

**PEOPLE'S PERCEPTION ON CIVIL WAR AND CHILDREN'S EDUCATION IN  
NORTHERN UGANDA: THE CASE OF PABBO INTERNALLY  
DISPLACED CAMP, GULU DISTRICT.**

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Of the Requirement for the Degree  
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**By:**

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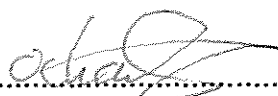
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## DECLARATION

I the sole author, declare categorically that, although this research paper is closely, connected to other related literatures, it is original. It is meant to be understandable on its own. It is the results of my concrete hard work through critical and comprehensive thinking.

To the best of my knowledge, it has never been presented by any body in any university or higher institution for the award of a degree, diploma or for any other piece of academic credential. It is therefore not a plagiarization of any body else's work and nobody is authorized to plagiarize it without my permission. I dully acknowledged all the resources borrowed in the foot notes and references.

Signed..........

On this 8<sup>th</sup> day of September of the year 2006, at Kampala  
International university \_\_\_\_\_

## APPROVAL

I have carried out a thorough and critical moderation on this research paper. I painstakingly went over the original proposal, making numerous suggestions and criticisms that had a significant impact on the final report of this research paper and have help the researcher to climb out of frequent bouts of "writer's despair;

I therefore approved this thesis having met the requirement for the award of Master of Education in Religions Studies of Kampala International University.

Sign.....



**Dr. Sunday Olwor**

**Moderator**

Date.....



## **DEDICATION**

With great love and affection, joy and honor, appreciation and thanks, consideration and remembrance, I dedicate this work to my parents, brothers and sisters, friends and to all my relatives for their gratitude and over whelming support for my struggle without which this substantial work would have not been produced and to a accomplish the MED,RS postgraduate studies.

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## **PREFACE**

I chose the Northern Uganda conflict as my topic for two reasons. First, violent political conflict has been a research interest of mine since I was an undergraduate, and I developed an interest in ethnic conflict and peace resolution in 2004. Secondly, my love to my brothers and sisters in Northern and I have learned to appreciate my Lou heritage. If I can contribute to the debate on finding solutions to education of children and their conflict then I am grateful for the opportunity to do so.

The second issue relating to timing is much more banal and it concerns University deadlines for the submission of thesis. I did my final revisions in June and July, 2006 and this was submitted to the binder on 26 July 2006. Consequently, I have missed out an important development such as the outcome of the peace process, the impact of the night commuter on the education of children in Northern Uganda.

One of the most difficult problems I had with this research involved the search and digestion of source materials. This problem was not one of a lack of research material, but rather one of an overabundance. There are many literatures on the conflict in Northern Uganda specifically, and this does not include works on the People's Perception on civil war and Children's Education in Northern Uganda. It was my first experience conducting research in the field. I traveled to Northern Uganda to gather material and interview key Local government actors as well as academicians and observers. I was fortunate to have a high degree of access and cooperation from those I interviewed. Irrespective of their positions, affiliations or identities, I found all the people I contacted to be friendly, co-operative and forthcoming. I was also fortunate to be able to observe first hand a contentious Educational Issues by the Women Commission for Refugee Women and Children 2004.

## **ACRONYMS AND ABBREVIATIONS**

AMREF	:	African Medical and Research Foundation
AVSI	:	Associazione Volontari per in Servizio Internazionale
DEO	:	District Education Officer
DRC	:	Democratic Republic of the Congo
GUSCO	:	Gulu Support the Children Organization
IDP	:	Internally Displaced Persons.
LRA	:	Lord's Resistance Army
NGO	:	Non governmental Organization
NRC	:	Norwegian Refugee Council
OCHA	:	Office for the Coordination of Humanitarian Affairs
PTA	:	Parent Teacher Association
UNICEF	:	United Nations children's Fund
UNHCR	:	United Nations High Commissioner for Refugees
UN	:	United Nation
UDHR	:	Universal Declaration of Human Rights.
UPE	:	Universal Primary Education
USAID	:	United States Agency for International Development
PDC	:	Pabbo Displaced Camp
UNESCO	:	United Nations Educational, Scientific and Cultural Organization
EFA	:	Education for All



## ABSTRACT

The study Investigated People's perception on Civil War and Children's Education in northern Uganda.

The study had specific objectives among which were:-

(1)To examine the effect of the civil war on children access to enrolment in Pabbo IDP camp.

(2)To assess the effect of the civil war on children's retention in schools in Pabbo IDP camp.

(3)To investigate the effect of the civil war on school management in Pabbo IDP camp.

The study was carried out in Pabbo IDP camp, Gulu District.

The study involved 50 respondents and key informants.

The study was descriptive in nature. Data analysis was done manually.

The study found out that: - (i) Enrolment of children was negatively constrained by abduction of children. (ii)The UPE programme in Uganda has no effect on the enrolment of children with disability. (iii)The study denies that there is equity of access to primary. (iv) Children retention in school was negatively influenced by the low financial activities and environment. (v) The management of school is paralyzed by the insurgency. (vi)There is a significant gap in early childhood education programme.

It was along these findings that certain recommendations were made : (1) - The Ugandan ministry of education work with the districts and sub districts in the north, as well as the communities, to provide funds for the "Extras" that keep children out of school.. (3) - Supply of trained teachers should be rapidly increased to cope with the demand for quality education in IDP camp.

EPMU	:	Education Programme Management Unit.
FGD	:	Focus Group Discussion
FARD	:	Format for Analysis of Relevant Documents.
TEP	:	Teacher's Emergency Packages
WFP	:	World Food Program
CBO	:	Community Based Organization.
TASO	:	The AIDS Support Organization
HIV	:	Human Immune Virus
AIDS	:	Acquired Immune Deficiency Syndrome
CAO	:	Chief Administrative Officer
OPM	:	Office of the Prime Minister
LC	:	Local Councilor
LTTE	:	Liberation Tiger of Tamil Eelam.
CAP	:	Consolidated Appeals Process
CRC	:	Convention on the Right of the Child
ICRC	:	International Committee of the Red Cross.
POW	:	Prisoner of War.
GEM	:	Girl Education Movement.
DFID	:	Department for International Development.
GER	:	Gross enrollment ratio.
SIDA	:	Swedish International Development Agency.
WWW	:	World Wide Web

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## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.0 Background to the Study**

There are over fifty million people in the world uprooted from their homeland as a result of persecution, civil disorder and development oustees (UNHCR Handbook, 1996; Cornea, 1996). Those dislodged within their own country are referred to as internally displaced persons (IDPs) while those forced to immigrate across international recognized borders for fear of persecution for political factors such as race, religion, nationality, membership of a particular group or political opinion are known as refugees (Hathaway, 1991; Goodwin Gill, 1996; Machel 2000).

Over 25 million people have been internally displaced by violence worldwide but not having crossed any international boarder (Global IDP Project, 2004, Rutter, 1994; Machel 1996). Africa has more than half of the world total populations of IDPs. Fighting between the government and the opposition forces remain the leading cause of displacement in 2003. The largest numbers of displaced person are registered in DRC, Uganda, and Sudan among others. Uganda is currently facing an IDP crisis catastrophe proportion according to Francis Deng, the representative of the UN Secretary for IDPs (2004). He noted that approximately, 1.3 million people are displaced in the country by 2003. The largest displacement situation is found in the Northeastern part of the country. LRA has been engaged in a vicious and violent opposition to the government for the last two decades.

Uganda has gone through a series of internal strife since 1970s through the regimes of Idi Amin and Milton Obote. In 1986, Yoweri Museveni wrested power from the government of Tito Okello and became the head of state. Since that time Northern Uganda, whose people are linguistically and culturally different from the South, never enjoyed peace. This has resulted to a number of people being displaced, abducted. The LRA has targeted civilians and abducting children since its inception.

Children are conscripted as soldiers, potters, or sex slaves (Deng, 2004). United Nation's Children Fund (UNICEF) estimates that the rebels of the Lord's Resistance Army abducted 26,000 children from Northern Uganda. This has forced the state to move millions of forced migrants to "Protected villages" established as a means to offer protection to the civilian's population and humanitarian assistance. These "protective villages" are more predominant in the districts of Gulu, Kitgum, Pader, Apac, Lira, Kumi, Kotido, Katakwi and Soroti.

Pabbo camp is located in Kilak County, Gulu district, 39km North of Gulu town and comprises approximately 1 square kilometer of land on either sides of the unpaved road running between Gulu and Moyo. According to the World Food Program (WFP) and Norwegian Refugees Council (NRC), as by April 2001, there are 46,349 displaced persons living in Pabbo. Uganda Human Rights Commission (UHRC) 6<sup>th</sup> Annual Report 2003, Pabbo Camp by



September 2003 had a population of 46,400 out of the total population of 385,805 IDP in Gulu district.

Pabbo is the largest IDP in Uganda, in 2005 it has a total population of 63,801 but currently as revealed in 2006 by the camp leader, that it has a population of 63,612 and this fluctuation in number is attributed to the creation of another new camp known as Bira camp. The camp is divided in sub-wards and zone. It has sub-wards 1-10 and zones A-D and with in a zone there are 1-10 sub-wards. It has two health centres, St Mary Lacor health centre, and Government health centre. However, with a huge population in pabbo IDP camp, these health units are in adequate to provide services to the population. The camp has thirteen primary schools and two secondary schools and one vocational training centre which is under the management of CBO.

As of 1998, Pabbo Sub County LCIII estimated that a total of 7,553 children below 5 years of age were abducted by the LRA, up to 50% of Pabbo's population were only able to leave the camp during the day and cultivate land in the surrounding areas while similar percentage cultivates plot within the camp itself. NRC distributes food aid within the camp while the International Committee of Red Cross (ICRC) distributes non-food items such as soap, blankets, bed sheets, table salt, saucepans and jerry cans.

Because the camp is located on privately owned land, the residents of Pabbo are not allowed to build any permanent structures. Most of the population lives in all semi permanent huts composed of bricks based on mounted with a grass roofs. The huts are extremely vulnerable to fire particularly in the dry months. In March 2000, a small child accidentally started a blaze that destroyed 729 huts in a single day.

There are approximately 750 disabled persons in Pabbo. Most are the victims of polio and leprosy. About ten people have had ears cut off by LRA and about 50 people have lost limbs from land mine explosions. Landmines casualties are less frequent now than in the past, but still occur. The most recent of this took place in February 2001, when a worker was injured by an exploding landmine while clearing land for a nearby-proposed camp. Although there is an LC III secretary for the disabled in the camp, no special services or accommodation are provided.

### **1.1 Statement of the Problem**

The civil war has forced the state to move thousands of forced migrants to "Protected villages" established as a means to offer protection to the civilian's population and humanitarian assistance. Children have been targeted by abduction and force conscription by the belligerents. Against the fear of abduction, children who escape outlying villages for the safety in

towns are desperate, frustrated, disorganized and perform poorly in schools. Humanitarian interventions focus largely on provision of food, water, health, etc. Education has received little attention for the last two decades, thereby creating a gap. Therefore, there is need to study People's Perception on civil war and Children Education in Pabbo IDP camp.

## **1.2 Objectives of the Study**

### **1.2.1 General Objectives**

The study is intended to examine People's Perception on civil war and children's Education in Northern Uganda.

### **1.2.2 Specific Objectives**

The specific objectives of the study were: -

- (i) To examine the effect of the civil war on children access to enrolment in Pabbo IDP camp.
- (ii) To assess the effect of the civil war on children's retention in schools in Pabbo IDP camp.
- (iii) To investigate the effect of the civil war on school management in Pabbo IDP camp.

## **1.3 Scope of the Study**

The geopolitical location of the study was Pabbo IDP camp Gulu District. The study was to investigate enrolment, retention and management of schools in Pabbo IDP Camp from period 2000 – 2005. Pabbo IDP camp was chosen for the study because it is the largest IDP camp in Uganda. It was hope to offer a fair representation of IDP issues in Northern Uganda.

#### **1.4 Significance of the Study**

The significance of the study was to increase awareness on the situation of children in IDPs camps in Northern Uganda in particular and world at large. It was expected to outline state and non-state actors in the education sector in the context of displacement in Northern Uganda. It was hope to provide knowledge necessary for education planning in armed conflict and highlight the need to protect the right of children in crisis and strengthen respect for human rights and basic liberties.

#### **1.5 Research Question**

The study was to answer the following Research Questions

- i)                      What is the effect of the civil war on children's enrolment in Pabbo IDP camp?
- ii)                     What is the effect of the civil war on children's retention in schools in Pabbo IDP camp?
- iii)                    State the effect of civil war on the management of school in Pabbo IDP camp?

#### **1.6 Hypothesis**

There is Effect of the civil war on children's Education in pabbo IDP camp.

## 1.7 Definition of key Concepts.

**Children:** Child Means person under the apparent age of 14 years.  
(Convention on the Rights of a Child 1989).

**Children** in this study are primary school going age in Pabbo IDP Camp in Gulu District.

### **Formal Education:**

"Is a continuous process by which one generation purposely transmit culture to the young, to the adults and to the old for their social, cultural and economic benefit and for the benefit of the whole society". (J.C Ssekamwa 1997; p.1).

**Impact:** "Is a change in the status e.g health, standard of living of individual, families, or communities as a result of a program, project or activity". ([www. Gaproject. Org / methods / resglossary. Html](http://www.Gaproject.Org/methods/resglossary.Html)).

**IDP :** refers to internally displaced person in Pabbo Camp Gulu District.

**People's Perception:** Means what people think in regards to education of children in the North.

### **Civil War:**

## 1.8 Theoretical Frame Work

The conflict in northern Uganda has affected the education of children greatly and the purpose of this section is to explore the themes and schools of thought of conflict theory. This is in order to define the scope and variety of conflicts so that the conflict in northern Uganda can be put in

perspective. Consequently there is need to find relationship between education and civil war in the northern Uganda.

According to William G. Cunningham in his thesis (1998) that review of conflict theory will reveal a number of observations. First, there is a large volume of literature written about the nature and theory of conflict, especially with regard to war fare. Second, there is a lack of consensus among both contemporary and historic views of human conflict. Third, among the literature most relevant to political science theoreticians, there are several dichotomies that divide the search for a dominant paradigm.

Conflict engenders interaction at a level more intense than that of competition. Although, as shelling notes, "Conflict, competition and cooperation are inherently interdependent, conflict occurs when competing groups, goals, objectives, needs or values clash and aggression, although not necessarily violent, is a result."

The exploration of conflict theory is important for understanding the nature of political conflict it self. In order to find solutions to the seemingly intractable problems in northern Uganda, this theoretical areas needs to be fully explored. Developments in this field will hopefully guide me and others to a better understanding and help in the search solutions. This process is threefold. First, one of the finding an appropriate explanation of the nature of conflict, second using this model to explain the conflict within northern Uganda and thirdly, the search for solutions.

The confrontation between powers ends in accommodation – a balance of powers. All social manifestations reflects either this balance or antecedent define the structures of the expectation, or social agreements, contracts, understanding and so on determine through the balancing of opposing powers.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

This Chapter will present the review of literature mainly to highlight the objectives of the study. It will focus on the People's Perception on civil war and Children Education in developing countries.

#### **2.1 Review of the Related Literature.**

Education plays a critical role in laying the foundation for a civilized society.

It is vital for the community and essential for children. Schools are effective methods of healing psychosocial trauma and a fundamental right of children that should not wait for security. This chapter will explore how civil conflict impact on the education of children.

##### **2.1.1 Armed Conflict and School Enrollment**

According to Banque Mondiale (1997), enrollment in primary schools has increased from 396 million to 650 million between 1970 and 1995. Kalule Lawrence (1999:46-47) noted that despite the increase of enrolment elsewhere, there is a marked decline in many African countries south of the Sahara during the 1980's. A study carried out by Uganda National Commission for UNESCO (1997) observed in countries where education is neither free nor compulsory the enrollment of children were compounded as the case in Uganda before January 1997.

In most countries of the South Sahara, education is not made attractive because of poverty, particularly in rural areas where the conditions for studies leaves much to be desired. The collateral effect of poverty is lashed on the enrollment of girls. The enrollment of girls is affected by a number of

factors such as cultural biasness towards girls' education and early marriage Odong (2004). He also noted that enrolment is likewise affected by distance. When the school is far, children tend to arrive late, thereby altering the time to start and complete a syllabus. The overall effect is low performance and school drop-outs for the non-performing students.

UDHR adopted by the UN in 1948 asserts, "Every one has a right to education" During the International Literacy Year 1990, the World Conference on Education advanced the concept of education for all. The Conference show the basic training and learning needs for humanity. The framework for action called upon countries to treat the problem of civil war on children education with deserving attention.

In Uganda just like in any other country of the world which espouses universal primary education, enrolment is often increased although inadequate facilities hamper its progress. Odong (2004) observed that extenuating situations such as inadequate facilities, human resource to manage the overcrowded classes, motivation for both children and staff and difficulties in assessments and evaluation of performance have undermined UPE programs. This situation is made complex by the "Protected Villages" arrangement in Northern Uganda. Aloyo (2000) illustrated, in her study in



Kitgum district, that schools were often cancelled on rainy days due to poor infrastructure to protect children from rain.

Millions of people world wide are fleeing from war, civil strife, and serious infringements of human rights. The UN refugee agency, UNHCR, which protected and supported 20.6 million refugees in 2003, estimates the number of refugees and persons in refugee-like situations in 2003 to have been a total in excess of 40 million, of which 20 to 25 million were internally displaced persons UNHCR (2003), UNESCO summarises that nearly 1 percent of the world's population had to involuntarily leave their home lands as a refugees or internally displaced persons (Bensalah 2001, Sinclair 2002). Marc Sommers (2002) assumes that over half of those people forced or flee their homeland are children (at least 18 million). If the UNHCR reports that the number of pupils in schools or refugee camp or in the national schools of the host country under the protection of the UNHCR (1997/98) totals 648,000 Bensalah (2001), this data can not by any mean convey an impression of the actual extent of the problem. The above UNESCO report concedes that it is not known how many refugee children are attending schools outside the UNHCR programme. The total number of refugee students attending host country schools, on their own initiative or with external finding, is not known "(Bensalah 2001).

The most comprehensive global inventory to date on “education in emergencies” (woman commission 2004) puts the number of children and young people affected by armed conflicts and who have no access to formal school education at a minimum of 27 million. The majority of these (over 90 percent) are internally displaced persons. The largest number of internally displaced persons who do not attend school are said to be in the Democratic Republic of Congo, Afghanistan, Colombia and Northern Uganda. The comparatively well-documented number of 27 million children not attending school, however, only refers to those ten countries which had the most displaced persons in 2002. If one assumes that some 70 percent of the world’s refugees and internally displaced persons were to be found in these ten countries in the year under consideration, then the projected figure worldwide is 35 to 40 million children affected by conflicts and not attending school.

The extent to which violent conflicts may be held responsible in concrete terms for the fact that world wide 104 to 121 million children are excluded from attending school is quantified very differently in the literature. (As is the number out of school children it self). According to UNESCO figure, 104 million children of primary school age could not attend school in the year 2000 (UNESCO 2003 a) – where by the clear decrease in this number over the figure submitted for the year 1999 (UNESCO 2002 b) (115 million

children) was attributed to the lowering of the primary school age in the number of countries including China, UNICEF puts the number of children who do not attend school at 121 million a much higher figure (UNICEF 2004). The DFID study by Smith/ Vaux (2003), which is currently the leading study in the field of "education and conflict", cites figures from Emily Vargas-Baron (2001, Cf. also Nicolai/ Tripleharn 2003) whereby 82 percent of children who can not attend any form of school live in countries affected by crisis or in post conflict countries. Elsewhere Smith/Vaux (2003) also refer to a further DFID study, however, which presumes that about half the children who do not attend any kind of school live in countries affected by crisis or which have suffered a crisis, without explaining the contradiction inherent in these two statements. UNESCO also refers on its current (2004) website under the title "Education – who are excluded and why?" (<http://portal.unesco.org/education/en/ev.php>, viewed on 07/08/2004) to estimates whereby half of the 104 million children who do not attend school live in countries affected by violent conflicts or which have just endured corresponding conflicts. The thematic study within for all 2000 assessment does not make any concrete statements in this respect apart from the general, and ultimately controversial, assessment that in many cases violent conflicts make the recitation of the Education for All (EFA) impossible-yet adduces detailed figures which demonstrate the extent to which refugees, internally

displaced person, child soldiers, etc are excluded from education. (Sommers 2002) Sommers, who in study by the conflict prevention and reconstruction unit of the World Bank himself puts forwards the thesis that "Most primary – school children in war – affected areas are not in school and have no realistic hope of enrolling in one "(Sommers 2002), discusses the difficulties and possibilities of recording the impact of wars and conflict on the education system and on attaining the EFA objectives. He laments the fact that the data is generally confusing, stating: "The statistical imprecision of data on populations affected by wars presents a serious constraint on the ability to accurately estimate war's impact on education systems, administrators, teachers and students. All we know for certain is that the impact has been tremendous"(ibid 2002) Sommers puts forward four approaches which are intended to allow a more accurate view of the available data on the impact of conflicts on education, and the evaluation of the data with a view to the specific challenges to attaining the EFA objectives:

- (a) To focus the analysis on the following three country groups:  
States/regions with on going violent conflicts that have more or less affected the whole country, countries with isolated conflicts, as well as countries in the emerging from conflict. In this respect he identifies seven countries in the first category, 13 in the second, and 12 in the third.

- (b) The focus of the study is on those 12 countries in which the largest numbers of forced refugees live (Sudan, Angola, Columbia, Pakistan, Iran, DR Congo, Jordan, Palestine, Sierra Leone, Burma, Turkey and Yugoslavia with a total of 23.24 million refugees and IDPs).
- (c) To focus the analysis on those regions in which the largest refugee populations live close to their home region (in this respect primarily Palestine, Afghanistan and Sudan).
- (d) To select those 12 countries which, in line with the current trends, are at risk of failing to meet the EFA objective of universal primary school completion, and which are either affected by acute conflicts have just ended.

Based on the latter criteria, Sommers arrives at a selection of 12 countries which "are presumed to be at the highest risk of failing to reach current EFA targets by 2015" (ibid, 2002 Angola, Burundi, DR Congo, Rwanda, Sierra Leone, Yugoslavia, Iraq, Bosnia-Herzegovina, Liberia, Somalia, Sudan and West Bank-Gaza. For five of these countries Sommer's study presents the results of a study by Nicholas Wilson of the HDN of the World Bank, which aims to measure the average number of school-years which have been lost since the beginning of the violent conflict (ibid, 2002). This survey arrives at the following instructive conclusion for Burundi and DR Congo for example; "The analysis suggests that overall school enrolment has dropped as much as fifty percent during the conflict years. In the two countries

combined, the equivalent of more than 11.2 million student –years of schooling have been lost during the period of war” (ibid, 2002). Applying and further developing the processes (a) and (d) proposed by Sommers, in a study commissioned by Save the children UK, Nicolai/Triplehorn (2003,) characterized the education situations in conflict regions using a cross-classified table of the countries affected by conflicts, their general prospects of attaining the EFA objectives, as well as the number of children not enrolled at present. Nicolai/Triplehorn also stress that there are still not enough reliable data on the education situation in conflict regions.

However, numbers of individual examples are documented and examined, which at least convey an impression of how and to what extent wars and military conflicts impair education opportunities or make education totally impossible. In this respect it is possible to differentiate between three totally different levels at which the education opportunities of children and young people are impaired as result of violent conflicts. (Davies 2004), First of all, young people are themselves often directly affected by violent conflicts and acts of violence, be it they or their closest relatives are killed, injured, raped or forced to flee, or be it that they themselves are possibly involved in acts of violence as child soldiers; moreover, the damage caused by wars in the societal environment indirectly reduces the possibility to attend educational facilities, for instance, as the economics situation no longer make it possible for children to attend school or because the journey

to school is no longer a safe one; and ultimately education infrastructure and educational facilities are often destroyed or suffer serious damage in the course of violent conflicts, either because such damage is accepted as “collateral damage”, or because they have become direct military targets at the focus of violent conflicts.

The negative impacts of violent conflicts on the education system occur in differing, yet generally closely interwoven, forms. The following primarily takes a look at the implications for the education system; the field of extra-curricular education can only be considered marginally as it is treated in a step-motherly fashion in the literature.

The World Bank describes the legacy of the dictatorship of the Red Khmer and years of violence for the education system in Cambodia as follows: “More than one-third of Cambodians are illiterate. One-third of the population over five have had no education, only 20 percent had schooling beyond primary level and only 4 percent have completed lower secondary school:” (World Bank 2002 a, ).

In its “Flash Appeal for Haiti” from March 2004 UNESCO points out that as a result of the most recent wave of violence in spring 2004, which led to the fall of president Aristide, school attendance by pupils decreased by 10 to 15% (cf.unesco.org).

In Somalia the education system saw a remarkable upturn in the period from the country gaining independence in 1960 through to the beginning of the 1980s. However, the education system suffered a fatal crisis long before civil war broke out in full in 1990: while the number of children enrolled at elementary school rose from 28,000 in 1972 to 271,704 in 1982, through to 1990 it slumped back to 150,000. Whereas there were only 287 elementary schools in 1960, by 1980 this figure had risen to 1,407, falling to 644 again by 1985: "The educational crisis in Somalia started even before the collapse of President Siad Barre's regime. The emergency situation sharply accelerated the collapse" (Retamel/Davados 1998,) The enrolment rates (primary education) for refugee children under the protection of UNHCR are estimated to be an average of 54% (65% for boys, 44% for girls) (Bensalah 2001), whereby this is to be regarded as a major success for "refugee education" as the rate for 1990 was put at as little as 13% (ibid). It is to be assumed, however, that the education situation for IDPs, who generally do not receive such good treatment, is much more dramatic (cf. also Women's Commission 2004.).

Under flight conditions the opportunities for post primary education are limited. According to the Women's Commission for Refugee Women and Children (2004) a mere six percent of all refugee pupils are enrolled for



secondary education, whereby the proportion of girls among secondary school pupils is seeing an above-average decrease (ibid 2004).

The general negative effect of violent conflicts on enrollment and school attendance rates in turn results from a number of causes: the requisite educational facilities have been destroyed, plundered or damaged; there are no teachers available; parents prefer to keep their children at home given the dangers of traveling to school and the risk of attacks on schools; the economic situation of the family does not permit child to attend school; priorities have shifted given the task of ensuring survival; educational facilities are no longer accessible as people have taken flight etc. Thus alongside the negative impact on enrolment rates and school attendance levels, an analysis systems a number of other factors, which in part are closely inter-linked, also have to be considered:

In the 1990s there was a clear increase in the tendency for warring factions to recruit children as soldiers, a clear contravention of all the relevant international conventions and international law. The number of child soldiers worldwide is estimated to be at least 300,000 (Bensalah 2001). Schools have proved to be suitably placed for rebel armies and armed mobs to easily recruit children in large numbers. The international criminal Court has accused the Lord's Resistance Army (LRA) in Uganda of having

kidnapped over 20,000 children in past year and then abused these as soldiers or sex slaves.

It is estimated that some 85% of the LRA soldiers are aged between 11 and 15 (cf. Zeitschrift Entwicklungs Politik 10/2004). There is evidence of attacks on school for the purposes of recruiting in numerous conflict regions in southern Sudan, for instance, schools have been used as a convenient way of assembling young men for military service. In the Democratic Republic of Congo (DRC), schools have been a common site of child recruitment by Rwandan-backed rebel groups. Protaganda teams from the Liberation Tigers of Tamil Eelam (LTTE) in Sri- Lanka have positioned recruitment booths near schools, and used street theatre to induce children into joining the military. In Northern Uganda, fighting forces have kidnapped school children directly from classrooms. One rebel group in Burundi abducted more than 150 students from two schools in November 2001, setting fire to several classrooms as they did so. The prospect of education may itself serve as a rationale for joining an armed group. In southern Sudan during the 1980s, boys were lured hundreds of kilometers from their homes by promises of education, only to find that the schools promises to them were also military training camps" (Nicolai/Triplehorn 2003). Alone in the first week of May 2004, according to education report from 6 May 2004, in the west Nepalese district of Rukum 1,500 students

and teachers were kidnapped by the Maoist People's Front as part of its so-called "mobilization campaign".

The EFA Global Monitoring Report 2003/2004 (UNESCO 2003) adduces estimates whereby in the 1990s some 100,000 girls were involved in armed conflict as sex slaves and servants in over 30 countries. The atrocities which children have been forced to experience in the course of military conflicts, together with the general devastation of their future prospects and opportunities, the increase in social anomy and economic uncertainty, as well as the prioritization of security immediate survival, impair the psychological development of children on a sustained basis, and thus also their ability and willingness to concentrate on school lessons. Teachers, who in the majority of the world's poverty-stricken regions have only received scant training, do not as a rule have the professional abilities to deal with traumatized children and their learning barriers, let alone be able to help the children come to terms with their traumatic war experiences (cf. Scherg 2003). With regard to the war in Yugoslavia at the end of the 1990s Sinclair reports (2001) "child psychologists at the University of Belgrade found that many refugee children in collective centers were unable to play and that their parents were unable to provide normal parenting".

The UNICEF survey of Rwandan Children points out that more than two thirds of the surveyed children had been witnesses to one or more murders

during the genocide of 1994. The report refers to the resulting risks for the mental health of the children (Sinclair 2001). Graca Machel (2000) refers to empirical surveys in Palestine, according to which many teachers and students suffered from serious impairment of their ability to concentrate, above all if they were confronted with violence or had relatives in prison.

A key study, which for the first time ever surveyed extensively and in detail, the impact of wars on children and young people, is considered to be the 1996 report "Impact of Armed conflict on children" (Machel 1996), which was coordinated by Graca Machel and commissioned by the UN General Assembly.

The report also looks at the effects of armed conflicts on the education situation and issues an urgent appeal for education offerings to be maintained during crisis situations, and also highlights a wide range of potential threats to which Children in crisis situations are exposed, including Recruiting of child soldiers, Flight and expulsion, Sexual exploitation and gender-specific violence, Landmines, Impact of economic sanctions, Risks for health and nutrition, Traumatization. The Machel report attaches particular significance to the psychosocial needs of children in armed conflicts, to special education programmes to deal with the dangers of landmines, and to peace education measures.

On the whole, the literature which has been examined and reviewed here in brief presents a dramatic picture of the adverse effects which crisis and violent conflicts have on the realization of the right to education, and documents the dangers to which teachers and students are exposed. One is inclined to answer the question posed by Sommers: "how can countries affected by conflict arrive at EFA objectives?" with the answer by an expert cited, yet not named, by Sommers: "they can't" (Sommers 2002). The

humanitarian catastrophe which war and civil strife represent for a civilian population as a rule also implies an education catastrophe.

UNESCO talk in this case of "educational emergence" and defines those as "crisis situations created by conflicts or natural disasters which have destabilized, disorganized or even destroyed the education system and which requires an integrated process of system and which requires an integrated process of crisis and post-crisis response" (Bensalah 2001). Given the observed trend towards such conflict escalation being on the rise rather than on the wane, the objective of education for all seems to be a distant prospect .and this is, given the enormous humanitarian consequences associated with the destruction of education infrastructure, not simply a financial issue, even though this aspect cannot be ignored: in the EFA Global Monitoring Report 2002 UNESCO estimated the additional investment required to attain the goal of universal basic education by 2015 as a consequence of complex emergencies and crisis to be around half a billion US dollars per year.

The provision for this is that the average costs for the realization of the EFA objectives in four to five crisis ridden countries increase by around 25% per year (UNESCO 2002). The Global Survey of the women's Commission (2004) points out that the sum requested by 11 countries (without Afghanistan) for "education in emergencies" in 2002 within the frame work of the UN Consolidated Appeals Process (CAP) funding: in total it was, on average, only possible to meet with 36% of the registered sum required.

In order to be able to appraise more accurately which measures have to taken to also guarantee adequate education even in crisis situations, Sommers believes that considerable research endeavors are urgently required. The inadequacy and unreliability of the available data on the

education situation in wars and post-conflict situations is highly alarming (Sommers 2002). He identifies a specific research need with a view to the life situation of children who cannot attend school in times of crisis, and also with a view to the wishes and education needs of young people: "without a more concerted efforts in this direction, it will remain difficult to calculate the scope of the need that exists and the level of investment that is needed to address it" (ibid. Sommer 2002).

The Global Survey on education in Emergencies (women's commission 2004), which is, after all, able to provide what is currently the most sustained and up –to date data on the extent of the problem, complains that there is no centralized statistical reporting system (ibid.2002) and believed that such data collection effort efforts must be continued for the further planning and control of this working area (ibid.2002).

Although the extent to which conflicts and crisis affect the realization of the goal of Universal Primary Education (UPE) may only be roughly estimated, it is obvious that all strategic endeavors towards education for all inevitably integrate the issue of pedagogical intervention in conflict-and crisis-ridden regions and have to be taken more seriously as a task than has been the case to date. "It is essential that education in situations of emergency and crisis become part and parcel of all national and regional EFA Plans" (Bensalah 2002). Critics interpret the fact that the interplay between education and conflict, and in particular the conflict-exacerbating and destructive effects of education, has to date remained under-analyzed is indicative of a generally "apolitical and a historical character" (cf. Tawil/Harley 2004) of the prevailing discourse within the frame work of international education cooperating and the education for all process.

*"In today's world it is realistic to draw up plans where all variables progress smoothly towards a better future, without also having preparedness for setbacks and unforeseen problems" (Sinclair 2002).*

### **2.1.2 Armed Conflict and Retention in Schools**

The General Assembly of the United Nations (1991) outlined that drop-out at the primary level is virtually non-existent in industrialized countries where compulsory education laws are enforced. But in developing countries a high early school drop-out rate remains a major problem. Fiske (1998: 14) stated that, in least developed countries, only 56% of pupils remain in schools after grade four and nearly half of those who drop-out do so before they reach grade two. In conflict situations, a substantial drop-out is experienced at the beginning of the primary cycle. This is particularly distressing because at this stage, children are virtually illiterate.

The Convention on the Right of Children emphasize that education is not only a right of children but also life-saving activity (Article 28 of the CRC and Article 26 of the Universal Declaration of Human Rights (UDHR)). However, in crisis, education is often competing with other sectors for scarce resources and rarely considered as a first line priority. This has a serious consequence on forced migrants such as refugee and IDPS. Sommers (1999) quoted by Lyndsay Bird (2003) outlined the absence of education in conflict situations increase the chances to meditate on traumatizing memories, hunger, fears, thrive and violence.





Very few donors are concerned with education in crisis. Among others are Swedish and Norwegian Development Agencies SIDA and NORAD. These organizations have included education as one of their first line priorities (SIDA 2002, Norwegian Ministries of Foreign Affairs (2003). To promote retentions in schools, they included shelter, food, water and health in the list of needs for schools. The numbers of humanitarian NGOs perceived themselves ironically as developmental NGOs without prioritizing on education.

Boyden and Ryder (1996) pointed out how some international NGOs in Congo categorically ruled out education from the list of their priorities when a country was in crisis. They claimed this was an oversight. Likewise, a representative from one of the key donors to the emergency programs in Tanzania stated that, "education will only be funded depending on the context, it is not automatic." This means that school drop-outs are not only precipitated by local environment but also by international "well wishes." This is also a challenge for both the helped and helper that training needs are never secondary needs.

Education is a right of all children and its guidelines assert that " UNHCR should ensure that the ladder of educational opportunity is open to refugees children, in some form, from entry to class one, to the level of at least the

first secondary school leaving examination" (UNHCR, 1995 ). Although the ideal of ensuring access to education is espoused, the duty to retain children in schools is a reality not often matched by humanitarian agencies. The neglected status of education for forced migrants is reflected in the fact that refugee children are not included in any international education database. Thus, the rights of displaced persons to education were severely violated.

Of the 121 million children worldwide who do not have access to schools, more than 80% live in crisis and post conflict regions (Machel, 1996 and Deng 2003). In the 77 Sub- Saharan African countries, school attendance fell during the 1990's. Civil conflict was the main cause. In Rwanda, more than two-third of teachers fled or were killed in the genocide in 1994. In Mozambique, the civil war destroyed 45% of schools. The numbers of countries such as Sudan, Uganda, Ethiopia, Eritrea, Somalia, DRC, Sere-Leone, Liberia etc. schools were closed as the nation was docked down in conflict.

Some children drop-out from schools to head their families. The prefect like father or mother assumes parenthood at an early age. In Uganda, Oxfam found that, "orphaned children become heads of house holds at a young age of 14." Abducted girls by the Lords Resistance Army (LRA) become mothers at a tender age. Stigma associated with early pregnancy makes

returning to school a nightmare. The trauma associated with killing in the front poses a challenge for rehabilitation (Oxfarm, 2003). Hence, the new family setting in protective villages makes return to school difficult if not impossible.

### **2.1.3 Armed Conflict and Educational Management**

The destruction of educational infrastructure represents one of the greatest developmental set backs for countries affected by conflicts. In Mozambique, some 45% primary school net works were destroyed and during the crisis in Rwanda, more than two-third of teachers either fled or were killed (Machel 1996). The lost years of education make the recovery after war even more difficult, once fighting stops, the lack of schools and teachers, the inability of authorities to rebuild the education system and to train, retrain and deploy new or returning teachers, is a difficult challenge that can take many years to over come.

Providing education in situations of emergency and crisis is critical as it provides some resemblance of normalcy to disrupted lives (Aloyo, 2000, and Odong, 2004). It is the foundation on which to re-build societies. Because schools are often targeted as shelters for repatriation in countries in transition, the early return to class is severed unless alternative venues for classrooms are found. In Eritrea in the late 1980's, classes were often held under trees, in caves or in camouflaged huts built from sticks and

foliage (Machel, 1996). Similar arrangements were made during the fighting in the former Yugoslavia, where classes were held in cellars of private homes, often by candlelight, witnessing the importance of maintaining education no matter how difficult the circumstances maybe (Machel 1996).

In interviews with the women commission for refugees' women and children in 2000, Burundian women expressed concern about children and adolescents' lack of access to schools, where the situation had further deteriorated due to insecurity. They reiterated the need to raised levels of school attendance and literacy, and again offer children and adolescents' alternatives to violence and prostitution (UNESCO, 2004).

Conflict, general as an external factor, undermines children's safety and security. These conditions are accelerated to an even greater extent by the proliferation and misuse of small arms, abductions and conscription of children to the fighting forces (Deng, 2003). He noted that the legacy of conflicts in the north of Uganda has caused children untold suffering, led to extreme poverty and malnutrition, and resulted in poor educational and health care services. Each of these conditions imposes not only risk but also exposes children to violence tendency (Boyden and Ryder, 1996). Particular segments of the child population suffer even more detrimental consequences of small arms than others.

The internal factors associated with the management of schools in a displaced situation are many. Most IDPs schools collapse because of poor administration and management. The management of finances, human resource; staff and teachers and infrastructure leaves a lot to be desired. This is partly due lack of training, personal greed and negative forces such as nepotism, corruption and bad governance (Kabwegyere, 1995). The lack of supervision and monitoring by both administrators and district officials is a compound factor (Braininggan, 1996). The methods of evaluating pupils also vary considerably in the displacement from academic achievement to aptitude and social adjustment in a new home (Kakkar, 1995).

Some teachers are under pressure by both the government and the rebels. They are quiet often interrogated by the security apparatus. This also cause anxiety and stress, thereby compromising their ability to focus on teaching, assist the school children in coping with psychosocial issues. Wars and military conflicts impair the functioning of the educational systems and often lead to extensive damage to the original educational infrastructure. Many children are prevented from attending school because of violent conflicts. Children who do regularly attend schools regularly sit for the same national exams and are evaluated on the same category with those from secure areas.

Education is the process by which the young generations do society is supposed to be acculturated into ways so and values of the mainstream society in order that the youth may become responsible and socially conscious future citizens and leaders. Education should also prepare the young to acquire the necessary technical skills which will enable them not only to make their living but also advance and develop to greater levels of attainment. It must also enable the young to learn about other societies especially those whose relationship with their own affects them in one way or another.

When the young generation passes into adult-hood education must address the issue of continuing education in order to keep up to date. The young adults must learn to participate in civil affairs in order to prepare for positions of leadership when they are old.

The basic premise for designing an education system is that educational development itself is an index of national development. Considering that national development aims are ensuring a meaningful life for all its citizens, the mandate remains clear that education should provide opportunities for all individuals to develop to their full potential; social, emotional, physical, intellectual, aesthetics, moral and spiritual.

During pre-independence times in Uganda, when the churches as school owners and the government as sponsors operated as partners in education, there existed official channels of communication, which made this partnership worthwhile enterprise. In the 1960s, however, the governments virtually withdraw the traditional recognition of the education secretary's office on the grounds that all schools had been taken over by

the state. This means that the channel of communication had been closed and therefore cooperation between the church and government in the management of those schools had seen compromised.

The legal framework that was put in place affected the degree of involvement of the school founders in the administration and management of the now government aided schools. The management committee rates of 1969 excluded the founders from officially participating in the administration and management of primary schools. The government could put any qualified personnel to these schools and it was technically responsible for the entire running of the school's education activities.

When a private school becomes government aided, government becomes responsible for planning, management and appointment in the school. It is true that this situation helped to solve some problems in the running of some schools in the country. However, the problems associated with this massive government involvement in education nationwide have been many and very grave. Some educationists have argued; there is no more order; academic standards have declined especially in primary schools; the moral of the teachers and support staff is low; the schools have experienced the disintegration of many of their physical structures; above all the founders of the schools have; been impeded by the legal framework of participation in the running of schools.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.0 Introduction**

This section describes the procedure and methods that was employed by the researcher. It deals with the choice and justification of the research design, study population, sample size and sampling procedures. It also explained the instruments used in data collection, analysis, as well as the anticipated limitations.

#### **3.1 Research Design**

A descriptive research design using a case study method was utilized in the study. This blueprint was preferred because it was the most suitable way to describing vividly institutional characteristics, opinions, beliefs, feelings or perceptions of respondents on the topic of interest. In this manner, the respondents were able to express easily the People's Perception on the civil war and children's education in Northern Uganda.

#### **3.2 Study Population**

##### **3.2.1 Target Population**

Pabbo camp is the largest IDP camp in Uganda with a population of 46,400 (Office of Prime Minister, 2002). The majority of the IDPs are the Acholi from the district of Gulu. This population was deliberately targeted because they moved, lived and settled in Pabbo camp since 1998.



### **3.2.2. Accessibility of Population**

The population is easily accessible due to the relative security of the camp and settlement structure. The camp was accessible by road albeit through convoy. There were taxi between Pabbo and Gulu town. Another factor enhancing accessibility is the manner in which the camp is structured. "Protected Villages" in Northern Uganda are generally structured into Zones and Wards system. This enabled the researcher equitably select respondents.

### **3.2.3 Sample Size**

The study had 50 respondents. The respondents included PTA, District Education Officer (DEO), NGOs, LC, Teachers and Camp Leader. This population was deliberately targeted because they moved, lived and settled in IDP Camp since 1998. The sample size of 50 populations was chosen basically because it was reasonably adequate for a qualitative data. The criteria for choosing the sample populations were those who have lived or worked in Pabbo Camp for at least a period not less than two years. In this way, the study assumes that they have acquired knowledge and experience necessary to meet the objective of the study. The age, duration, gender, marital status, religious affiliation, educational level and occupation of the respondents were given attention in the demographic section.

### **3.3 Sample Technique**

The study employed two sample techniques, namely stratified and purposive sampling techniques. The researcher used stratified sampling to break down the population into homogeneous categories, thereby distinguishing between IDPs and other nationals. Purposive sampling was chosen in the study because it was more convenient to identify a smaller numbers of key informants with significantly high cross-sectional representation and in-depth information.

### **3.4 Data Collection Methods**

The researcher used multiple choice questions, in-depth interviews schedule for focus group discussion, documentary evidence and observation as information collection technique. More questionnaires were distributed in anticipation of the possible mishandling due to inadequate storage facility as a means to minimize damages. This approach was chosen because it was a flexible way to deal face to face with participants. Through this application, the writer was able to access directly what the informants think, know, or feel on the civil war and children's education in Northern Uganda.

Focus Group Discussions (FGD) schedule was used in the study. The order of the questions and exact phrase was vary to create a natural conversation with the respondents. Key informants were purposively sampled to provide the most needed information for the study. FGD was being held in accordance to zonal divide of camp zones and wards. FGD was chosen because it had enabled the researcher to interact with the respondents face to face, thereby ask questions, explanation, reinforce or clarify on certain assertion made by the respondents unlike the close-ended questionnaire, where the author controls content and the flow of ideas. FGD was extremely handy.

Other method employed was the Format for Analysis of Relevant Documents (FARD). The documents included mid-term and final reports of the led NGO. FARD was chosen to diversify the sources of knowledge. Observation had also played an indispensable role in the study. Through observation, the researcher was able to relate human activities, physical surrounding, as well as interviewees' attitude and reaction to the express opinions. This was important to substantiate what was seen and what was heard. The researcher used multiple choice questions, FGD, observation and FARD in order to triangulate source of information.

### **3.5 Procedure for Data Collection**

The researcher obtained the letter of introduction from the director of School of Postgraduate Studies, Kampala International University, OPM Kampala, Chief Administrative Officer (CAO), Sub-county chief Kilak County, and the permission of the Camp Leader to access the IDPs. The respondents' consent was required before any interview as matter of ethical concern.

The researcher was aided by three research assistance due to the size of the IDP camp. Their main responsibilities were to read, interpret and filled the questions items for those who neither know how to read nor write. The researcher recruited and inducted teachers in Pabbo Camp to carryout the exercise because they know the place, language and culture of the targeted population. The induction of research assistants was necessary to increase their efficiency in handling raw data and respondents.

### **3.6 Data Management and Analysis**

The participants were asked to respond freely to the questions items highlighting each objective. Data obtained from multiple questions was processed through the use of content analysis to extract meaning. The raw data was then converted into frequency and percentage counts for comparative reasons and interpretation. The rule of thumb or eyeball method was used to interpret the data analyzed. The rule of thumb was chosen because it was a simple way of interpreting the correlation coefficient in a qualitative study.

### **3.7 Limitation of the Study**

Ideally, this study should have been conducted in all the IDPs Camps of Uganda. However, Pabbo Camp was selected due to financial and time resource constraints. The researcher, besides being required to meet the full cost of the study, has only 15 weeks to develop a proposal, conduct the study, compile and submit the report. The Camp was also attractive because of its relative security, structure of the settlement and accessible by road. Hence, although the localization of the study to Pabbo Camp, it still provides a useful hints on People's Perception on the civil war and children's education in Northern Uganda. It also served as an entry point for debates on IDPs. Above all, it revealed the strength and weakness of education in the IDP setting.

It was expected that sample elements would not co-operate. This was solved by promising confidentiality and anonymity. It was also expected that the District authorities, sub-county chief, and camp leader would not allow to carryout the study. This was eased by an introductory letter from

the university, Office of the prime minister, and chief administrative officer respectively.

### **3.8 Problem Encountered**

**It** was not an easy thing to get information, but rather problematic, though I employed purposive and systematic random sampling still those people who were intended to give information were not readily availing themselves. Even some of them who tried to avail themselves failed to return the questionnaires in time. Getting the information out of the people's heads was just like trying to pull an old stump. Many of them do not know how to give out the messages clearly. Not easy to organize for focus group Discussion and FARD since the respondents have different place of work and too committed with their duty.

**Limited Resources:** The research was confronted with limited resources, for example, making copies of the questionnaire and transport to the different areas to which the copies were distributed. As a result I produced few copies of the questionnaire because of financial crisis.

### **Limitation in Time:**

Time constraint and money was yet another problem since the time was limited for defending thesis. The duration given was not enough to move in all the places in Pabbo IDP Camp. Hence due to time factor, I failed to reach in some places personally for consultation.

**Insecurity:** There was fear of insecurity on the way and transport was insufficient as the researcher had to use Boda-Boda daily to travel to Pabbo

IDP Camp and this was a problem because of the nature of the road which is dusty. Generally, language was not problems since the researcher know the language and the place, but the problem was how to get in contact with some of the respondents.

Another problem was the collection of the Questionnaire the researcher has to move from place to place collecting the Questionnaire. Out of the 50 questionnaires distributed to the respondent only 44 were returned since it was difficult to follow up some of the respondent.

### **3.9 Delimitation**

In spite of the problems I encountered, very many people showed high interest in the research topic with which I dealt. Therefore, these provided me with a lot of first hand information relevant to my topic. In addition to that, I had plenty of related literatures in the internets and others, which I obtained from personal text books as well as personal knowledge from my intellectual factory and recorded thought.

## CHAPTER FOUR

### DATA PRESENTATION, ANALYSIS AND INTERPRETATION

#### 4.0 Introduction:

This chapter presents analyses and interprets that data obtained from the field. The study used multiple Questions, Focus Group Discussions (FGD), documentary analysis and observation checklist to obtain the data presentation.

#### 4.1 Socio-economic and Demographic Data.

The purpose of presenting the socio- economic and demographic data of the informants is to portray the characteristic of the respondents and show how representative the populations in the study are.

##### 4.1.1 The distribution of Respondents by Age Bracket.

The respondents were asked to state their age in order to examine whether they were capable of articulating the issues raised by the researcher. Their responses were indicated below:-

**Table 1: The Distribution of Respondents by Age Bracket.**

Age	18+	21 - 29	30 - 39	40+	Total
Frequency	04	18	15	07	44
Percentage	9.1%	40.9%	34.1%	15.9%	100%

**Source: Primary data 2006**

Table 1 represents the age bracket of the respondents. 40.9% of the respondents ranged between the age 21 – 29, 34.1% between 30 – 39, and

15.9% were above 40 years, where 9.1% were 18 – 20 years old. This means that the majority of the informants were youths. This implies that 21 – 39 years of age is the most active period in which people work to earn living.

#### **4.1.2 Marital Status**

The respondents were asked to state their marital status. This is in order to assess whether they have responsibility in regard to marriage and at the same time whether they really have children or some body they are taking care of. Their responses were outlined below:-

**Table 2 Marital Status.**

<b>Marital status</b>	Single	married	divorced	Separated	Total
<b>Frequency</b>	14	24	02	04	44
<b>Percentage</b>	31.8%	54.5%	4.5%	9.1%	100%

**Source: Primary data 2006.**

The results in table 2 shows that 54.5% of the respondents were married, 31.8% single, 9.1% separation, and 4.5% divorced. This means that the majority of the respondents were married. This implies that the majority of the work forces in PDC have responsibility in regards to their marital status. Therefore basing on the above findings, the above categories of people will be of great help in giving information about children in PDC.



#### 4.1.3 The Sex Distribution of the Respondents

The informants were asked to specify their gender to indicate how representative on sample size. Their responses were outlined below:-

**Table 3: showing the Sex Distribution of the Respondents**

Gender	Male	Female	Total
Frequency	27	17	44
Percentage	61.3%	38.7%	100%

**Source: Primary data 2006.**

Table 3 shows that 61.3% of the respondents were male while 38.7% female. The majority of the respondents were males. This implies that the camp environment favors female drop-out from schools and consequently from the elite workforce.

#### 4.1.4 Religious Affiliation of the Respondents

The respondents were asked to mention their religious affiliation. This was carried for equal presentation of religious affiliations in the camp. Their responses were given below:

**Table 4: Showing Religious Affiliation of the Respondents**

Religions	Catholics	Protestants	Muslims	Others	Total
Frequency	24	13	02	05	44
Percentage	54.5%	29.5%	4.5%	11.4%	100%

**Source: Primary data 2006.**

Table 4 illustrates that 54.5% of the respondents were Catholics, 29.5% protestants, 11.4% others and 4.5% Muslims. This means that the majority of the respondents were Christians although Catholics percentage was higher.

#### **4.1.5 Educational Level of the Respondents**

The respondents were asked to show their educational level in order to find out if they were able to understand the impact of the civil war on children education in Pabbo camp. Their responses were sketched below:-

**Table 5: Showing Educational Level of Respondents**

Education	Primary	Secondary	tertiary	Total
Frequency	05	08	31	44
Percentage	11.4%	18.2%	70.5	100%

**Source: Primary data 2006.**

Table 5 measures that 70.5% of the respondents were graduates from tertiary institutions, 18.2% secondary graduates, while 11.4% merely completed primary school level. The majority of the respondents have attained some qualification from tertiary institution that enables them to work in the formation sector.

#### **4.1.6 The Occupation of the Respondents**

The respondents were asked to point out their occupations as a means to establish their sources of income. Their responses were tabulated below:-

**Table 6: Showing the Occupation of the Respondents**

Occupation	PTA	DEO	NGOs	LG	TEACHERS	
Frequency	08	04	06	09	17	
Percentage	18.2%	9.1%	13.6%	20.5%	38.6%	

**Source: Primary data 2006.**

The results in table 6 indicates that 38.6% of the respondents were teachers, 20.5% local government, 18.2% members of the Parents Teachers Association, 13.6% NGOs confraternity, and 9.1% district education officers. The majority of the respondents are low-income earners except NGOs workforce.

#### **4.2 The Effect of the Civil War on Access to Primary School.**

The first objective of the study examines the impact of the civil war on the enrolment of pupils in schools in Pabbo IDP camp. To achieve this objective, the respondents were asked the questions below. Their responses were tallied into frequencies and converted into percentage for reporting purposes. The rule of thumb was used to interpret the co- efficiency.

##### **4.2.1 Most Children Enter School at the Age of Seven.**

The participants were asked to mention whether most children enter to school at the age of seven. Their responses were sketched below:-

**Table 7: Most Children Enter School at Seven**

Response	<b>Strongly</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>Total</b>
Frequency	08	09	17	10	44
Percentage	18.2%	20.5%	38%	23.3%	100%

**Source: Primary data 2006.**

The results in table 7 reveals that 38% of the respondents disagree that most children enters school at the age of seven, 23.3% strongly disagrees while 20.5% agrees and 18.2% strongly agree. The majority of 61.3% deny that most children in Pabbo IDP camps start school at the age of seven.

The implication is that children enter school at the later year due to the constant insecurity and distance as the effect of the civil war on access to enrolment. It is estimated that the Lord Resistant Army (LRA) has abducted 26,000 Children since the inception of its rebellion. Most of the so called "Combatants" in the L.R.A are children who were abducted or fathered by the rebel commanders. When reports are released about L.R.A casualties or Prisoner of War (POW), the victims most surely comprise children abducted by LRA and inducted as soldiers consequently those abducted are denied the chance to primary education in all circumstances. By the time they go to school, it will be late for them and these explain why in northern Uganda children don't join school at the age of seven.

Generally it has to be assumed that school enrolment rates decrease and progress towards a universalization in basic education slows down considerably under conditions in which conflicts are raging: "In war-affected areas, many children who should be in schools are hard to find, hard to get

into school, and hard to make sure they remain there until completing their primary education" comments Sommers (2002). Here but a few exemplary cases: In the first part of their instructive world Bank study on "Education Reform in a Post-conflict Setting" using the example of Central America Marques/Bannon (2003) analyze in detail the impact which many years of civil war in Guatemala, Nicaragua and El Salvador had on the respective education systems, and in doing so compare the development of enrolment rates with those in "peaceful" Costa Rica:

*"Following a decade of strife the Guatemala and Salvadoran education systems had fallen even further behind their Costa Rican counterpart. Illiteracy rates, secondary enrolment ratios roughly three-quarters and one-half, respectively, of Costa Rica's. Nicaragua's impressive enrolment gains, however, placed it between Costa Rica and the other two countries"* (Sommers 2002).

According to the Oxfam Education Report two-thirds of the African countries affected by conflicts have enrolment rates of less than 50% (Watkins 2000). Of the 17 countries in sub-Saharan Africa in which school attendance rates have fallen in the past decade, six were affected by a major armed conflict (UNESCO 2003).

"Difficulties in collecting reliable data should not hide the fact that access to education in parts of Angola, the DR Congo, Somalia and Southern Sudan

elsewhere is minimal. An estimate of the GER for Somalia for example suggests that only 9% of children (and only 6% of girls) are in school" (Bensalah 2001).

The United Nations special representative of internally displaced persons estimates that there are 25 million IDPS world wide, with major concentrations in Afghanistan, Angola, Bosnia, and Herzegovina, Colombia, the Democratic Republic of Congo, Sri Lanka, Sudan, Uganda and countries of the former Soviet Union. The majority are women and children. In nearly half of these countries, IDPS faced sexual violence. A full study in Guinea, Liberia and Sierra Leone found that displaced women and girls in camps were constrained to exchange sex for scarce food and other basics even for humanitarian aid. Twelve million (12 million) children aged 5-17 are without access to education due to conflict (Global IDP project, 2003). In the above mentioned countries children do not start primary education at the later age as a result of the civil war.

Therefore it is important for the NGOs and the government to come up with a new policy regarding the education of children in IDP camp. Government should set up schools for those children abducted for easy integration with other children while in school, this is because it is discovered that older children in school will spoil the mind of the younger one. Free secondary education need to be open for easy enrolment of those who completed from primary school. Consequently this will solve the problem of frustration by most children. Since adaptation is the major barrier to early enrolment of children, government should protect children in the war ravaged region of northern Uganda.

#### **4.2.2 The Policy of Free Education has no Effects on the Enrolment of Children with Disability.**

The participants were asked to comment on whether the policy of free education has any effect on the enrolment of children with disability in Pabbo IDP camp. Their responses were sketched below:-

**Table 8: Impact of Free Education on the Disabled Children**

Respo nse	To some extent	To large extent	To minimal extent	Not at all	Total
Frequ ency	4	NIL	8	32	44
Perce ntage	10%	NIL	18%	72 %	100%

**Source: Primary data 2006.**

The results of table 8 indicates that 72% of respondents observe that the policy of free education in Uganda has no effects on the enrolment of children with disability in Pabbo IDP camp while 18% admit that to minimal extent and 10% to some extent. The majority of the informants asserted that the UPE programme in Uganda has no effect on the enrolment of children with disability in Pabbo IDP camp. This means the UPE programe has not catered for the enrolment of children with disability in Pabbo IDP camp. The implication is that due to the civil war there is no established centre for UPE children with disability.

According to Alex Ndeezi (MP) that Uganda's Universal Primary Education (UPE), begun in 1997, is the brain child of President Yoweri Museveni. That by the end of September 1999, six and half millions children aged 6-15 had enrolled for primary school education as per Ugandans total population. Total enrolment rates for all children have tripled since 1996 and the enrolment of children with disabilities almost half of whom are female, has quadrupled. In Afghanistan, DRC and Rwanda for examples the need for education of young children with disabilities were not catered for as well.

In Northern Uganda as a result of the civil war, there are many land mines casualties and in Pabbo IDP camp there are many children with disability with no access to enrolment, because of the high enrollment in the camp, with less space in the class, these children with disability could not catch up with study in the over crowded population. There are some children who lost their legs, limbs, arms, eyes, and ears as a result of the civil war and there is not special program which was put by UPE policies in Pabbo IDP camp to cater for the children with disability.

Therefore it is the role of the government to improve on the provision of UPE to the disability pupils. It should be noted with great concern on the main streaming of all categories of children, profoundly deaf children are to benefit from UPE, children with visual and physical disabilities are to be catered for, mobility aids like crutches, wheel chairs and white canes are to be provided for this programme, special education teachers sign language, visual and mental impairment are to be adequate and should exist in all primary school. If the above suggestions are critically followed, then the UPE will have positive impact on the children with disability.

Girls with disabilities are a large and diverse group whose educational needs have gone largely unnoticed by those committed to promoting gender



equity or disability equity. Evidence is scarce (UNESCO, 2004), but it seems clear that these girls are not faring well. Widespread cultural biases based on both gender and on disability greatly limit the educational opportunities of such girls.

Disabled children are at several risk of exclusion from school and other social activities especially in the case of girls, the victims may be seen as a burden on the family because marriage prospects may be hampered. It is quite usual for a disabled woman to be hidden by her family in that Palestinian autonomous territories, for example, because of the symbolic importance of female beauty and health and the pivotal role of women in the family, disabled women is seen as a failure on several counts (Atshan, 1997, cited in Rousso, 2003).

Although available data are limited, they indicate that women and girls with disabilities fare less well in the educational arena than either their disabled male or non-disabled female counterparts. For example, UNESCO, the world blind union and others estimate the literacy rate for disabled women at only 1%, compared with an estimate of about 3% for people with disabilities as a whole (Groce, 1997). Statistics from individual countries and regions, while often higher, nonetheless confirm the gender inequalities (Nagata, 2003).

In terms of school enrolment, UNESCO suggests that more than 90% of children with disabilities in developing countries do not attend school (UNESCO website).

#### 4.2.3 Equity of Access.

The respondents were asked to indicate whether girl child has equal opportunities to access, primary school and as their counterparts boys. Their responses were grouped in the table below:-

**Table 9: Democratization of access.**

Response	Strongly agreed	Agree	Disagree	Strongly Disagree	Total
Frequency	8	10	17	9	44
Percentage	18.2%	22.7%	38.6%	20.5%	100%

**Source: Primary data 2006.**

Table 9 shows that 38.6% of the respondents disagree that there is equity of access into primary schools at Pabbo IDP camp, 20.5% strongly disagree while 22.7% agree and 18.2% strongly disagree. This implies that slight majority of the participants in the study deny that there is equity of access.

The implication is that there is no democratization of access of the girl child due to rapid decrease in the enrollment of girl child. In the early primary school, there are often more girls than boys attending; however, the girls can be older when they begin due to the house hold responsibilities they must carry out. "They are behind from day one" (Woman's commission interviewed with the District Education Officer, Kitgum September, 20, 2004).

D.E.Os from Kitgum and Gulu, as well as NGO representatives, said that girls enter school older than boys and leave earlier. This explained that poverty, insecurity, traditional roles, early marriage and lack of female

teachers contribute to this discrepancy. When families in northern Uganda can afford to send a child to school, they often choose their sons; parents may feel that given the traditional role of women, marrying, tending crops and raising children, they do not need education as much as their male siblings. Parents in situation of insecurity also know the risks that their daughters take in going to and from school (interviewed with sister in Pabbo IDP camp, June, 2006)

There are reports of girls who do better than boys in school being bullied by boys. Given this, parents may want to keep their girls home to protect them. Poverty, coupled with traditional marriage practices of dowries given to girls' parents, leads to girls being married off early; at age 12 or 13; at that point, the girls no longer attend school (women's commission for Refugee women and children 2004)

Even if a teacher intervenes, the parents will often defend the decision to marry the girl off. This is a typical situation with refugee children. In Kiryandongo refugees settlement camp for instance, once teachers intervened as stated, the parents of the girls will automatically support the decision made. There is a sense of, "Why spend money on a girl when we are in such poverty and the family can benefit from the dowry from her marriage?"

"Some parents believe that a girl who is educated might not produce babies. Hence, the drop out rate for girls from secondary ages 13-14 is very high. Girls are expected to engage in small business to assist with income for the family. If they stay home, they may begin to engage in sex, become pregnant, and then do not go back to school.

There are anecdotal reports of girls being married off, running away from the marriage and coming back to school. After seeing the benefits of schooling, some parents relent, take the girl back and are "full of praise" of her. (Women commission 2004). Even in school, girls are more often burdened with traditional roles of sweeping and getting water. Some teachers will say that this is the work of girls, and only girls should do this; lessons continues while the girls are performing the tasks, and they miss learning.

The Uganda, ministries for education, and gender has launched the "Girls educations movement" (GEM); this was created at national meeting with local officials at which a structure was drawn up to keep girls in school. There are co-ordination centers which train tutors who then do community mobilization for girl's education, and there is an effort to main fair team initiatives on girl's education throughout Uganda. Nevertheless this programme is not seen in northern Uganda where many school girls were abducted as a result of the civil war in the region.

The Norwegian refugee council also works on their issue, and cited the forum for African women in education as a resource for keeping girls in school. The forum works to educate the girl child through paying school fees and providing pocket money for the girls, money management was discussed and the girls must account for the money.

However, in northern Uganda there is no democratization of access and the forum for African women is non-existence.

In interviews with the women's commission for refugee women and children in 2000, Burundian women expressed concern about children's and adolescents' lack of access to school, where the situation had further deteriorated due to insecurity. They reiterated the need to raise levels of

school attendance and literacy, and again offer children and adolescents alternatives to violence and prostitution, (Watch list, 2002).

It is estimated that half of the 104 million out of school children, two thirds of whom are girls, live in countries in the midst of or recovering from conflict. Of the seventeen sub-Saharan countries in which enrolment rates declined in the 1990's, six are states that were affected by or are recovering from major armed conflict (Angola, Burundi, the Democratic republic of the Congo, Liberia, Sierra Leone and Somalia) and of the fourteen countries with a very low enrolment GPI of between 0.6 and 0.84, three are currently in conflict (Burundi, Cote d'Ivoire and Liberia) and two are recovering from it (Ethiopia and Mozambique) of the twenty-five countries with the lowest levels of female adult literacy, ten are either experiencing armed conflict or recovery from it. It is also significant that the twenty-five countries targeted recently by UNICEF for accelerated action to improve girl's participation in education either have experienced recent conflict with their borders (Kirk, 2003).

There is ample evidence from the Machel reports and from other sources that armed conflicts particularly disrupt the education of girls. During conflict girls may not be allowed to go to school because parents fear attack on the way. The HIV/AIDS threat makes this of even greater concern. Of the seventeen countries with over 100,000 children orphaned by AIDS, thirteen are in conflict or on the brink of conflict (Machel 2002). In the Democratic Republic of Congo, it is thought that adult HIV/AIDS prevalence has risen steeply to 20% and that in 2001, 939,000 children under 15 had lost either their mother or both parents to the epidemic.

The vulnerability of women and girls to sexual violence in situations of conflict makes them also especially inimitable to HIV/AIDS infection. This was indicated in recent study, in the highly affected region of north Kivu (Democratic Republic of Congo), where estimated infection, rates are 54% among adult women, 32% among adult men and 26% among children (Watch list, 2003). Infection rates of military forces can be for higher than those of the local population. The traditional chores such as collecting fire wood and water represent a real danger during war time. All these factors impact negatively on education. In southern Sudan, the demand that girls care for younger siblings and children has considerably increased during civil war, as adults and particularly women have become more engaged in lively hood activities than during pre-war periods. (Biong Deng, 2003).

In the case of the Aboke girls in northern Uganda, 139 girls were specifically targeted, removed from a girl's boarding school, and forced into the rebel forces (De Temmerman 2001). In Northern Uganda, families have married their daughter to militia members in order to protect themselves and their girls. The same also happened in Somalia (UNICEF, 2001 b). In post conflict periods, sexual violence and exploitation of women does not necessarily abate. In Rwanda, for example, during and after the conflict, girls tended to stay close to their homes, remaining for the most part with their mothers; education was the first of their activities to be sacrificed (Oxfam UK, 1999).

National statistics often conceal strong regional patterns of inequality. In Ethiopia, for example, under enrolment is very much a rural phenomenon, and gender gap is largely absent in urban areas, where primary GERS are over 100% for both boys and girls. In rural areas, on the other hand, only 25% of school age girls are enrolled in primary school compared with 31% of boys, and its estimated that a mere 1% of girls and 1.6% of boys in rural

Ethiopia completed the eight year primary cycle in 2000. The two predominantly pastoralists regions (Somali and Afar) exhibit the lowest primary enrolment rates (11% and 7%, respectively, in 1995/96, where as the rate for pastoralist girls is estimated to be low 1% (World Bank, 1998). The achievement of enrolment and gender equity targets is therefore to a large extent dependent on improvements occurring particularly in the two pastoralists regions, in rural areas more generally (Rose, 2003 a).

In Chile, data disaggregated by geographical location shows widening gender and rural urban gaps in education participation for teenage children. House hold wealth also intervenes, with rural non-poor girls having marginal advantage over boys, but rural poor boys having an advantage over girls. Both poor and non poor house holds have higher participation rates in urban compared with rural areas.

The pattern is intensified in the 20-24 age groups. Contexts of poverty and marginalization are, of course, not static in china, far example, access to education of disadvantage groups- minorities, migrant populations and the urban and rural poor has worsened as the transition to a market economy, the collapse of previous social support systems and increased rural - urban migration posed severe challenges for educational provision (Maher and Ling 2003). In Bangladesh, too, there has been a significant decline during the 1990s in the number of urban students are living the basic competencies. This suggests an inability of the school systems to cope with the large additional migrant population. Their destination is often the urban slum communities, which become educationally disadvantaged, particularly where these semi permanent settlements are not legally recognized by urban authorities.

However, in northern Uganda, the education is at emergency level, there is no democratization of access to girl's education. The civil war has distorted all programmes of girls child education in northern Uganda, even boys faced the same problems where the enrolment rate keep on fluctuating more especially during the planting and harvesting season, because the live hood of the northerners depend on cultivation, hence an obstacle to school enrolments.

Government and NGOs are urgently called to promote, implement and found girls education community awareness programs, provide economic incentives for girls school attendance at primary and secondary levels and finally eliminate secondary school fees if we are to promote education in northern Uganda.

#### **4.2.4 The Proximity of Schools**

The respondents were asked to illustrate whether schools were closer to homes. Their answers were sketched below:-

**Table 10: The proximity of Schools**

Response	Strongly agree	Agree	disagree	Strongly disagree	Total
Frequency	15	18	07	04	44
percentage	34.1%	40.9%	15.9%	9.1%	100%

**Source: primary Data 2006.**

The results in table 10 reveals that 40.9% of the respondents agree that the proximity of schools were closer to home, 34.1% strongly agree, 15.9% disagree, and 9.1% strongly disagree. The majority 75% of the respondents agrees that schools are closer to homes.



As a result of the civil war, schools were displaced from their original place and brought closer to the IDP camp. The implication of the study is that most pupils tend to doge classes. There are some schools in Pabbo Kilak County which are distant from the camp, since pupils have that fear of being abducted; they end up not attending school.

In interviewed with the headmaster of Labala Primary School in Pabbo that distance also affect pupils negatively, majority of children prefer studying in near by place as a result the school are over crowded and pupil who stand on the window or sit at the back of the class room may not listen to the teacher in class and this has caused some pupils to drop- out of school; another issue is the after noon session, where most pupils don't turn up for afternoon classes.

In Pabbo generally the schools are close to one another, pupils cross from one school to another. In discipline of pupils are at the maximum. In an interviewed with the headmaster of Pabbo Comprehensive secondary school, that closeness to one another has spoilt their pupils and they are uncontrollable and that children may transfer to another camps, so this shifting affect primary enrolment greatly in pabbo IDP camp.

It is recommended that the government in partnership with other NGOs should ensure that in war affected areas, there is enough feeding proggame to prevent children from going at home for lunch. Special consideration should be made for primary schools in IDP camp, and opening of boarding sector is encouraged because there are disadvantaged children in the camp.

#### **4.2.5 The Contribution of Parent/ Community.**

The participants in the study were asked to state whether parents / community support the schooling of their children to school. Their responses were tabulated below:-

**Table 11: Parents / Community Contribution in Promoting Access.**

Response	To some extent	To large extent	To minimal extent	Not at all	Total
Frequency	27	13	04	NIL	44
Percentage	61%	30%	09%	NIL	100%

**Source: Primary data 2006.**

Table 11 indicates that 61% of the respondents agree that parents / community contribute by sending their children to schools to some extent, 30% to larger extent, and 9% to minimal extent. The majority of participants agreed that parents / community contribute to the widening of access to primary education in Pabbo IDP Camp.

The implication is that the contribution which the parents/ community accord by sending their children to school is not enough. This is poverty and meager resources in IDP camps but according to sister a deputy headmistress of Pabbo primary school, that most parents are reluctant in sending their children, this is because they are traumatized and most of them lost hope in education. Although the findings agreed that they contribute by sending them to school the fact remains that when time for collecting building fund and PTA fund, most children drop out of school.

In 1997, Uganda becomes the first country in Africa to institute universal primary education (Women commission for refugee women and children, 2004). The grant was targeted at only government aided primary schools and was computed annually as follows; Shs 5,000 per pupil in p.1- p.3 and Shs 8100 per pupil in p.4 -p.7. Families to benefit from this grant included: monogamous family, polygamous families, single parents families, and orphans whose both parents are dead. Schools also received additional money of 1000 Uganda shillings per term for lunch in School. The main concern of the District Education Officers (DEO'S) from both Gulu and Kitgum was primary education. (Women commission for refugee women and children 2004).

However, despite the governments, contribution, primary education is not free. Although parents do not have to pay tuition to send their children to public schools, tuition is not the sole cost to families of children attending primary school. School materials, uniforms, Parent Teacher Association (PTA), fees, and lunch and building fees can amount to between, 5,000 and 15,000 Uganda shillings per term (Combined figures, DEO's, Kitgum and Gulu). There are three terms per year. PTA fees are negotiated by parents at the PTA meetings. (Women's commission interview with the District Education officer, Kitgum, September, 20, 2004).

A government official in Gulu stressed that parents "must contribute to the up keep of their child. A uniform is not essential, but children must have" decent clothing "to attend school; However, the feeling is that a uniform provides a feeling of inclusion and without it, a child will not do as well and will feel excluded. The same local official stated that by wearing uniforms, children can be identified if captured by the rebels. (Women's commission interview with the district education officer, Gulu September, 2004). Cost

of attendance, Gulu Uganda private school is 48,000 Uganda shillings per term, 500 Uganda shilling lunch per day. Public school 1,000 Uganda shillings per term to eat at school. In addition to school fees, there are other barriers to school attendance, insecurity, lack of school buildings, classrooms and desks, lack of latrine and water, the shortage of qualified teachers, illness and night commuting stop children from attending school on a regular basis and make it difficult for effective learning to take place when children do attend.

In a Natshell, the government should provide funds for school “Extras” such as uniforms, PTA and building fees and transportation costs, in addition, to tuition for all pupils of primary school age in northern Uganda and eliminate secondary school fees, this is due to the fact that most children in northern Uganda do not join secondary because of the level of poverty in the region. If secondary fees are eliminated, then the enrolment of children will increase drastically.

#### **4.3 The Effect of the Civil War on Children Retention in Schools.**

The respondents were asked to mention whether the civil war has any effects on the retention of children in primary schools. Their answers are discussed in the Sub-heading 4.3 which highlights second objectives.

##### **4.3.1 The Class-Size in Pabbo IDP Schools.**

The respondents were asked to demonstrate whether the class-size in Pabbo IDP camp ranges from 40-45 pupils as a mean to efficient and effective delivery of the subject matters. Their answers were explained below:

**Table 12: The class-size in PDC.**

Response	Strongly agree	Agree	Disagree	Strongly disagree	Total
Frequency	02	04	24	14	44
percentage	4.5%	9.1%	54.5%	31.9%	100%

**Source: Primary data 2006.**

The results in table 12 shows that 54.5% of the respondents disagree that the class-size in PDC ranges between 40-45 pupils, 31.9% strongly disagree while 9.1% agree and 4.5% strongly agree. The majority 86.2% disagree that the minimal ratio of a class per teacher is not 40:1.

This implies that the expansion in the pupil ratio is not matched with the further number of teacher. Because of this teachers are over loaded, with less working space in between the classroom. The quality of education in Pabbo IDP camp needs to be studied critically.

Government standard ratio child per teacher 50:1 but not what the finding reveals. In the finding there are almost 150 pupils per class, and there are few numbers of teachers in Pabbo IDP camp. In interview with Headmaster of Mara –wobi, that in government aided school, teachers are afraid to come and work within the camp, hence few teachers. The finding also reveals that in Gulu, the actual ratio children per teacher 150-300:1.

This is due to the civil war in the region where most schools were destroyed and children are now congested in the camp and this has led to high number of pupils to teacher's ratio. Close supervision of teacher to their children is a problem, when coming to time of giving exercise, marking

is terrible and hectic on the side of the teacher and leaving some children exercise books unmark or uncheck.

In Rwanda, Burundi, Tanzania and DRC, there was focus on access, getting as many children into school as possible had a down side. It has led to over crowded classrooms, as NGO's had insufficient funds to increase the number of classrooms and teachers. This is a typical example of Pabbo IDP camp where teachers are few and most of the residents don't see the contribution of government in pabbo IDP camp and yet the government through the commission for disaster and preparedness are contributing enough in IDP camps.

In Uganda school, all pupils must wear school uniform with a badge showing the name of their school. Different schools will have different colour and different styles of uniform. The boys will normally wear a shirt and a pair of shorts and the girls will wear a dress. Most children in the rural schools do not wear shoes; they walk on bare feet and can even be seen playing foot ball and other games with no shoes. The class size in Uganda is between 40 to 80 and children sit on work benches with table in the middle if they are lucky. Most primary schools in IDP Camps are unfortunate in that very few schools have work benches and table in the middle. The civil war in the north has caused all this to happen and the classrooms are in a poor setting.

The government and other NGO's should construct primary schools to eliminate the problem and there is high need to post more teachers in IDP's school and this will eliminate the problem of the few teachers in the camp. There is also a need to develop more formal primary and secondary teachers- training programs and lift the hiring freeze in the north.

### 4.3.2 School Infrastructure.

The respondents were asked to show whether there were benches, tables, desks, etc in classroom in PDC. Their responses were grouped in the table below:-

**Table 13: Schools Infrastructures in PDC.**

Response	Strongly agree	Agree	Disagree	Strongly disagree	Total
Frequency	05	08	24	07	44
Percentage	11.4%	18.2%	50.2%	20%	100%

**Source: Primary data 2006.**

The result in table 13 indicates that 50.2% of the respondents disagree that there were school infrastructure in PDC, 20% strongly disagree while 18.2% agree and 11.4% strongly agree. This means the majority of the sampled populations disagree with the assumption that there were infrastructures in PDC schools as pupils sit on the floor.

The destruction of educational infrastructure represents one of the greatest developmental set backs for countries affected by conflict. In Mozambique, some 45% of primary- school networks were destroyed, and during crisis in Rwanda, more than two-thirds of teachers either fled or killed (Machel, 1996). The lost years of education make the recovery after war even more difficult. Once, the fighting stops, the lack of schools and teachers, the inability of authorities to rebuild the education system and to train, retrain and deploy, new or returning teachers, is a difficult challenge that can take many years to over come. Providing education in situations of emergency

and crisis is critical, both as away to resist the enemy and to provide some sense of normalcy in disrupted lives. It is also the foundation on which to rebuild societies. Because the schools are often targeted, alternative sites for class rooms have to be found, "alternating the venues regularly". In Eritrea in the late 1980's, classes were often held under trees, in caves or in camouflaged huts built from sticks and foliage. Similar arrangements were made during the fighting in the former Yugoslavia where classes were held in cellars of private homes, often by candle light, witnessing the importance of maintaining education no matter how difficult the circumstances (Machel 1996).

Educational facilities themselves, as well as the structures of the educational administration, are often targets of violent conflicts and a military target: In East Timor, the violence of September 1999 destroyed between 80% and 90% of school buildings and related infrastructure" (Nicolai/Triplehorn 2003). In Burundi 20% of all school buildings have been destroyed in the course of the conflict since 1993" (Fountain 2000).With regard to the civil war in Mozambique Retamal et al. report: "From 1983 to 1987, 2,665 schools were closed or destroyed. That is to say, about 45% of those existing at the beginning of this period. This has affected 448,530 students and about 5,686 teachers" (Retamal/Aedo-Richmond 1998).

"An estimated one-third of education communities in Guatemala were affected in some measure by the civil war" (Marques/Bannon 2003). "In Somalia, the war almost totally destroyed the nation's textbooks and



curricula" (Bensalah 2001). "The cessation of educational activity during the civil war coincided with the serious damage suffered by the educational infrastructure of the country. School buildings were completely or partially destroyed: roofs, windows, furniture and the fittings were looted. The school buildings that were partially or completely preserved were occupied by displaced persons or clan militia. All educational records of the country were destroyed" (Retamal/Aedo-Richmond 1998).

Therefore there is urgent needs to improve on the infrastructure in northern Uganda, more especially in Pabbo IDP camp, need for desks, benches, is paramount because for effective learning to take place, the learner must be comfortable, if the learner is uncomfortable then there is no effective learning.

#### **4.3.3 The Teachers' Motivation.**

The respondents were asked to explain whether teachers felt satisfied with their

Incentives. Their responses are calculated below:

**Table 14: Teachers' Motivation.**

Response	Strongly satisfied	Satisfied	Dissatisfied	Strongly dissatisfied	Total
Frequency	NIL	08	21	15	44
Percentage	NIL	18%	48%	34%	100%

**Source: Primary data 2006.**

Result in table 14 demonstrates that 48% of the respondents were dissatisfied with the incentives offered, 34% were strongly dissatisfied while 18% were satisfied. This means the majority of the respondents in the study were dissatisfied with the incentive packages offered at PDC schools.

The situation of teachers in northern Uganda is complicated. Salaries are low, and hours are long. In some areas, teachers, make 59,000 Uganda shilling a month (about US\$ 34) and work 8-10 hours per day, six days a week. (Women's commission interview with district education officer in Gulu September, 2004).

The response of many agencies, to education in emergencies is to insist that basic education is an "essential part of every emergency programme (UNICEF 1994). Many do this by using a strategy of rapid response through the use of emergency education kits. However, where the emergency must be comfortable response focuses on kit or packages, the establishment of an effective education system can be severely delayed waiting for materials and expertise.

It can also hamper the community's own response to establishing education if the expectation is that the agencies will be providing the necessary in put. This was the case in the Rwanda crisis, where the response to education sector needs for the refugees was the production and use of Teacher Emergency Packages (TEP), which were used in Rwanda, Tanzania and DRC. United Nations agencies assumed that TEP covered the needs of the refugee problem and conducted little or no assessment of the existing skills and education potential among the refugees. Such an assessment would have determined more effectively the level of need to ensure education for the children and the teacher capacity to deliver it (UNESCO 2003).

Therefore, the stakeholders and non-stakeholders should ensure that teacher's incentive in PDC need to be increased and the NGO's working in PDC should adopt what was done in DRC Rwanda and Tanzania. Although TEP will not solve the problem of teacher in PDC, it is necessary because this will motivate the teachers to work hard since the finding of the study point out that school in PDC is affordable by parents to some extent. This is because of the absolute poverty in PDC. The livelihood of people in pabbo IDP camp depends on subsistence agriculture and it was their main source of income. As a result of the insecurity, people were displaced from their original land, and now congested in the IDP camp. Majority of children in Pabbo get enrolled in primary but the number will decrease when it comes to the time of collecting PTA and building funds. Some parents don't afford to pay 1,000 Uganda shillings meant for PTA and building funds.

Many parents in the camps, due to poverty and traditional practices do not support girls going to primary school and fewer support their daughters going to secondary school. Paying school fees is a big problem. In PDC people have no money. If a child goes to school, it's the boy who attends and this is a result of poverty.

Most parents in Pabbo Camp don't see the benefit of schooling and had lost hope in education due to insurgency in the region, mean while others see it as waste of time because after primary level, they could not afford to send those who qualified to go for secondary school. NGO's focus mainly on basics needs, ignoring education of children. The role of WFP is providing feeding programme to government aided primary and secondary schools.

The government of Uganda should provide loan to the people in IDP camps to start income generating activities. Since the poverty level in IDP camp is above emergency level and the only way is to provide loan. The system of the "protected villages" should be widening for the residents to get some plot of land where to cultivate since their livelihood depend on subsistence agriculture. The living standard of teacher in Pabbo camp is worst and it need urgent attention by government and international bodies or united agencies.

#### **4.3.4 Schools in PDC were Affordable for Parents / Community:**

The respondents were asked to show whether schooling in PDC is affordable for parents / community. The answers were tabulated below:-

**Table 15: Affordability of Access and Retention.**

Response	Affordable some extent	Affordable	Not afford able	Total
Frequency	21	3	20	44
Percentage	48.5%	6%	45.5%	100%

**Source: Primary data 2006.**

The result in table 15 indicates that 48.5% of the respondent's belief schooling was affordable to some extent 45.5% unaffordable while 6% agree that it is affordable. A slight majority of the population agree that the schooling in PDC was affordable by camp standards.

This is because of the absolute poverty in PDC. The livelihood of people in Pabbo IDP camp depends on subsistence agriculture and it is their main source of income. As a result of the insecurity, people were displaced from their original land, and now congested in the IDP camp. Majority of children in Pabbo get enrolled in primary but the number will decrease when it comes to the time of collecting PTA and building funds. Some parents don't afford to pay 1,000 Uganda shillings meant for PTA and building funds.

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#### **4.3.5 Government Offer adequate Scholarship to cover other Education cost:**

The participants were asked to show whether government offer adequate scholarship to cover other education cost. Their answers were outlined in the table below;

**Table 16: Government Support to Education.**

Response	Strongly agree	Agree	Disagree	Strongly disagree	Total
Frequency	NIL	10	21	13	44
Percentage	NIL	23.4%	47.6%	29%	100%

**Source: Primary data 2006.**

The results in table 16 show that 71% of the respondents agree that government support to primary schools in PDC is inadequate while 29% believe it is adequate in the given circumstance. The majority of the sampled population mentioned that public support to primary schools in PDC was inadequate.

This means that the government gives aids to support PDC primary school but not on regular basis. According to one sister in Pabbo IDP camp, that government support come late to school after when school had suffered greatly. There is a capitation grant for UPE which is meant to support public school but it is even inadequate.

The implications of these findings are that school management; administration will be ineffective hence performance of pupils will be greatly

affected. There is therefore need to continue to address the above issues. This is because effective administrations need money and it is the role of the local government through the DEO to ensure that capitation grant for primary school in PDC is adequate.

The government should ensure that people living in government established “protected village” have adequate school support like any school in other parts of Uganda if we are to consider education of children in northern Uganda. The international community should not neglect education of children in northern Uganda. They should not draw most of their attention on basic needs such as food, water, and medication but education of children should be taken as first priority as well.

#### **4.4 The Effect of Civil War on the Management of Schools in PDC**

The respondents were asked to comment briefly on the effect of the civil war on the management of schools in PDC. This was as means to high light the third objective. Their responses were outlined in section 4.4.

##### **4.4.1 The Working Condition of the Teaching Staff is Adequate.**

The respondents were asked to comment on the statement. The working condition of the teaching staff is adequate. Their responses were given in the sketch below;

**Table 17: Working Condition of Teaching Staff.**

Response	Excellent	Good	Fair	Below stand ard	Total
Frequency	NIL	NIL	7	37	44
Percentage	NIL	NIL	16%	84%	100%

**Source: Primary data 2006.**

The result in table 17 indicates that 84% of the respondents stated that the working condition is below standard and 16% claims it was fair. This means the overwhelming majority of the sampled population believes that the working condition is below standard.

The implication of this study in table 17 is that if teachers are not motivated, then the content delivery will also be affected, and this can be witnessed by teachers reporting late to class, ineffective teaching among others. The situation to teachers in northern Uganda is complicated, head teacher move long distance to school, salaries are low, and hours are long, poor accommodation, little salary, delayed payments among others. The work load of teacher actual ratio children per teacher 150-300:1, but not according to the government standard ratio children per teacher 50:1.

One of the greatest difficulties of attracting young people to teaching is the rate of pay and long hours. In some areas, teachers make 59,000 Uganda shillings a month (about US Dollar 34) and work 8-10 hour per day, six days a week. In one night commuter center based in a school in Kitgum, teachers were also night comminuting to protect their safety.

The fact that schools, and with their students, teachers and parents, can become direct targets of violent conflicts, was recently demonstrated to the world in a dramatic manner by the hostage-taking drama in Beslan/North Ossetia. The massacre in School No.1 in Beslan, perpetrated by Chechen terrorists and others, claimed at least 335 victims, among them over 150 children. Yet educational facilities, teachers and students have repeatedly been drawn into military conflicts in the past decade; thus for instance, the



Russian army had no scruples about bombarding schools during war in Chechnya, as Nicolai / Triplehorn (2003) report: Chechen schools have been bombed during class hours because they were deemed to be sheltering military targets, and grenades have been thrown into classrooms" (ibid, 2003). In Rwanda many schools were the scene of atrocities during the genocide of 1994.

In numerous countries ravaged by war and civil strife children are at risk from landmines on their way to school, often many years after the fighting has ceased. Some 8,000 people die every year as a result of mine explosions, a further 16,000 are injured. Every third or fourth victim of a landmine explosion is a child.

In the course of violent conflicts teachers are often among the population groups most at risk. Thus, for example, it has been proven that teachers in Columbia and Sudan are specifically being threatened or killed by the warring factions (cf. Nicolai / Triplehorn 2003). In Burundi 25% of all primary school teachers have either been murdered or have fled abroad since 1993 (Fountain 2000). In Cambodia nearly 75% of the teachers were murdered during the era of the Red Khmer (World Bank 2002 a).

Teacher's remuneration should be increased in order to motivate them, the government should also recruit more people into teaching services; teacher

accommodation should be built in order to reduce on the burden of renting houses, there is also need to give risk allowances to teachers working in the IDP camps. The government should ensure that teachers had good facilities which can motivate them to work hard and the working situation of teachers is to be normalized in northern Uganda.

#### **4.4.2 The Study Environment for Children is Conducive.**

The respondents were asked to state whether the study environment in PDC was conducive for children. Their responses were given below;

**Table 18: The Environment for the Studies.**

Response	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
Frequency	NIL	NIL	13	31	44
Percentage	NIL	NIL	29.5%	70.5%	100%

**Source: Primary data 2006.**

The results in table 18 illustrates that 70.5% of respondents deny that the study environment for children was conducive and 29.5% disagree. This overwhelming majority deny that the study environment was not attractive for pupil's education.

The implications of the study are that pupils are at risk of epidemics as a result of unconducive environments. As a result of the civil war in the north, study environment was greatly affected, like lack of school building, class rooms and desks, lack of latrines and water, the shortage of qualified teachers, illness and night commuting stop children from attending school on a regular basis and make it difficult for effective learning to take place when children do not attend.

When the population moved to IDP camps, learning centers were created. Learning centers were grouped by sub-counties near the camps. In Pabbo sub-county there are 13 primary schools, 2 secondary schools, one vocational training centre and one Early Childhood Development Centre (ECD). The vocational training centre and the ECD are under the management of Community Based Organization (CBO). The ECD in Pabbo camp is barely functioning and it is at the stage of collapsing. There are five active ECD centers in Parabongo sub-county Awee camp. The five ECD centers in Awee camp are functioning but it is still at infant stage and when I went to the camp it was only one week old. These ECD centers are facing a lot of problems among others are desks, tables, chairs, wall clock and the population is too great and the learning centers are poor. They are physical class room structures or designated areas for learning (beneath trees). They can be free standing or can be linked to an existing school in the area.

There are not enough classrooms or supplies for effective teaching, many teachers are untrained, others are redundant given the concentration of children and lack of space in learning centers and everyone interviewed for this reported that there were not enough teachers for the number of the pupils in the IDP camp.

The first problem (with the physical learning environment) is the accommodation for pupils, the space, structure, kids can sit inadequately. Then sufficient toilet facilities. The school materials can come after resettlement.

The main gaps in the physical learning environment are lack of schools, lack of class rooms, limited latrines, lack of furniture, including desks and black boards, and scholastic materials, construction of schools and classrooms has been an unfolding process in the north. At the start of the conflict, the

Gulu DEO reported citizens and officials though the war would continue, the district education department and district disaster management community in Gulu lobbied a number of NGOs (Danish save the children, GUSCO, NRC and World Vision), which constructed temporary structure, and primary schools were then clustered into learning centers.

Teachers were reallocated to the learning centers, and the world food programme place feeding centers within the learning centers. Fifty permanent class rooms were built; however, only 10 were used; 40 were constructed in secure village areas and are currently vacant, waiting for people to return to the villages. NGOs began to build semi-permanent class rooms in secure areas; these structures and their contents including iron desks which could not be burned. The DEO in Gulu stated that with more money, the locality will put more classrooms (Women commission interview with DEO in Gulu, September 24, 2004).

UNICEF and a number of NGOs have constructed temporary/semi-permanent classrooms. Most of these have been developed to accommodate displaced schools in the town centers; the need around the IDP camps is the same and has not been met (women commission interview with District education officer in Kitgum sept. 20, 2004).

Because schools are often targeted, alternative sites for classroom have to be found, in Eritrea in the late 1980s, classes were often held under, trees, in caves or in camouflaged huts built from sticks and foliage. Similar arrangements were made during the fighting in the former Yugos-lavia, where classes were held in cellars of private homes, often by candle light, witnessing the importance of maintaining education no matter how difficult the circumstances (Machel 1996).

Government is recommended to build school in the IDP camp which is so over crowded with the number of pupils there is therefore need to check on the general hygiene of schools in pabbo IDP camp. NGOs in northern Uganda should ensure that building structures are put in all the IDPs school, and not forgetting medication which is also very important for the children. NGOs should build even semi-permanent building to the pupils rather than abandoning them to study beneath the trees. In Eritrea and many places as mentioned this is what has been done.

#### **4.4.3 Education Service Providers.**

The respondents were asked to evaluate whether there was net working between the government, NGO and community as a means to establish the management of schools. Their responses were given below:-

**Table 19: Education Service Providers.**

Response	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
Frequency	6	24	11	3	44
Percentage	13.6%	54.5%	25%	6.8%	100%

**Source: Primary data 2006.**

The results in table 19 illustrate that 54.5% of the respondents agree that there was a net working between education service providers, 13.6% strongly agree while 25% disagree and 6.8% strongly disagree. This means the majority of 68.1% concurs that there was a networking between education service providers. This implies that in Pabbo IDP camp, non-state actors and state-actors co-ordinate their activities. The education service

provides are categorized into two parts, state actors which is government and non-state actors that is the non governmental organizations.

The state actor provides their services through the ministry of education and sports, District Education Officer (DEO), and Parents Teachers Association (PTA) and defense system on the part of government. NGO includes, UNHCR, TASO, GUSCO, UNICEF, NRC, WFP, and world vision. Local national and international organizations are net working to provide education to the children of northern Uganda. Following are some, but not all of those organizations, and brief description of what they are doing. AMREF is a medical NGO based in Bambi with office in Kampala. AMREF has a programme for children in the north who are orphaned, working to keep in their communities. They do this through income generating schemes, livestock, small business, etc empowering of children and youth to realize their talents so that they become integrants of the community investment in school infrastructure, vocational institutional investment for those who don't complete secondary school.

Norwegian Refugee Council (NRC) is the NGO most involved in education in northern Uganda. NRC is currently working in Gulu and plans to expand its work to Kitgum in the near term, and Pader in the longer term. It works with other NGOs, but only partners with district authorities. UNICEF focus on education in the north centers on psychosocial and life-skills education in primary schools, creating more schools and developing girls, education movement in schools and IDP camps. It is also interested in accelerated education program and is trying to increase funding for vocational training in camps, including apprenticing to people who are working. UNICEF is limited in the scope of projects it would like to do because of insecurity. In conjunction with AVSI, UNICEF has sponsored peace clubs in Kitgum; AVSI currently has other partners for the peace clubs. In an environment of

peace, UNICEF would want to develop and incorporate other conflict resolution experiences for children.

Government and other partners should work together and education services in northern Uganda should not be left largely at actors like the ministry of education should take first visit in the camp and assess the teaching performance of staff and the services of the NGO in general.

#### **4.4.4 The PTA Meets Regularly**

The respondents were asked to identify the role of PTA in the management of schools in PDC. Their responses were tabulated in the sketch below;

**Table 20: PTA Member Meets Regularly.**

Response	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
Frequency	5	9	18	12	44
Percentage	11.4%	20.5%	40.9%	27.3%	100%

**Source: Primary data 2006.**

The results in table 20 illustrate that 40.9% of respondents disagree that the PTA meets regularly, 27.3% strongly disagree while 20.5% agree, and 11.4% disagree. This means the majority of the sampled populations deny that the PTA meets regularly.

The implication of this study is that there will be poor managements if the PTA doesn't meet regularly. For effective, management and administration of school, meeting is very important because in the meeting is where the members come up with a collective ideas. According to deputy headmaster

of Agole primary school in pabbo IDP camp, that when they called PTA meetings parents don't turn up, and if ask, that they are busy with domestic work. It should be noted that due to the absolute poverty the people of the camp have developed the concept of "sitting allowances". Whenever they are call for any meeting they demand for such allowances. According to one sister in Pabbo camp that the NGOs who are entering the camp have spoilt the mind of the camp dwellers by giving them money whenever they want to get information from them. Consequently this has corrupted the mind of their and even if PTAs meeting, they demand for "sitting allowance", hence this make the administration to rarely call for PTA meeting.

In a similar experience of meeting is in Tanzania. Education management meetings in the early 1995 included NGO staff alone, with no refugee present. Refugee education staff held their own separate management meetings with only representative of the ECC presents. This essentially top down approach was eventually recognized to be counter productive to effective community participation, not to mention effective management. In June 1995, therefore, the EPMU decided to the "relinquish some of the decision making and control over the school management so that commonly participation could be more encouraged" (EPMU education meeting minutes, 12, June 1995, UNCHR).

However, it was not until mid-1996 that refugee participation in the education co-ordination meetings becomes formally recognized. Although the rhetoric concerned the empowerment of the community to take over the management of "its own" education, there was little recognition that the top down approach taken from the beginning had hindered the involvement of the community (minutes of an education meeting, 18 June 1995).



It should be taken into consideration that in PDC, partnership between teachers and parents and between community need to be strengthened. Good school leadership involves leading through and with other partners. Board members, parents and teachers are the key partners. In this new era leaders should abandon the traditional style of making final decisions on their own or planning after events have taken place for next occurrence, to a more transparent approach which involves most stake holders or partners in decision making. This will strengthen school management and create co-operation which will in turn harmonize a shared vision.

Sensitization of parents as well as their involvement in making some decisions is critical for school development. It will lead to their total commitment to the schools cause. Some schools have fallen apart from the physical location contact, no other contact with communities, let school leadership aim at creating and strengthening school community relationships, simple projects like adult literacy, agriculture can be started by the schools to benefit the communities. Both the PTA and teachers must work together in a supportive environment.

#### **4.4.5 Training is offered to Equip Teachers with Skills.**

The respondents were required to mention whether teachers were equipped with skill to provide quality education. Their responses were given below; **Table 21: Teachers Training in PDC**

Response	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
Frequency	2	3	13	26	44
Percentage	4.5%	6.8%	29.5%	59.1%	100%

**Source: Primary data 2006.**

The result in table 21 indicates that 59.1% of the sampled population strongly disagree that training was offered to teachers, 29.5% disagree while 6.8% agree and 4.5% strongly agree. This means that majority of 88.6% deny that training is offered to equip teachers with skills necessary to produce quality education in PDC. This implies that most teachers in PDC are untrained. The implication of this is that schools will have unskilled manpower which consequently leads to poor performance of children in school.

Many teachers are untrained and few with qualification. Teachers in Uganda have a two year training programme. In Kitgum, about 560 of the 1426 teachers have not fulfilled the two- year requirement, but are teachers on trial” NRC has been working with teachers in Gulu on psychosocial and gender training. The feeling of the NRC representative is that teachers need skills to work with children in their classes to help returnees and not ostracize them (women’s commission interview with Ulla Fomsgaard Norwegian Refugee council (September, 22, 2004).

UNCHR representatives stated that Uganda has a system of senior female teachers, but that they are not equipped to do the massive job expected of education. Teachers need to be specifically trained in how to work with girls and the problems girls faced to keep them in school (women commission interview with Steven Gonah, UNHCR, and September, 14, 2004).

AVSI, the association voluntary per it service international, has been providing each training in northern Uganda at least since 1998. Education for AVSI means a process of self discovery, a revelation of reality and a first step on the path toward development. For these reason AVSI interventions

in the education, sectors have a holistic approach that tries to cover the support needed for the improvement of the well being of the children. AVSI began its education work in northern Uganda in three way partner ship with the local government of kitgum district and UNICEF to provide the Kitgum Psychosocial Support Programme (PSSP).

AVSI gave technical support to the district by facilitating training on psycho-social, issues for community volunteers, community health workers and teachers. Since that time, AVSI has continued and explained their work on education in northern Uganda. Currently it has programs in psycho-social training for teachers; a program of course work to sensitize teachers to the effects of war on children, to give them some skills on how to identify and handle children with behavioral difficulties, and to promote classroom management techniques that improve the learning environment. AVSI has also developed and conducted workshops on guidance and counseling for teachers and on tradition, freedom, authority and responsibility in school and in daily life (Women's commission interview with the D.E.O, Gulu September, 24, 2004).

Teachers are trained to make all the right moves and say the right things at the right moment, much like troops on parade marching ritually, performing the act of marching not go any where but just for the sake of marching. Teaching similarly becomes a ritual performance, and if it is to lead any where the furthest the teacher can think is good examination performance, as if education is the for the sake of the examination rather than the other way around.

The history of education tells us that the ritualizing of education has occurred in several cultures where education had been highly formalized, usually at a stage of decline when the criminal purpose of the education

was lost sight of. Humans have always need to educate their young ones in order to humanize them, because being human means being cultured, and culture is all that which makes us human apart from the genetic heritage with which we are born (Gerard A. Banners 1998).

The level of sophistication of the current education programme for the Rwanda, Burundi and Congolese Refugees is highlighted by the degree of training and materials they currently received from the different agencies co-ordinating the education programme. Teachers under go 452 hours of training over a nine month period if they are unqualified (interview conducted in Ngara). This covers all aspects of pedagogy, class management and subject training. Education inspectors monitor the training programme, although no wide independent evaluation of the quality of the training they have received has yet been conducted. The service provided is an indication of the level to which refugee programme can achieve given adequate resources, political will and availability of experienced personnel.

The government is therefore urgently urged to offer training of teachers and also provides in-service training to teachers in Pabbo IDP camp if the numbers of unqualified teachers are to be maintained. The government is also encouraged to develop more formal primary and secondary teachers programme. The NGOs working in IDP Camps should also focus on training of teachers and this will enable them to handle the traumatized children who are very difficult to handle in class.

## **CHAPTER FIVE**

### **CONCLUSION, RECOMANDATIONS AND SUGGESTION FOR FURTHER RESEARCH.**

#### **5.0 Introduction**

The previous section presented, analyzed and interpreted data obtained from the field. This Chapter presents the conclusion, recommendations and suggestion for further studies.

#### **5.1 Conclusion**

The overall objective of the study was to examine People's Perception on civil war and children's education in northern Uganda. The specific objectives of the study were to;-

(1) - Examine the effect of the civil war on children access to enrolment in pabbo IDP camp. (2) - Assess the effect of the civil war on children's retention in schools in pabbo IDP camp. (3) - Investigate the effect of the civil war on school management in Pabbo IDP camp.

The insurgency in northern Uganda has taken 20 years and it is estimated that the LRA has abducted 26,000 children since the inception, of its rebellion (UNICEF 2000). Most of the so called combatants in the LRA are children who were abducted or fathered by rebel commanders and many children were forcefully raped, mutilated, or even killed. The safety or security of internally displaced persons is poor, majority of people living in IDP camp are with fear and they have lost hope in life.

Northern Uganda is facing an education crisis, requiring an emergency response to get young people back to school and save their communities from further ruin. A system of free Universal Primary Education (UPE) has provided education opportunities to many young people in the north, but most can not take advantage of them, and drop-out rates are high

especially for girls and orphans in the later years of primary school. Access to secondary school is nearly impossible for all young people who can not pay the required school fees and university is attained by only a small number. Although refugees face similar barriers to education, higher numbers are enrolled in school than IDPs due to targeted support from the United Nations High Commissioner for Refugees (UNHCR).

Children believe that the effects of physical insecurity bear primary responsibility for preventing them from completing school. Many schools have been destroyed, teachers killed and children abducted directly from schools. Schools are congested in one place; children are over crowded in classrooms, lacking qualified teachers, class rooms, supplies and equipments. Children also report that, with limited resources, they often have to choose between eating and learning in school and that parent more often send boys to school than girls. Despite the barriers, young people cling to education as a strong source of hope and stability and go to in credible lengths to preserve their right to education.

Attacks by LRA have severely disrupted the educational system in the north, and many schools have been closed or displaced. However, the Uganda government has a responsibility for providing children with access to education, and its national policy on internally displaced persons affirms that government had an obligation to ensure that children in the camps enjoy equal access to education as children elsewhere in Uganda.

The main way to provide education at all levels is to ensure security by achieving peace, although difficult, peace is the foundation upon which educational structures can be built. The government of Uganda is to be commended for its move to universal primary education; access to education is a human right and as such should be available to all. The

children and young people of northern Uganda may be going to school, but the schools they are attending are woefully inadequate in terms of numbers, equipments and teachers.

### **The Findings of the Study**

The study found out that (1) - enrolment of children was negatively constrained by abduction of children, and due to the war most children don't join school at the age of seven as required by the state,(2)- that the UPE programme in Uganda has no effect on the enrolment of children with disability,(3)- the study deny that there is equity of access to primary education. (4) - Children retention in school was negatively influenced by the low financial activities and environment. Hence, the different sources of income to facilitate schools in Pabbo IDP camp were significantly weak to stimulate motivation and retention in school. (5) - The management of school is paralyzed by the insurgency, accommodation, staff remuneration, staff training is inadequate. The management of school, student's retention and enrollment was greatly affected by the civil war in the north.

### **5.2 Recommendation.**

Inview of the findings, the study recommended that the impact of civil war on children education is more likely to be solved when:-

#### **For government**

(1) - The Ugandan ministry of education work with the districts and sub-districts in the north, as well as the communities, to provide funds for the "Extras" that keep children out of school; uniforms, PTA and building funds, books, tablets, pens, and transportation costs. It is unrealistic to expect that people living in IDP camps with negligible sources of income would have the funds to buy the needed scholastic materials and clothing

for all children of primary school age in northern Uganda. (2) - Enrolment and participation requirements in education programmes should take into account specific objective conditions of particular areas especially the IDP camps and their traditional activities. (3) – The providers of education (i.e. the community and the schools) should be sensitized to support programmes as Universal Primary Education (UPE) in order to increase access to functional education. (4) - Sensitivity to gender, regional and resource disparities should be taken into account in education provision and planning, (5)-eliminate secondary school fees,(6)- promote, implement and fund girls education community awareness programs and provide economic incentives for girl's school attendance at primary and secondary levels. (6)- There is need to develop, build and staff early childhood education centers and programs. (7) - Supply of trained teachers should be rapidly increased to cope with the demand for quality education in IDP camp. (8)- Distance teacher education should be encouraged to develop more formal primary and secondary teachers training programs and lift the standard of education in northern Uganda, (9)- teachers salaries should be increase to a level at which people can survive and raise their families. (10) - The Government should take all possible steps to protect children from abduction; ensure that an adequate number of trained counselors exists to work with the children with special attention paid to the needs of girls who have been sexually abused; develop concrete plan for meeting the long – term needs of the children;(11)- ensure that people living in government – established "protected Camps" have adequate food, water, sanitation, and health care, and are protected from rebel attacks; (12)-the Ugandan government should work for negotiated peace settlement to the conflict.

### **For United Nation Agencies**

7) - Education in situations of conflict crisis should be targeted as first –line priority by all United Nations agencies and donors, alongside other life



supporting activities such as water, health, shelter and food. This prioritization should be incorporated in policy statements and documents and be fully reflected at the implementation level, regardless of the priorities of individual personnel.

### **For Acholi Religious Leaders**

The study suggests that Acholi Religious Leaders must put more emphasis on Bible teaching to her members so that they may know God's truth and therefore live a life of fairness, honesty, unity, love, sharing, and joy which is peace building.

The study also suggest that Religious Leaders must emphasis her preaching on moral and ethical issues so as to keep people to live an acceptable life which does not give room to division, jealousy, money minded, corruption, nepotism and malice.

The Acholi Religious Leaders needs to develop counseling and pastoral care skills among the clergy so as to be able to deal with healing of painful memories of war, deliverance from bondage of sin as well as caring for windows, or plans and the handicapped.

They should be familiar with politics, so as to be able to have clear analysis of national issues, point out what is wrong, stand for truth, justice, human rights for all and where necessary, advise politicians.

The Acholi Religious Leaders needs to advocate and lobby for a fair world economic system that would favor the growth of Northern Uganda economy. The church should keep her unity in prayer, emphasis its teaching on repentance, forgiveness, renewed love, joy, unity, justice and peace that will foster a true spirit of reconciliation.

It should support and get involved in the education for peace and reconciliation basing on the word of God towards the transformation of people. In this respect people known to have kept neutral and those who propitiated the innocent would be most useful.

### **For Cultural Leaders.**

Traditional leaders should employ the Acholi Traditional methods of conflict management like the:-

#### **(i) Matu Oput:**

Matu oput come from two Acholi words – Matu and Oput. Matu literally means drinking and Oput refers to a rare, bitter herb. Matu Oput involves two conflicting parties coming together with the help of mediator who gives them the herb (Oput) and they drink together from one gourd.

#### **(ii) Gomo Tong:**

This is another Acholi traditional conflict management technique. It involves a swearing that two parties or tribes involved in a conflict will never again direct a gun or spear against each other. Gomo tong means bending a spear or gun.

#### **(iii). Tumu kir:**

Tumu kir involves appeasing gods to cleanse the conflicting parties. This is characterized by cases, a sheep or a goat). This ritual has spiritual aspect in that; it involves the appeasement of the gods and the making of sacrifices.

### **5.3 Suggestions for further Studies.**

Based on the findings of the study, the researcher suggested the following areas for further studies: (1) - The integration of abducted children into their communities and its implication on education programs when they

have returned from captivity. (2) - The effects of night commuters on education system and its implication on the performance of children in northern Uganda. (3) - To assess the effects of dissatisfier on the performance of the teaching staff in Pabbo IDP camp. (4)- The Roles of Acholi Religious leaders in the peace process in northern Uganda.

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## **APPENDIX 1**

### **RESEARCH QUESTIONNAIRE**

#### **INTRODUCTORY LETTER.**

I am Ochan Joseph student of Kampala International University pursuing Master of Arts in Education major Religious studies so am carrying out research on the **"Impact of civil war on children Education in northern Uganda"**. You have been chosen randomly to answer this questionnaires, the information given will be treated confidentially and be used for academic purpose only. I kindly request you to answer these questions as honestly as possible.

**Thank you**

## SECTION: A

### Demographic Information.

1. Age between 18 ☐ 21-29 ☐ 30-39 ☐ 40+ ☐

2. Marital Status.

Single ☐ ☐ Married ☐ Divorce ☐  
Separation

3. Sex Male ☐ Female ☐

4. Religious Affiliation

Catholics ☐ protestants ☐ Muslims ☐  
Others ☐

5. Educational level

Primary ☐ secondary ☐ Tertiary institution ☐

6. The occupation

PTAs ☐ ☐ DEOs ☐ NGOs ☐ LCs ☐  
Teacher ☐

## SECTION B

### THE EFFECTS OF THE CIVIL WAR ON CHILDREN ACCESS TO ENROLMENT.

7. Most children in Pabbo IDP camp start primary schooling at the age of seven.

Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly disagree ☐

8. Government policy of free education has not addressed the education of children with

Special needs e.g. Abduction, Disability etc.

To some extent ☐ To large Extent ☐

To little extent ☐ Not at all ☐

9. Girls have equal opportunity of access to primary schooling as the boys.

Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly disagree ☐

10 Schools are closer to children's home.

Strongly agree ☐ Agree ☐ Disagree ☐ Strongly Disagree ☐

11. Parents / community contribute to sending children to school.

To some extent ☐ To large extent ☐

To minimal extent ☐ Not at all ☐

## SECTION C

### THE EFFECTS OF THE CIVIL WAR ON CHILDREN RETENTION IN SCHOOLS.

12. Class –sizes in Pabbo IDP camp ranges between 40-45 pupils.

Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly ☐  
Disagree

13 Children sit on working bench with a table in the middle.

Strongly agree ☐ Agree ☐ disagree ☐ strongly ☐  
disagree

14. Teachers are satisfied with their incentives.

Strongly satisfied ☐ satisfied ☐ dissatisfied ☐  
Strongly dissatisfied ☐

15. Schools are affordable to parents / community.

Affordable to some extent ☐ Affordable ☐  
Not affordable ☐

16. The government offers adequate scholarship to cover other education cost.

Strongly agree ☐ Agree ☐ disagree ☐ strongly disagree ☐

## SECTION D

### EFFECTS OF THE CIVIL WAR ON SCHOOL MANAGEMENT.

17. Teachers have adequate working condition

Excellent ☐      Good ☐      Fair ☐      Below ☐  
standard

18 The study environment for children is attractive.

Strongly agree ☐    Agree ☐    disagree ☐    Strongly agree ☐

19 There is a networking between education service providers in Pabbo IDP camp.

Strongly agree ☐    Agree ☐    disagree ☐

Strongly disagree ☐

20. The PTA meets regularly.

Strongly agree ☐    Agree ☐    disagree ☐    Strongly ☐  
disagree

21. Training is offered to equip teachers with skills.

Strongly agree ☐    ☐ Agree ☐    disagree  
Strongly disagree ☐

**Thanks for your co-operation.**

## APPENDIX 2

### WORK PLAN

Activity	Time Frame	Out come
Proposal writing	15 <sup>th</sup> May – 30 <sup>th</sup> may 2006	Well written and approved proposal.
Field study	31 <sup>st</sup> May 26 <sup>th</sup> June 2006	Fieldwork to be completed.
First draft research report.	27 <sup>th</sup> June - 24 <sup>th</sup> July 2006	First draft of research report to be submitted.
Final copy of research report	August 2006	Final copy of report to be submitted.



**APPENDIX 3**  
**RESEARCH BUDGET**

ITEM	UNIT COST (USH)	NUMBER OF ITEMS	TOTAL COST
Stationery			200,000/=
Sub Total accessories			200,000/=
Accommodation	-	-	500,000/=
Travel field	-	-	400,000/=
Feeding	-	-	500,000/=
Miscellaneous	-	-	250,000/=
Sub total			1,650,000/=
Print outs / book dissertation			
Typing	1000 per	100	100,000/=
Printing	page	pages	100,000/=
Photocopying	1000 per	100	50,000/=
Bindings	page	pages	50,000/=
	10,000	5 copies	
	per book	5 copies	
	10,000		
	per book		
Sub – total			300,000/=
Grand total			2,150,000/=
1 Dollar- 1780UGX			\$ 1208

## APPENDIX 4

### INTRODUCTORY LETTER FROM KAMPALA INTERNATIONAL UNIVERSITY (SPG)



KAMPALA  
INTERNATIONAL UNIVERSITY

P.O.BOX 20000  
KAMPALA- UGANDA  
TEL:-041-266813

#### OFFICE OF THE ADMINISTRATOR SCHOOL OF POST-GRADUATE STUDIES

2<sup>nd</sup> June, 200

Regional District Commissioner  
(RDC)/LC.5 Chairman, and  
Camp Commandant  
Pabbo IDP Camp  
Gulu District  
GULU

**RE: INTRODUCTORY LETTER FOR MR. OCHAN JOSEPH MED-PT-2004- 017**

The above mentioned, is our student in the School of Post Graduate Studies. He is doing  
**a Masters of Education in Religious Studies.**

Joseph is currently doing his research on "The Impact of Civil War on Child's Education  
Northern Uganda" Case Study of Pabbo IDP Camp as a final requirement for the award  
MA of Education in Religious Studies of Kampala International University.

Any assistance accorded to him will be highly appreciated.

Thank you very much for your services.

  
**DR. ANGELITA PESCADERO-CANENE**  
Associate Director, SPGS

## APPENDIX 5

### AUTHORIZATION LETTER FROM PRIME MINISTER OFFICE.

**HONE:** 232575/258741  
254307 / 345955 / 254252  
**AX:** psopms@infocom.co.ug  
341139 / 341923



THE REPUBLIC OF UGANDA

**OFFICE OF THE PRIME MINISTER**  
**POST OFFICE BUILDING**  
**YUSUF LULE ROAD**  
**P.O.BOX 341, KAMPALA, UGANDA.**

Correspondence on  
Subject please quote No. OPM/DM/77

8<sup>th</sup> June 2006

The Chief Administrative Officer  
Gulu District,

**RE: AUTHORISATION LETTER FOR MR.OCHAN JOSEPH TO CARRY OUT  
RESEARCH IN PABBO IDP CAMP-GULU DISTRICT.**

This is to introduce to you Mr. Ochan Joseph a Masters student at Kampala International University, who has requested to conduct a research from 12<sup>th</sup> June-5<sup>th</sup> July 2006 in Pabbo IDP Camp.

The topic of the Research is: "The impact of Civil War on Child's Education in Northern Uganda"

He is required to share the Research findings with the district authorities as well as OPM on completion.

Any assistance rendered to him will be highly appreciated.

Thank you,

**Rose Bwenvu Nakabugo**  
**For Permanent Secretary OPM**

Cc : DEO Gulu



**APPENDIX 6.**

**INTRODUCTORY LETTER FROM THE CHIEF ADMINISTRATIVE  
OFFICER (CAO) GULU DISTRICT.**

**GULU DISTRICT LOCAL GOVERNMENT**  
**OFFICE OF THE CHIEF ADMINISTRATIVE OFFICER**



Tel: 227 (Direct)  
132 (General)

P.O. Box 2  
GULU  
UGANDA

Our Ref: CR/210/1

Date: 12<sup>th</sup> June, 2006

Your Ref: .....

The Camp Leader  
Pabbo IDP Camp



*You can go ahead with  
your programme*

Through:

The Subcounty Chief  
Pabbo Subcounty

*could you help him  
conduct his research?*



**Subject: Mr. OCHAN Joseph**

This is to introduce to you the above named person who is a postgraduate student at the Kampala International University.

He is coming to Pabbo Camp to conduct an academic research on the topic "*The Impact of Civil War on Child's Education in Northern Uganda*", as part of his course requirement.

Could you please receive him and accord him all the necessary support he may require during his data collection time that will run from 12<sup>th</sup> June to 5<sup>th</sup> July 2006.

Hoping for your usual cooperation.

*[Signature]*  
For: CHIEF ADMINISTRATIVE OFFICER  
GULU

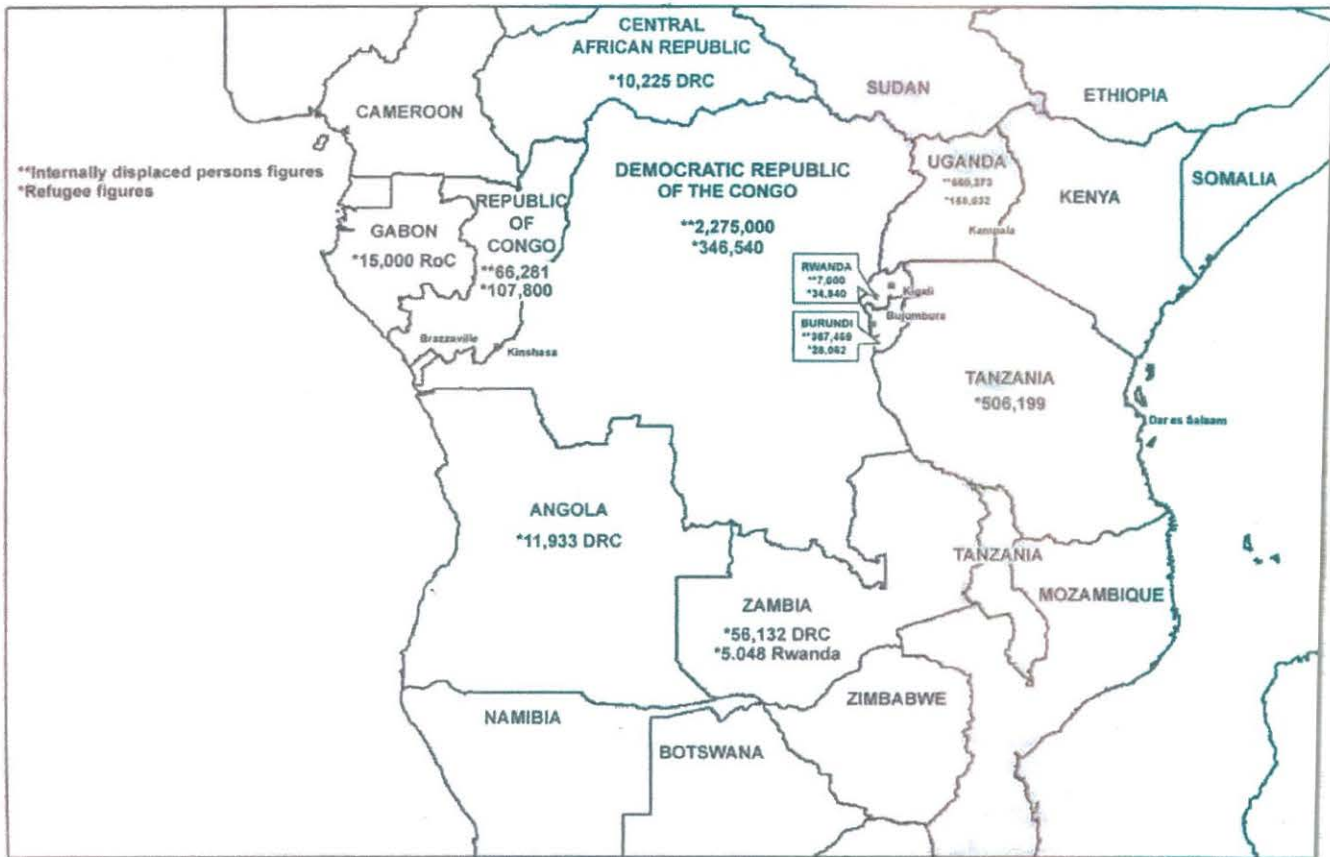
Charles Uma

For: CHIEF ADMINISTRATIVE OFFICER/GULU

Copy:

## APPENDIX 7.

### Great Lakes region: Refugees and internally displaced (July 2002)



Source: Adapted from a map prepared by OCHA Regional Support Office, Central and Eastern Africa, Nairobi.