> The district has only 3 government aided schools; Moroto high school, Nadunget S.S, and Moroto Parents S.S. There are also 3 privately owned secondary schools in the district; Apostle of Jesus Seminary, St. Mary's Nadunget Seminary and Seed secondary school. There is also a new school under construction called Katikele S.S and it is hoped that it will open next year.</p> <p><b>Constant poor performance;</b> Most of the time the students do not perform well in final examinations especially in</p>

	<p>science subjects because of inadequacy of science teachers both at Ordinary and Advanced levels. However, Irish Aid supports education in Karamoja by giving them scholarship; 65% girls and 35% boys. This has resulted in the increase of girls' enrolment in secondary schools.</p> <p><b>Lack of adequate scholastic materials and equipment</b> has led to poor performance especially in sciences due to inadequacy of science teachers both in Ordinary and Advanced levels, school fees challenges, Lack of adequate teaching and learning materials to remote locations of Karamoja. The laboratories are there but lack equipment. The schools like Nadunget and Mopasa lack libraries too.</p> <p><b>High labour demand from parents</b> who are pastoralists in general, who prefer their children to stay home and look after their herds of cows and sheep. Mining of marble and limestone at Kosiroy for Tororo cement factory has attracted students to provide casual labour instead of going to school hence high school dropouts in Karamoja. Apart from labour requirements, parents are particularly reluctant to send girls away from homes where they are protected and controlled.</p> <p><b>Negative attitude towards education by parents</b>, where they regard it as a long term investment versus the girls marrying off early and they get animals. Early marriages, where a girl is seen as a source of wealth in terms of cows. Girls get married off at an early stage because they walk daily to school which makes them vulnerable to rape and being deceived by business men who have money to give them, sometimes parents arrange with marriage partners and the girls are just whisked away to marriages.</p> <p><b>Lack of boarding schools</b>; The major problem is girls commuting from home to school, like in Moroto Parents and Nadunget S.S where some classrooms have been converted to dormitories. Day schools cannot manage because the girls are always involved in house chores at home before going to school.</p> <p><b>Accommodation for teachers</b>; and support staff for example Moroto Parents completely has no accommodation and also Nadunget S.S. remoteness of the area makes it difficult to stay especially for non-indigenous teachers. Irish Aid managed to construct accommodation for Moroto High school adding to the old IDA buildings which are also dilapidated.</p> <p><b>Climate change</b>: New weather patterns threaten to worsen food insecurity in Karamoja sub-region. This undermines agricultural production in the region. Climate change is causing every household to be vulnerable in the region which further forces parents to send their children to look for food instead of going to schools.</p>
TepethCommunities Lonyilik Village	<p><b>Inadequate Teachers</b>-We don't have enough teachers and especially science teachers are not there It is our humble request that government considers constructing a secondary school which will provide education from S.1 – S.6 so that the students can go straight to university and tertiary after that. <i>I am also requesting you the Consultant to take message to the ministry that the community of Tapac is extremely happy and excited about the project and the project should be implemented immediately.</i></p> <p><b>Cultural practices</b> monopolized the girl child like the FGM which is still practised initiates the girl into adulthood hence Girlshigh school dropout for girls.</p> <p><b>Poor road network</b> which hinders the girl child to go to school. <i>I stand here to give my personal experience where I failed to study beyond primary seven. I always felt unsafe because men were always around me from all sides. These men could come to me with gifts to confuse and that is why conceived in primary 7.</i></p> <p><b>Poverty</b>-My problem is like for the many girls in Moroto who would wish to continue with their education but due to high levels of poverty, we cannot. Parents were very concerned about the education of their children and the major challenge is when a child reaches P.7 we cannot afford to take them to secondary school due to high levels of poverty.</p> <p><b>Corruption in giving out bursaries</b>-I am Councilor for people with disability, with all the above hardships, the sub-county leaders do not look for those who are very needy, instead opportunities are given to those one who already have. This has made the community to have negative opinion to education, making children lose interest in studying and this has led to students repeating P.7. Another issues is about the boys who mislead the girls who are bright and still want to study</p> <p><b>Cost of transport</b> for our children who are now studying in far places like Nairobi and Kampala. <b>Early sex engagements of girls</b> resulting in children becoming child mothers in the community. Many girls get pregnant during holiday periods and some boys drop out of school too. Issue of lack of land for the project will not arise in Tapac</p>



	<p><b>Lack of secondary schools in Tapac</b> which was hindering development in the district as whole  <i>I am very happy about the secondary school because it will help us to educate our children, and whoever does not educate his child then he is a blind person. We want our children to reach higher levels in education.</i>  I am very happy with the project of building secondary schools in the district. I have heard this information with my ears because he I am a blind man. Education in Karamoja was brought by missionaries where I benefited as a blind boy. As for the land is ours so it will not be a big problem. We don't mind a mixed boarding school but prefer single sex schools in the region.</p> <p><b>Mixed schools-</b> As for the issue of mixed or single sex schools. Mixed schools always make students not to concentrate on their studies.</p> <p><b>Early marriage</b> is also a very bad vice to education of the girl child and as a community which we must fight as Tepeth natives.</p>
Kween District Officials	<p><b><i>Lack of many secondary schools</i></b> in the sub-county, and the few secondary schools which are there are also very far, for example there only 4 secondary schools of which 2 are government aided secondary schools in the whole county, most sub-counties do not have any secondary school at all. Unlike other parts of the country, where there are many secondary schools, here students walk long distances to reach a secondary school, for example in Kween district you can find two sub-counties without a secondary school. As such there are high school dropout rates.</p> <p><b><i>Parents' perception on education;</i></b> The District Education Officer claimed that the dropout phenomenon was more prevalent among the people because the parents' priority was not the education of their children according to the District Education Officer. The ability of the many uneducated people to pull down the few who try to go to school. The ability to change the minds of the population is very difficult. Over drinking, drug abuse in the community.</p> <p><b><i>Poverty;</i></b> Since parents are poor, they regard girls as a source of income in form of dowry so they prefer to marry the girls off at an early age. The lower part of Benet is hit by drought, fishing and rice cultivation is major.</p> <p><b><i>Child labour</i></b> has been cited as a major factor influencing school dropout in the district. It is claimed that some students, especially those at the secondary level leave school to engage in farming activities so as to get quick money. Child labour is still a big issue among the Benet community, farming and looking for firewood and when they get money, the students leave school.</p> <p><b><i>Teenage pregnancy and early marriages</i></b> was also cited as one of the major factors influencing basic school dropouts in Benet sub-county. You will find girls as young as 14 years pregnant. Sexual harassment from their teachers also contributes to girls dropping out of school.  It was also realized that girls also hesitate to go to school during menstruation days due to stigma by the boys.</p> <p><b><i>Lack of infrastructure,</i></b> some of the schools under AFDB are incomplete and sub-standard, because of centralized procurement and monitoring and evaluation.</p> <p><b><i>The Benet is a closed community.</i></b> They have clan heads who set systems for their culture and most of the rules which they follow are set by the clan, and when there is a function, the clan heads are in charge of security until the end. Chief Guest of the function becomes the head of the whole process to the end.</p>
Benet Communities Kitawoi Village	<p><b><i>Distance;</i></b> The nearest secondary schools are in Binyiny and Kapchorwa which is about 30 km from Kitawoi and after children finish PLE joining secondary school becomes a big challenge due to distance that is why most girls get married after P.7.. When it comes to rainy seasons the students don't go to school, so when schools are built nearer, it will be easy. Because of this the sub-county does not have teachers because their children do not go beyond primary level. Most of the workers come from different districts. She concluded her presentation by saying Kitawoi is most suited for this project which brings great change to society.</p> <p><b><i>Availability of community support:</i></b> The head teacher said that currently they have a community secondary school which needs support. The locals have tried to lobby for government to grant aid to build classrooms, laboratories and staff quarters because teachers travel long distances to reach school. He said that S.4 candidates sit for their final exams from the nearby school. They are happy as a community that a secondary school is going to be constructed in the sub-county because they love developments.</p>

**Availability of land for construction of school;** The chairman L/C III, Kitawoi said that the people of Kitawoi love development but they have only one secondary school it has about 10 acres of land with 460 students. So with new schools they will have more than 1,000 students enroll into secondary education. The security is conducive and UWA will not disturb because they are far from them. They have building materials around and safe place to keep the materials during construction. Therefore the issue of lack of land should not be mentioned here.

**Poor Road Network;** The team was thanked for reaching Kitawoi despite it being a forgotten place due to the poor road network. This has rendered schools being far; as such children don't go to schools leading high girls drop out of school and hence early marriages and boys get engaged in trade. We believe when services are near, it will be easy to maintain a girl child at school.

**High Poverty Levels;** High poverty levels in the community. This is caused by low market prices for their produce due to poor road network where the community depends on basically farming. Currently the price of maize is as low as 200/= per kilo, therefore how much maize will apparent sell to raise the required school fees?

**High Fees;** There was a concern of high fees where parents fail to raise fees and this mainly affects girls who are not given the first priority to be at school. Parents are struggling to raise school fees because produce from the area goes for very little money due to the poor network especially during rainy season.

**Lack of Accommodation for Teachers;** most teachers in the area come from other parts of country because we have not yet gotten any children reach far in education. The only available community founded school lacks accommodation for teachers therefore Teachers arrive to school late and leave early due to lack of staff quarters within the schools.

**Lack of Role Models;** the students also lack role models to motivate them to read hard to be like them. The few who continuous do not come back to encourage others therefore the rest do not the benefit of studying till university. Even those who excel in athletics should come and motivate others we have children with talents like athletics which need to be tapped.

**Limited Facilities;** The issue of limited facilities at schools like books, laboratories, desks, this has caused their children not catch up with the rest of the country academically. The government should look into the issue of computers and modern laboratories for them to catch up.

**Cultural Practices;** FGM is still privately practised among the community, Provide technical support to communities on their effort on social mobilization against cultural practices such as FGM and early marriages which hamper retention and completion of school by girls. Its only education that can help in eradicating FGM.



## **10 Appendix 10 List of Stakeholders Consulted**