EXAMINATION OF THE NATURE OF SCHOOLS AND SCHOOL DROPOUTS AMONG STREET CHILDREN IN KAMPALA CITY.

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DECLARATION

I Kimuhanga Stellah declare that this research project is my original work and has never been submitted for any academic award. Where the works of others have been cited acknowledgment has been made.

Signature...Kimuhanga...   Date...10ᵗʰ/09/08...

APPROVAL

I certify that the work submitted by this candidate was under my supervision. His work is ready for submission, to be evaluated for the award of a Diploma primary of Education at Kampala International University.

Supervisor....................   Date...18/09/08...

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ACKNOWLEDGMENT

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TABLE OF CONTENTS

LIST OF TABLES

LIST OF MATRICES

ABSTRACT

The study found out that:

1. Most street children had dropped out of rural, mixed, day; government aided Primary schools largely located in Central Region.

2. Most of the schools identified were characterized by overwhelming Inadequacies in school infrastructure, scholastic materials and requirements.

3. Circumstances and conditions conducive to the process of dropping of School operated mainly in the home rather than in the school. The School, however, played some role.

4. Various subgroups were evidently observed among street children.

The research concluded that:

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1) Most street children had mainly dropped out from rural primary schools in Central region.
2) . The schools identified were the type that could not attract or retain children.

3) The process of dropping out of school usually started at home" but was enhanced by impoverished schools.

4) Street children were stratified along age, sex, education, ethnicity   Parentage status and so on.

1. The study recommended that Government programmes and effort to fight "streetism" should be directed to primary schools 'where the dropout rate is high.

2. Government must address disparities between particularly, in core districts.

3. Government should devise ways and means of rescuing and per urban home otherwise equitable benefits from UPE will remain but a dream to many children.

4. As are the programmes about the education of the girl child, government
   Should introduce special incentives to attract and retain all children at school.

These could include milk, free uniform and so on. Finally the study made several suggestions for further research.

CHAPTER ONE

INTRODUCTION

1.1 Background

The issue of street children is common' knowledge worldwide, viz. "... during the Russian revolutions (1917), there were about 6 million street children (besprizomi) in Russia...

And.... about 1 million juveniles were leading a street life style in USA in 1973." (Peacock 1994, p.39) In Africa, particularly in South Africa, street children were first noticed in the late 1950s.

In Uganda Farrant (1970) was the first to draw people's attention towards street children when he undertook a study "The Market Boys of Kampala." Since then, several other people, including Munene (1993), Nabirye (1995) and Wafutesyoh EI-Wambi, Muhumuza, and Fehling (1996)

have undertaken research and written extensively about the street children phenomenon. Since the1990s, the street children phenomenon has quickly spread too many major towns in Uganda where they do not only roam streets, but also beg, abuse, rob, insult and assault Pedestrians and motorists. They have and continue to cause anxiety in the country. For example fleeing street children invade Jinja town", "Menace of the week? Be ware of street children!"(Odeke,998) and (Muwanga, 1998) respectively.

Paul wasswa, 32, lies in Mulago Hospital's casualty ward yesterday after street children Harassed him with a razor blade." (Opolot 1998, p. 3) Wafutseyoh EI-Wambi, programme

Manage Friends of Child Association (FOCA), obversed (in conversation) that there are six children coming onto the streets each week. Whereas much has been done to remove children from the streets, their number continues to swell and their negative behavior to worsen.

The most intriguing aspect about the street children phenomenon is; how and why does the situation rise in society? And how does society obtain a remedy to it? Peacock (1994) concludes that:

1

Street children must not be considered pathological. But merely symptomatic of a Pathological society. ... An abusive society deserves its crimes, especially if these crimes Are committed by children as young as '6 years who must fend for themselves like adults in brutal fashion of a street life style. (p. 142)

The street children phenomenon therefore, needs to be tackled with a proactive approach instead of reactive ones, as is so far the case with most intervening groups. This is because issues, situations and circumstances surrounding the phenomenon need to be probed and examined. For instance, poverty, moral disintegration of the family structure and so on, linked to the street children phenomenon, has not been conclusively probed. And yet rounding up the children or providing them with amenities like feeding, shelter, clothes etc... Will certainly not stop new ones from coming onto the street or entirely removing all those already there.

The fact that the majority of the street children are either of school going agethat have never been enrolled in school or school dropouts, I am inclined to believe that school is a factor in whatever is behind the street children phenomenon. In fact, Munene, Kasente, Carasco, Epeju, obwoyo, Omona, and Kinyera (1997) indicated a 34 percent dropout rate in Uganda.

While Stone Firme and Boyden (1994) marvel at the low completion rate in the primary cycle (15-22percent) experienced in Africa, the Caribbean and Latin America. Furthermore, the term urban-out-of school used to describe street children in Kampala suggests that school dropouts are closely associated with the street children phenomenon. I am particularly, intrigued by the large number of school dropouts found among the street children.

The intrigue has raised several questions to which answers are not readily available. These questions revolve around the school as an important factor in the emergence of school dropouts and street children. For example, the nature of school the dropouts among street children in Kampala City originate is one of the intriguing realities. There are many issues inherent in the above statement, which need to be resolved or unraveled before satisfactory answers can be found

No doubt, dropping out of school is a common feature in the Third World countries. According to a UNICEF report"... half of the children enrolled in schools fail to complete the primary Cycle (Ayot & Briggs, 1992) However, we wish to critically learn, in the case of Uganda, the antecedents and repercussions of the school dropout process. We need to know the .type, level, location and typical characteristics of such schools. One needs to know the circumstances and conditions obtaining in the schools. The information concerning children's experiences in such schools, particularly that relating to dropping out of school and taking to the streets, as well as children attitudes towards school is neither available nor known.

Besides the flow of children to the streets remains consistent and unabated while intervention efforts continue to yield little or no results. Perhaps, this is because the source of the children is only vaguely known. On the other hand, it is hard to avoid suspicion that school dropout's end up on streets in which case, the school might be one of the sources or-street children. That is why I strongly believe that the nature of school should be probed so as to obtain empirically supported evidency.

As the African saying goes, "If you want to get the root of a murder, you have to look for the blacksmith who made the matchet." There is no way we can ignore the school when matters at hand involves school age children.

On the other hand, many people have alleged, for example, that "the majority of the street children are Baganda, mostly from Masaka and Mpigi districts." (Maseruka, 1998 p. 11)

According to Muwanga (1998) "majority of street children living on Kampala streets are Baganda from central region.. .Mpigi, Mukono and Luwero." (p.6) the question to be asked is "are these statements accurate? If so, which locations and sectors of the mentioned districts do the children come from? What types of school dropouts are these?" Because according to Coleman there are two types of school dropouts, push-outs (such as those excluded from school by others) and fade-outs (the type where the act of living school is an individual act). (Coleman 1994 p.5224)

1.2 Statement of the problem

The researcher's interest in the study arises from the street children phenomenon, which, among other things, has attracted children of school going age and apparently large scores of school dropout consequently, the study examined the nature of school (that 'is, the type, level, location, characteristics, circumstances and conditions) so as to establish the actual physical origin of school dropouts among street children; and investigated whether the physical and theoretical (circumstances) aspects of the school, in any way, impinges on the process of dropping out of school to duel on the streets.

1.3 Purpose

The study intended to establish major aspects and components of schools formerly attended by street children /school dropouts and to find out whether these influenced the process of the children's dropping out of school and taking to the street.

1.4 Objectives

The study was specifically intended to:

1) Establish the type, level and location of schools .children went through before they dropped out of school
2) Identify typical and unique characteristics of such schools.
3) Asses circumstances and conditions in schools perceived to affect, children's attitudes towards and their retention. at school.
4) Identify major subgroups among street children and the circumstances and conditions responsible for their emergence,

1.5 Research Questions

1. What type, level and location of schools does the school dropout portion of the street children originate from
2. What special characteristics or conditions make these schools different trom any other school?
3. What circumstances or conditions in schools may be conducive to the process of dropping out of school and living on the street?

4

4. What new sub groups might be perceived and identifie4 among the street children?

1.6 Scope

The study was to be limited to selected street children centers (homes) and a few locations on the. Streets of Kampala City. In terms of content, the study focused on the nature of school children tend to drop out of, the circumstances and conditions that caused children to drop out and the children's attitude towards school.

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1.7 Significance

The study was expected to yield the following benefits:

1) Knowledge of the nature and characteristics of schools children tend to drop out from may enhance community's understanding of the street children phenomenon and enable government and NGOs to identify appropriate and practical solutions to the problem.

2) Information obtained through the study may enable head teachers and other stakeholders in the school system to improve the pupil-retention capacity of the concerned schools.

3) The feed back about school dropouts reaching educational practitioners, as a result of the study may encourage them to initiate preventive and remedial measures against dropping out of school.

4) School based approaches to the street children problem may be identified to supplement those currently being applied.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

Although the street children phenomenon is common, little is known about its direct and immediate causes. (Wafutesyoh EI-Wambi, Mubuza & Fehling, 1996) This has not only made understanding of the phenomenon difficult, but also planning, and implementing of intervention programs usually ineffective to the problem and apparently irrelevant to the children's needs.

Often the programmes are based on assumptions rather than empirically established need. (Wanfutesyoh EI-Wambi etal., 1996)

2.1 An overview of Recent Studies on the 'Street Children Phenomenon

Most of the research studies seen are concerned with broad perspectives of street children, combining such areas as occurrence of street children, reasons for "streetism", children's experience of the street, the public attitudes and reactions towards street children and so on into a single study. Many of them fall into exploratory research (Richter and Michelle, 1996) The studies are rather repetitive and devoid of consistency and continuity. Consequently, there is need of an in-depth systematic research on each one of the areas mentioned above. Richter and Michelle (1996) observed

As was our experience in South Africa, decisions with far-reaching consequences have to be made with regard to street children, affecting their return to community schools, their access to literacy programs, to psychotherapeutic intervention and so on.

The development of methods of assessment, on which such decisions could be based, may be very helpful. In 1988, the director of Street-Wise, a national non-government organization, providing feeding, shelter and educational programmes for street children, requested the first author to under take a study to ascertain realistic educational goals for children... A number of factors were perceived to complicate decisions about where I individual children would be placed. (p 211)

This blends well with Ennew's observation "Although the street children population may not be so large it is staggering in terms of its complexity" (1996 p.206) this implies that effective intervention in the street children phenomenon is dependent on proper understanding of the phenomenon which in turn requires that more systematic and in-depth research be undertaken to provide crucial information concerning causes of the phenomenon and to guide intervention

2.2 The School Dropouts and the Street Children Phenomenon

Another aspect of street children's lives that we need to examine in the search for more and better reasons for streetism is the school. Researchers and authors, who have, tried to analyze street children, usually come up with two major consistent categories: those who have been to School and those who have never been to school. I have often noted with interest the significant numbers of street children who are school dropouts. For instance, Farrant, (1970), Naliwaiko,

(1990) Richter and Michelle, (1996), Wafutesyoh EI-Wambi eta!. (1996) and Anyuru, (1996) indicate 67%, 87%, 66%, 69<>.10 and 25% of school dropouts among street children; respectively.

Even the lowest figure represents significant numbers of children and suggests increase in the population of street children.

In addition, Peacock (1994) reports that "with regard to the respondents' 'exposure to school, all of them (100 percent) left school prematurely." (p. 142) Also, Phiri (1996) points out that "part of the vulnerable population of job seekers were women and school levers, and especially younger who had dropped out of school." (p. 278) And according to Stone et al. (1994) studies done in Brazil (Swift, 1991) and Philippines (Black, 1991) depict school as a reinforcing variable to streetism. These studies found out that street children... tend to be absentees, repeaters .or school dropouts.

If solution to the street children phenomenon is to be in sight, the type, level and location of school from which this significant number of street children originate has to be known.

This would make it possible for characteristics of such schools to be identified and the dropping out trends established and remedied.

Although information about regions or districts from which most street children in Kampala and suburbs originate was tentatively known, far instance, "67% of the children were from Central region composed of Masaka, Kampala, Luwero, Rakai, Mukono, Mpigi." (Wafutesyoh El-Wambi, etal., 1996, p. 12) According to Muwanga (1998) "80 percent of the street children in Kampala come from neighboring districts like Masaka, Mpigi, Luwero. ;." (p.12) However, information about the type of particular schools from which the portions of street children in question originate was actually missing.

2.3 The Nature of school

The subject becomes significant for this study because of the alleged high incidence of school drop out among street children and elevated levels of street children. A study by Zziwa (1996) indicates that 60% of those who enter primary one dropout of school before comp ting P7. And even those who manage to sit for PLE, 90% of them do not proceed further. No body knows where such a large nUp1ber of children finally end up. There are typical factors that determine whether one drops out of school or not ,.and (Stone etal., 1994) mention a number of those parting to accessing schools, and the distance between ,home and school.

This implies competition for and difficult in reaching the schools. Perhaps, in the case of Uganda, the concern is the quality of school (first World/Third World) instead of competition for and accessibility to schools. (Zziwa, 1996) (Stone etal., 1994) talk of the type of community (that is, rural/urban) as a factor that can also influence dropping out of school. He indicates that schooling is a less popular activity in the rural sector (at least it is, in certain aspects, incompatible with a village life style) whereas it is popular in the urban sector. In this case, it may not be surprising for children to drop out of school in rural based schools as opposed to urban ones. On the other hand, children are normally interested in school life: According to Mirembe (1997) children are usually looking forward with excitement to join school' and many can not wait joining their friends in

singing, playing and enjoying all the other fun associated with school. It is the eventual experience in school which, according to Mirembe, "makes school hell on earth!"

He (Mirembe) blames this bad experience on teachers, fellow children and other circumstances that effect children's attitudes towards school, to the extent of " saying I won't go to school any more. There is a black teacher at the door who pulls my ears and nose." - a situation also reported by Munene et al. (1997). Canning is also part of the school factors. According to the (ANPPCAN) (U) (1997) pupils can be beaten for failing examinations, coming late to school, taking in class, speaking mother tongue, missing school- the list can go on and on. In the final analysis pupils fail to appreciate punishments and to associate them with self-control, simply because beating is used indiscriminately. The stigma beating causes overshadows its value and the consequence can be any thing, including discouragement to pupils and even dropping out of school.

Other characteristic and circumstances pertaining the nature of school portray school as being poorly equipped families from which children come being disrupted and teachers being dissatisfied (UNICEF, 1997 p. 49).

The same source points out that Classrooms and supplies do no make a school - willing pupils and motivated teachers do. To have a positive education experience, students must believe in themselves and be guided by teachers who are confident in their role... feel supported by family...and, perhaps most important 'enjoy learning. (UNICEF, 1997 p.56) UNICEF has also recommended to governments in developing countries - "Raise the quality and' status of teacher." This was necessitated by the fact that the wages and status of teachers have diminished, especially at, the all-important primary level. Besides, the quality of teachers entering school systems has also declined, particularly in the rural sector, for the case of Uganda.

Any many teachers have been forced to abandon teaching and or take second and even third jobs, simply to survive For example; Masaka district has a teacher establishment of 4052, of this number, only slightly more than 2482 teachers are available. And even then 827 of them are not trained.

Besides, only 700 teachers of the whole establishment can be housed. (Ssempijja, 2000

p.26) The fact that government is contemplating a 15% incentive to teachers willing to work in rural schools, is proof of a desperate situation there (Makubuya, 2000 p.25).

Apart from variations in quality of schools based on the level of development and efficiency of the education system, there are also variations in the levels of schools such as nursery, elementary, secondary and so on. Schools can also be categorized according to proprietorship or regime of funding operating in a school, viz. Public/private funding or state/private proprietorship (Word Book Incorporation, 1983) In Uganda this variation is categorized as government aided/private. The other basis of categorizing schools is by sex. That is, boys, girls or mixed school. Yet another way of classifying schools, particularly here in Uganda, is the mode of operation and the options are Boarding, Day or Both (Zziwa, 1997).

What the researcher wished to learn from all this is the origin of that portion of school dropouts among street -chidden in Kampala. Which type of school among those enumerated above or circumstances within 'the schools account for those school dropouts? Statements like" ... in Kampala about 37.5% of children on the street are true street children whose roots are difficult to establish.
Another 25% are school dropouts who are idle but live at home." These need to be supported by researched answers.

It is now the intent of this study to provide the missing information and bridge the gap in the knowledge about various aspects of the street children phenomenon, including school drop outs and the nature and characteristics of schools associated with them.

2.4 The cause and Paradox of "Streetism"
Another major aspect of the street children phenomenon that has, and still intrigues both researchers and lay people alike is the question: Why do children choose to live alone and under rather difficult conditions? Aptekar (1996) put-s it like this.Is their plight the result of wisely having left abusive parents?

10

Or having unwisely left caring ones? - Are, the children on the street because living there is part of the culture of urban poverty in Kenya or are Kenyan street children part of a deviant subculture? This article discusses and examines some of the reasons why clear answers are not always forthcoming (p.50).

Several studies, including Aptekar (1996), Peacock (1994), Ebigbo (1996), Munene (1993) and Wafutesyoh EI-Wambi et at. (1996) enumerated poverty, urban migration, family disintegration, AIDS and moral degeneration, among others, as the maiD causes of "streetism".' However, no specify and conclusive inquiry has been undertaken to probe any of these general areas to confirm the causation. Besides, only 10 percent of Ugandans are above the poverty' line.

(Anyuru 1996, p.270) So, if poverty were the criterion it would imply"'that the majority of Children in Uganda would. be on the street; yet it is not the case. This is 'because the majority' of Poor parents, though with difficulty, find means to car for their children. All sorts of children, including orphans, single parent's children, even those with both parents can be .found on the Street. According to Ennew (1996), this' is a complex problem. Therefore, the factors suggested above in themselves may not explain the existence of street' children. The question therefore, remains what is the cause of street children?

2.5 Identity and Magnitude of Street Children

Although locally available research reports on the street children phenomenon have not provided all that is necessary to understand and effectively deal with the problem, a take-off point comprising operational terms and definitions has been reached. Subsequent studies need not start from scratch.

For example, street children L1ave been defined as people 18 years and below who spend most of their active time on the street and for whom the street is a major source of livehood. (Munene 1993, p.3) and (Nabirye, 995). However, not all researchers agree on the definition.

11

For instance, "in Nigeria, when we speak of street children we are speaking predominantly of 'working street children' rather than of children whose sole means of subsistence and existence is the street" (Ebigbo 1996, p. 246). In fact, other researchers use alternative phrases such as "strollers", "urban out of school children" (Ennew 1996, p.206) or disadvantaged urban children" (Wafutesyoh EI-Wambi, et al, 1996, p. 3).

But for the purpose of this study, street children are people 18 years and below dwelling and attempting to survive on the street unattended.

Aptekar (1996) observes that 85% the children seen on the streets in Kenya were living with their families but working on the street hence, "children on the street" as opposed to "children of the street". (p.250) This obviously shows the need for more research efforts towards a better definition true identity and understanding of the street children phenomenon.

Several research reports have given some picture about the number of street children. However, wide discrepancies exist among different studies or authors. For example, Anyuru (1996) put the number of street children worldwide at 100,000,000 and that of Uganda at 15,000 but 17,360, when considered district by district. (p.269-70) Munene and Nambi (1996) put the number in Uganda at 3728, yet Wafutseyoh EI-Wambi etal. (1996) put the number in Kampala alone to be 273.

Discrepancies were even more dramatic in Kenya where the overall estimate was 1.5 million street children. In June 1994, the Daily Nation put the number at 500,000, of whom three hundred thousand could be found in Nairobi ".The same paper put the number in Nairobi at 30000 several weeks later. Ndungu, the largest group working with street children in Kenya indicated, in 1991, that there w7re between 5,000 and 10,000 chil ren in Nairobi. (Aptekar 1996, pp.252-53) These discrepancies, which could be explained by inadequacy in definition and loose terminology applied to street children, might be an indication that several critical questions about the street children phenomenon were yet to find answers.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter comprises the method of investigation used. The chapter is divided into the Following sub topics: The Research Design, The Population under Study, The Sample, instruments Used, The Procedure, The Methods of Analysis as well as Problems and Limitations encountered.

3.1 Research Design

The researcher adopted a qualitative approach and used a cross sectional descriptive survey. He thought that this design would enable him to collect concrete data that would lead to discover more information about the nature of school and school dropouts among street children in Kampala City. The methods of data collection used included semi - structured interviews, focus group discussions and documentary analysis.

3.2 Population

The target population included:

a. Street children living in street children center within the city and those living on the streets of Kampala

b. Members of staff of the NGOs working with street children in street children centres.

c. Head teachers and deputy head teachers of some of the schools whose former pupils were among the street children.

The following were the sites in which the target population was met. These sites, in many cases, were also the venues for both interviews and focused group discussions.

Kid's In Need (KIN): Kids In Need is located in Sserwanga village, off Musajja Alumbwa road, in Rubaga division.

St, Francis Orphanage: This is located southwest of Nsambya Hospital, off Kevina road, in Makindye division

There is Hope Child Care International:

This is located south of Rubaga Cathedral, off Mubanda close, in Lule zone, Rubaga division.

Main Post Office: This spot is located -in Kampala central, north of Kampala road, along Speek road.

Nakasero: This particular area is located southwest of Nakasero market opposite Nakasero Mosque.

Min price: The place lies at the junction of Ben Kiwanuka and Luwumu streets, north of the Old Taxi park and east of the traffic lights facility.

Kyagwe Road Primary School: The school is located between the Marti - Kyaggwe roads junction and Kiseka market, off Kyaggwe road.

Nabagereka Primary School: This one is located west of Nakivubo stadium, south of Namirembe- Mwanga II roads junction, off Mwanga II road.

Nakivubo Settlement'Primary School: This institution is l cated between Owino market and the container village, off Nakivubo Place. Table 1 below shows the sites and some details about the target.

Table 1: some details about the target population

SITE	UNIVERSE	MALE	FEMALE
ST FRANCIS ORPHANAGE NSAMBYA	93	49	44
KIDS IN NEED	85	84	1
THERE IS HOPE CHILD CARE INTERNATIONAL	33	33	
MAIN POST OFFICE	UNKNOWN	UNKNOWN	UNKNOWN
NAKASERO	UNKNOWN	UNKNOWN	UNKNOWN
MIN PRICE	UNKNOWN	UNKNOWN	UNKNOWN
NABAGEREKA	2	2	
KYAGWE ROAD	2	2	
NAKIVUBO SETTLEMENT	2	2	
TOTAL(minus the unknown)	217	178	45

3.3 Sampling

The sampling technique was a combination of random multi-site cluster and purposive sampling where street children centres, locations on the streets and schools were the sites while street children, NGOs staff, head teachers and deputy head teachers were the clusters. Networking, to a limited extent, was employed to access female street children on the streets.

Selection of sites used different techniques that is, three street children centres were selected by means of purposive sampling. This was because the researcher wanted to ensure selection of

Centers that offered room and board, where a relatively stable group of street children could be found other wise many of the centres did not offer room and board.

The 'depos' (slung used by street children to mean locations on streets where street children are usually found) 'were selected through both purposive and networking. This was, again, to ensure selection of locations where a reasonable .number of both sexes of street children could be found.

Street children who had been contacted at KIN and St. Francis were very helpful with net working.

Primary schools, which were necessary for contact with head teachers and deputy head teachers, were select d through simple random sampling. Three schools namely, Kyaggwe Road, Nabagereka, and Nakivubo Settlement primary schools were selected from a list of six schools near the city centre. The list comprised Buganda Road, Kyaggwe Road, Mutesa II, Nabagereka, Nakivubo Blue and Nakivubo settlement.

Once the sites had been selected, the clusters (apart from the head teachers and deputy head teachers where the universe was all used) were randomly selected through simple random sampling with in the time, financial resource limitations and the need to have a representative sample, the researcher draw a sample size of 125 informants from nine (9) sites and nine (9) clusters. The sample and its main characteristics are presented in table 2 below.

3.4 Selection of Sample (Informants)

Informants in St. Francis Orphanage, Kids in Need and There is Hope Child Care International, where universe was a definite number were selected through simple random sampling, that is the researcher chose every other name from a compiled list of residents in each case. Those contacted at the Main Post Office, Nakasero and Mini Price were selected through networking while informants at Kyaggwe Road, Nabagereka and Nakivubo Settlement primary schools were chosen by means of purposive sampling.

Table 2. The sample and its main characteristics

SITE	MALE	FEMALE	TOTAL
ST FRANCIS ORPHANAGE			
STREET CHILDREN	17	21	38
RESIDENT NGOs STAFF	2	2	4
KIN: STREET CHILDREN	42		42
RESIDENT NGOs STAFF	4		4
THERE IS HOPE CHILD CARE INTL			
STREET CHILDREN	10		10
RESIDENT NGOs	1		1
MAIN POST OFFICE			
STREET CHILDREN	6		6
MINI PRICE			
STREET CHILDREN	10		10
NAKASERO			
STREET CHILDREN	2	3	5
KYAGWE ROAD PRIMARY SCHOOL	1		1
NABAGEREKA PRIAMARY SCHOOL	3		3
NAKIVUBO SETTLEMENT PRIAMARY SCHOOL	1		1
TOTAL	99	26	125

3.5 Instruments

The researcher used the following instruments:

- Interview guide
- Check lists
- Comparative table
- Data Analysis

17

Interview guides were particularly helpful as they facilitated prior alignment of themes, Chronology of events, sequence of facts and logical organization of data during administration of interviews.

(Appendix A) Check lists comparative tables and data analysis matrixes were also useful speedy identification a d recognition of categories and trends within the data. They were also helpful in anticipating data analysis mechanisms.

3.6 Validity of instruments

To ensure validity, instruments were discussed with some colleagues, lecturers, experts in Qualitative research methodology as well as the designated research supervisor. To further enhance validity of instruments and to verify suitability of la age interview guides' were piloted P. 6 pupils. In both cases, the probe questions comprising the interview guides

Were found to be on target that is, - the responses' obtained from pupils were what the researcher he wanted from the informants. In each case, the pilot results were 84.3% and 87.2% respectively finally, minor, adjustments of vocabulary were made.

3.6.1 Reliability of Instruments

Reliability of instruments was guaranteed by means of triangulation of research methodology, such as focused group discussions, documentary analysis, and individual interviews as well as triangulation of the research sample. The sample was obtained from several sites, clusters and different categories of people.

3.7 Procedure of data collection

Armed with an introductory letter from the dean school of Education and the Makerere University student identity card, the researcher embarked on an exploration tour to establish physical addresses of and to enlist street children centres in and around Kampala city. The researcher's intent was communicated to those in charge and acceptance granted, Three street children centers were finally selected from a list of those that the researcher managed to establish.

18

The researcher was formally introduced to the residents of the centers. Lists of informants, both of street children and NGOs staff working with children in the three centers, were compiled. Other formalities, including briefs to the informants and fixing of interview schedules, were settled.

Individuals' interviews and focused group discussions were undertaken in the three street children centers latter were administered to NGOs staff while the former to street children, during the interviews, informants took as much time as they wished and the researcher used both pen and paper and audio recording for recording of data.

Collection of data from informants at the three locations on the streets was also by one on one interview while that from head teachers and deputy head teachers in the three primary schools was by focused group discussions. .

Relevant documents were collected from the three street children centre for study and analysis. Permission was obtained to photocopy those that needed prolonged consultation.

3.8 Data Analysis

After collection of data, the researcher proceeded to process it as follows:

Analysis of Data from Interviews

1 Oral data was transcribed from audiotapes to paper (print).

2. Data from print form was organized and arranged by means of tallying arid coding into main themes and categories according to the variables in the research topic.

3. Coded and tallied data was converted into frequencies and percentages.

4. Initial comparative tables and data analysis matrices were consolidated and new ones constructed and all frequencies and percentage of Data from **Analysis Focused Group Discussions**

After group discussions were completed, the researcher proceeded to process data as follows:

Field notes including individual views, phrases and verbatim responses were transformed into standard statement. The latter were coalesced into texts.

Analyses of Data from Documentary Analysis

Relevant documents in street children centers were studied so that important information Pertaining to the nature of school and school drop outs among street children in Kampala city could be extracted and compiled.

The process of documentary analysis comprised the following:

i) Obtaining relevant documents

ii) Selecting and grouping (Categorizing) documents

iii) Extracting and transferring relevant data onto checklists and appropriate, comparative tables by means of tallying and coding.

iv) Tallies and coded data were transformed into frequencies, percentages, appropriate phrases and statements.

3.9 Problems and Limitations Encountered during the Study

The researcher experienced several problems during the course of the study.

1. Insufficient funding which forced the researcher to eliminate research assistants who were other wise necessary. Due to the same problem, very often the researcher had to do without lunch.

2. The fact that the researcher was dealing with a disjointed sample forced him to use more time and to incur more travel expenses. This affected the time frame for the whole study.

3. Shortage of convenient working space, lack of proper communication skills among many street children, poor personal hygiene, rough behaviour and constant interference and interruption were a very big inconvenience to the researcher and constituted the biggest limitation during interviews with the street children.

4. Some children seemed to suffer from interview fatigue. This obligated the researcher to work very hard to maintain their interest and to make them honor appointments for interviews.

5. Shortage of funds made it impossible for the researcher to extend the research process to the homes and parents of the children, an area that was expected to yield more desirable data.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

4.0 Introduction

The study was under taken to examine the nature of school and the school dropouts among street children in Kampala City. The preceding chapter dwelt on the details of the research methodology and procedures used in the collection of data.

In this chapter, the researcher endeavored to present, analyze and interpret data obtained from a group of informants (sample) selected from a target population comprising street children, NGOs staff working with street children in street children centers and head teachers and deputy Headteacher of three primary schools. Since the study used qualitative methods, data obtained was meant to answer the four research questions formulated earlier on in the study.

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4.1 Results from Interviews

The researcher used interview guides (see Appendix A) to interview 125 informants of whom were street children, 9 NGOs staff and 5 head teachers and deputy head teachers. Interview guides were thematically arranged such that lead or probe questions there in would attempt to produce anticipated answers to the four research questions.

Through interviews, it was discovered that street children could be grouped on the basis of educational status, sex and age. Consequently, out of a hundred 'and eleven street children interviewed, a hundred and one (90.9%) were found to be school dropouts while only ten (9.0%) had never been to school at all. Eighty-five (83.2%) were male while twenty-six (23.4%) were female. In terms of age, seventeen (15%) children interviewed were between 8 and 11, seventy (63.1%) were between 12 and 15 and twenty-four (21.6%) were between 16 and 19 years of age.

This meant, the youngest child in the sample was eight years old while the oldest was nineteen years of age. Matrix 1 below shows the details regarding the sub groupings.

Matrix 1: Shows major sub groups of street children interviewed, with corresponding frequencies and

THEME I	VARIABLE	LEVELS OF VARIABLE	f	%
	EDUCATION	SCHOOL DROPOUTS	101	90.9
	STATUS	NON SCHOOL DROPOUTS	10	9.0
		TOTAL	111	100
GROUPING		MALE	85	83.2
OF	SEX	FEMALE	26	23.4
CHILDREN				
BY:		TOTAL	.111	100
		8 -11	17	15.3
	AGE I	12 - 15	70	63.1
		16 - 19	24	21.6
		TOTAL	111	100

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Research Question One: What type, level and location of school does the school dropout portion of street children originate from?

Location of school

In terms of location of schools by district, data obtained by interviewing street children indicated large numbers of children to have dropped out of school in several districts. These included Mpigi twenty-three (20.7%), Mukono nineteen (17%), Luwero fifteen (13.5%), Masaka eleven (9.9%) compared to Kampala, Mbale, Mbarara etc... which had six (5.4%) or less each. The details the location of schools by district is summarized in the matrix 2 below.

23

Matrix 2: Depicts major districts from which significant numbers of street children, Originated, with corresponding frequencies and percentages per district.

THEME	VARIABLE	LEVELS OF VARIABLE	f	%
		BUGIRI	3	2.7
		JINJA	4	3.6
		KAMPALA	6	5.4
		LUWERO	15	13.5
		MASAKA	11	9.9
LOCATION OF ORIGIN OF STREET CHILDREN/ SCHOOL DROPOUTS	BY DISTRICT	MBALE	6	5.4
		MBARARA	6	5.4
		MPIGI	23	20.7
		MOROTO	3	2.7
		'MUKONO	19	17.1
		RAKAI	4	3.6
		SOROTI	3	2.7
		OTHERS	8	7.2
		TOTAL	111	100

When location was considered in terms of setting, data obtained from street children revealed that sixty(59.4%) children had dropped from schools located in rural setting compared to twenty nine (28.7%) who had dropped from schools located in urban setting. Matrix 3 shows the location of former schools by frequency and percentage.

Matrix 3: Presents the location of schools (by setting) from which children tended to drop out.

VARIABLE	I LEVELS OF VARIABLE	f	%
	RURAL	60	59.4
LOCATION OF I BY	URBAN	29	28.7
FORMER SETTING	OTHER	12	11.9
SCHOOL	TOTAL	101	100

Level of school

As far level of school, data obtained by interviewing street children indicated that ninety-one (90.1%) had dropped out of primary school level, sixty-two (61.4%) of whom dropped out of lower primary. Only five (4.9%) had dropped out of senior secondary and another five (4.9%) could not remember or clearly specify the level The frequencies and percentages of school dropouts per level of school are shown in matrix 4 below.

Matrix 4. Shows the levels of schooling dropouts had reached before dropping out of school together with corresponding frequencies and percentages per level.

THEME	I	VARIABLE	I LEVELS OF VARIABLE	F	%
			LOWER Primary	62	61.4
LEVEL OF			UPPER PRIMARY	29	28.7
EDUCATION		LEVEL OF	LOWER+ UPPER	91	90.1
REACHED		SCHOOL	SECONPARY	5	4.9
BERORE					
DROPPING OUT			OTHER	5	4.9
OF					
SCHOOL			TOTAL	101	100

25

Type of school

The researcher also attempted to find out about the type of school the dropouts had been enrolled in before dropping out. He, particularly, endeavored to establish whether the schools were day, boarding or both, government, private, mixed or single sex. J;Data obtained through 'interviewing street children showed the following findings:

Sixty-nine (68.3%) had dropped out of government schools comp red to thirty-two (31.7%) who had dropped out of private schools.

Ninety (89.1%) children had dropped out of day schools while five (4.97%) and six (5.5%) had dropped out of boarding and both day and boarding schools, respectively. The same interviews revealed that eighty-five (84.1 %) children to have dropped out of co-education (mixed) schools compared to only sixteen (15.8%) who had dropped out of single sex schools. See matrix 5 below for details.

Matrix 5: shows the type of schools children dropped out from, with corresponding Frequencies and percentages per type of school. .

THEME	VARIABLE	LEVEL OF VARIABLES	F	%
CLASSIFICATION OF SCHOOL	TYPES OF SCHOOL	GOVERNMENT AIDED	69	68.3
		PRIVATE	32	31.7
		TOTAL	101	100
		DAY	90	89.1
		BOARDING	5	4.9
		BOTH(DAY&BOARDING)	6	5.8
		TOTAL	101	100
		MIXED	85	84.1
		SINGLE	16	15.8
		TOTAL	101	100

Research Question Two: The question reads as follows: What special characteristics or conditions make these schools different from any other school?

By analyzing data generated through eliciting responses to this question, the researcher sought to identify characteristics associated with schools in which children were enrolled before they became street children/school dropouts. Out of the hundred and one (101) school dropouts who were eighty- five (84.2%) responded to questions intended to elicit data to the research question. Of the eighty-five who responded, twenty-seven (31.8%).said that there was poor school infrastructure of various forms at the schools they used to attend. Among the various forms of poor school infrastructure reported were the following:

Temporary structures (constructed with rough timber, papyrus mats and so on)

Unfinished buildings

Leaking roofs

Buildings without door and wind w shutters

Cow dung smeared floors

Lack of adequate furniture

Over crowded classrooms

Bushy and dirty compounds and so on

Other characteristics reported include existence of canning at school. This was reported by twenty-two (25.9%). Twenty- six (30.6%) reported that former schools, promoted football and other games. Another ten (11.8%) revealed that former schools facilitated other co-curricular activities such as singing, sports, drama and so on. Matrix 6 below shows major types of characteristics identified and the corresponding values.

Matrix 6. Shows the summary of characteristics of schools from which school dropouts tended to drop out from, with corresponding frequencies and percentages.

THEME	VARIABLES	LEVELS OF VARIABLES	F	%
TYPICAL CHARACTERISTICS OF SCHOOLS CHILDREN TEND TO DROPOUT FROM	TYPE OF CHARACTERISTICS	POOR INFRASTRUCTURE IN SCHOOL	27	31.8
		CANNING IN SCHOOL	22	25.9
		FOOTBALL AND OTHER GAMES IN SCHOOL	26	30.6
		OTHER CO-CURRICULAR IN SCHOOL	10	11.8
		TOTAL	85/101	100

Certain responses such as availability of water, availability of food, nature of uniform, were not especially targeted by the study. However, the researcher thought they deserved mention because they were so spontaneous and seemed to be real pre occupations or concerns of the children. For instance, children would clearly say if school gave them break tea or lunch. They would make judgment on uniform, whether their school uniform was smart or shabby. This was an indication that they were conscious of details at school.

28

Research Question Three: What Circumstances or conditions in' school may be Conducive to the process of dropping out of school?

Of the hundred and one. (101) school drop6uts interviewed, ninety-nine (99) responded to the probe questions by giving various circumstances and conditions which influenced the process of dropout of school. Two (2) children did not respond at all. Of the ninety - nine (99), only ten (9.9%) said their leaving school was triggered at school. The circumstance, in this case, was lack of fees. The circumstances enumerated by the remaining eighty- nine children had more to do with the child's home than with school. For example, sixty-four (63.4%) informants reported that they left school because one or both of their parents had fallen sick, died, divorced or violence and drinking had plagued their family. The researcher, for convenience, grouped these circumstances under a collective term **"family disruption"**. Twenty (19.8%) informants indicate that their dropping out of school was influenced by delinquency. That is, they had disagreed with parents, relatives and guardians at home and as a result run away. Some of them had been accused of stealing something; others had refused to do work yet others just refused to go to school. "Yantwalako ne ku Police nengana kukomawo awaka." (He/she took me to the police and I refuse to come back home) One boy told me. Two (1.9%) said some evil spirits could not let them study. "Ebya Bajajja byandemesa okusoma." They would say. Three (2.9%) had a different reason each.

Matrix 7: Presents the summary of major circumstances and conditions believed to have influenced the process of dropping Out of school.

VARIABLE		I LEVELS OF VARIABLE	f	%
CIRCUMSTANCES AND CONDITIONS CONDUCIVE TO THE PROCESS OF DROPPING OUT OF SCHOOL	CATEGORY OF CURCUMST ANCES AND CONDITIONS	F AMIL Y DISRUPTION	64	63.4
		DELINQUENCY	20	19.8
		FEES	10	9.9
		SPIRITUALISM	2	1.9
		OTHER	3	2.9
		NONE	2	1.9
		TOTAL	99/101	100

Focus Group Discussions Results

In an effort to verify and confirm what had been elicited from street children through one on one interviews, the researcher carried out focused group discussions with NGOs staff and with head teachers and their deputies at each of the three street children centres and the three primary schools, respectively.

Procedure for Focused Group Discussions

There two focused discussion groups namely, one made up of the nine (9) NGOs staff and the other comprising five (5) school administration staff Six focus group discussions were held, one at each of the corresponding sites. Under this research method, group discussions were centered on the four research questions such that relevant parts in each question were transformed into themes. Probe questions were developed around the themes such that, during discussions, the researcher used these questions to elicit reactions and views about the themes. (Appendix A)

Research Question One: What type, level a d location of schools does the school dropout portion among street children originate from?

Three themes were developed from the question, namely Location of school or Place of origin, level of school and Type of school.

Location of School or Place of Origin

Below is a summary of views/reactions from members of NGOs staff about the location of school or place of origin:

The dominant discussion was that most of the street children/school dropouts originated from schools located in Mpigi, Mukono, Luwero and Masaka although some came from other districts as well.

According to the resettlement officer at KIN, "The majority came from rural schools, only a few come from urban schools. One so far, came from Kampala High and a few others from Nabagereka, Kyagwe Road and Nakivubo Settlement primary schools"

A staff from There is Hope Childcare International, confirmed the view by reporting that several had come from Kigogwa in Luwero district. They came from a wide range of schools - many schools within a given district." In Mpigi district children originated from schools in Gayaza, Kamengo, Butambala, and Kisubi areas.

Level of school

According to the coordinator at KIN, "street children usually dropped from P. 4, 3, 2... although individual schools were hard to remember." One member revealed that one (1) school dropout, and a few at Nsambya, had been found to have dropped out from secondary schools. The other Ninety-one (91) were from primary schools. (n = 101)

Type of school

Majority of the NGOs staff stressed that school dropouts among street children mainly dropout of"3rd World" schools. (The schools popularly known as 'Third World' are those

31

in contrast with the likes of Lohana Academy, Kampala Parents, St. Savio, Kabojja, Namugongo and so on.) However, only one member working" with There Is Hope Childcare International, refuted this view. He said that children had dropped out from all grades of schools - '3rd World, 1st world' etc... Although none of the school dropouts interviewed, however, indicated to have dropout of schools like Kampala Parents, Lohana, Savio or Bishop Ddungu in Masaka. The majority said that they had dropped out of day, government aided mixed and not-well to-do rural

shools.(Appendix D)

Research Question Two: What special characteristics or conditions make these schools different from any other school?

Only one theme emerged from the research question namely, characteristics of the schools children tend to drop out.

Characteristics of School Children Tend to Dropout of

The following views were expressed by the discussion group about the theme: that these are schools-

- Characterized as '3rd World' schools
- With inadequately motivated staff
- Where teachers do not care about their duties because incentives such as allowances, accommodation are non existent
- Where "Children who have gone as far as P5 but cannot write their names' (amember of staff at KIN)
- With poor infrastructure, unappealing surroundings and inadequate space
- Whose majority of parents are either illiterate or less interested in the education of their children
- Another member of staff at KIN testified with a case about the characteristics

One of the NGO staff coordinating St. Francis orphanage said "that teachers in such schools know nothing about the fear of God. They should be sensitized about God's love

in relation with their responsibility." She recommended that the religious should more and more take up the classroom and street children centres as opposed to being in offices and in well to do schools in order to bring the message and love of Christ to the disadvantaged groups. It was revealed that sending of pupils home for fees, lack of follow up of pupils' academic work by parents, relatives and benefactors, weak parent-teacher. Relationship was other characteristics noticed in such schools.

Research Question Three: What circumstances or conditions in" schools may be Conducive to the process' of dropping out of school?

Two themes were developed from question three namely, the circumstances and conditions conducive to the process of dropping out of school and attitudes of children towards school

Circumstances and Conditions Conducive to the Process of Dropping out of School

When asked to identify circumstances and conditions that favour and encourage the process of dropping out of school, members of the discussion group mentioned the following:

1. Family disruption by death, divorce, violence, alcohol etc...
2. Negligence and abandonment of children by parents.
3. Misunderstanding between children and parents/relatives.
4. Frequent shifting of children among relatives.
5. Lack of school fees (this was found to be mainly the result of 1, 2 and 4 above).
6. A combination of peer pressure, Adventure, delinquency and attraction of city Goodies and amenities such as video and disco shows.

Focused group discussions also emphasized the importance of underlying enforcing factors which included;

Rural-urban migration where increasing numbers of people, including children, who prefer to live in urban centres.

The break down of the extended family bonds (a highly valued characteristic of African societies)

33

The infiltration of western cultural values and way of life into African societies

According to members of the NGOs staff "these factors have enhanced instability in families and encouraged individualism and consumerism with out limit among family members including children who have become very demanding, opinionated and insatiable."

Attitudes of School Dropouts/Street Children towards School

As regards the attitudes towards school, members of NGOs staff consistently pointed out that attitude towards school among the children was positive and morale for schoolwork and returning to school was high. (Interviews revealed that. 80 (79.2%) of the children to have indicated positive attitude)

According to a member of staff at KIN "... age and habits acquired on the street were the only stumbling block for some," Another member reported that "older children preferred vocational to academic training." By the time this data was recorded, significant numbers of street children were doing very well at school in spite of the conditions obtaining at many of the street children centers

Research Question Four: What new subgroups might be perceived and identified among the street children?

Only one theme emerged from this research question namely, sub groups of street children.

Sub groups of Street Children

Apart from confirming the three sub groups the researcher learned during literature review school dropouts, non-school dropouts and Part Time Street children, new ones were identified during the course of the study. These were:

      Primary School dropouts

      Secondary school dropouts

      Orphans

      Street children with both parents

The same groups were clearly identified-during interviews. (Appendix C and D)

Focused Group Discussions with Head teachers, and Deputy Head Teachers

During discussions with this group", the, researcher intended to probe further three themes namely existence of street children and school dropouts, characteristics of the schools children tend to drop out from and circumstances and condition conducive to the process of dropping out of school. The researcher thought that discussions would help to fill up gaps and areas not effectively addressed by sources of data dealt with earlier.

Existence of Street Children and School Dropouts

When asked to comment on the existence of the problems of street children and school dropouts, several contributors confirmed the existence; It was pointed out that street children, some of whom were school dropouts, actually lived on the school compounds of some of the primary schools. The problems were real and rampant," they said. All the three head teachers revealed annual massive fluctuations in enrolment of between 100 and 200 pupils per school. The head teacher of Nabagereka primary school pointed out that it was difficult to ascertain the actual rate of school dropout as fluctuation necessarily included the dead, those who had shifted to other schools besides those who had actually dropped out of school. Each of the head teachers confirmed a few cases to have dropped out of his school.

The head teacher of Nabagereka primary school recommended that the Ministry of Education use the identification number given to the pupils during registration of pupils at the start of UPE programe to sort out children who are out of school.

The researcher, indeed, saw scores of street children at the fringes of the compounds of Nabagereka and Nakivubo Settlement Primary schools. Besides, data elicited from street Children by interviews indicated that the majority of street children were school dropouts. (90.9%) (Appendix C) Hence, this revelation may as well confirm that a significant portion of the fluctuation in the schools in question comprised school dropouts.

35

Characteristics of the School Children Tend to Drop out from

The following were some of the characteristics cited:

- Lack of scholastic materials such as text books, chats, etc...
- Inadequate furniture
- Irregular and insufficient teacher remuneration
- Congested classrooms
- Lack of sports and games equipment
- Poor and unattractive school infrastructure

When invited to identify limitations and problems experienced by teachers in such schools, members in the discussion group consistently stressed inadequate teacher remuneration.

"This undermines teacher commitment, devotion and consequently promotes dissatisfaction and discontent among teachers thus, making them less attractive and less helpful to pupils." The group pointed out. (During interviews children talked of 'beloved' teachers abandoning their schools because of delayed or lack of payment.)

Circumstances and Conditions Conducive to the Process of Dropping out of School

When asked to enumerate circumstances and conditions that encouraged and promoted the Process of dropping out of school, school administrators frequently mentioned poor teacher remuneration.

This, they said, curtailed teacher s attention to 'individual child's needs and as a result victims grew less attentive and uninterested in class. .

Lack of instruction materials was another point frequently raised in discussions. They said that this made learning to the young less fun and more tedious.

When the question: which children had a high tendency of dropping out of school? was put to the group, the following list came up:

Orphans

Children from polygamous families

Single parents' children

Girls

Children from poor and ignorant families

And several children during interviews would say "They stopped paying fees for me when my Parents died." "I left school when my father died." "Taata yali asasulira bali abaana abalala." (my father was paying fees for. the other children) were frequently made by children during interviews.

When asked to name symptoms of children likely to drop out of school, the following were mentioned:
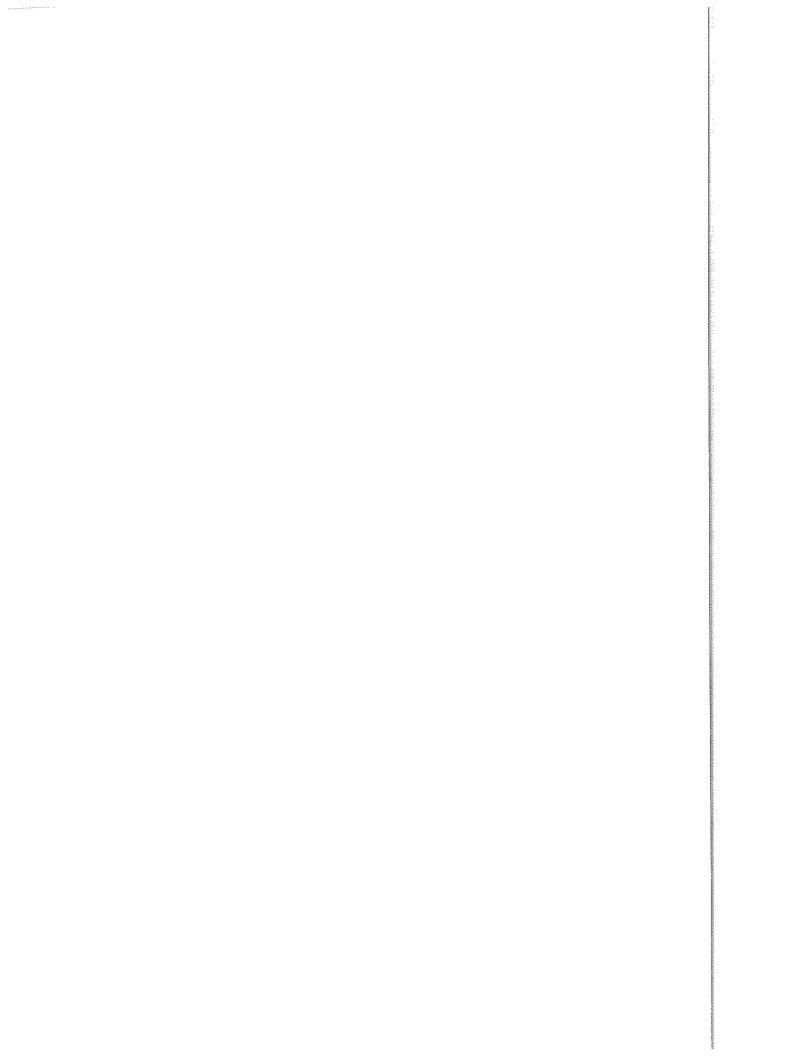
- Irregular attendance

- Poor performance in class

- Deterioration in behavior

- Pupils lacking essential scholastic materials in class

The focus group discussion recommended restoration/introduction of guidance and counseling in school as a possible remedy to the phenomena of school drop outs and street children.

Documentary Analysis Results

In order to enhance validity of the findings and to verify reliability of research methods and Sources of data, the researcher decided to analyse relevant documents. The researcher selected KIN for documentary analysis as it was found to have a more organized record of documents than the other two centers.

Through Documentary Analysis, the researcher wished to discover what the content in the documents said about the nature of school particularly,. the location, levels, types and by implication , characteristics of and circumstances in schools street children/school drop-outs tended to originate from. In the same way, the researcher wanted to find out subgroups or-street children and attitudes of school dropouts towards school.

37

Besides, the researcher wished to know whether the findings from documentary analysis would be consistent or in contrast with those obtained from sources of data and research methods used earlier. '

Table 3: Documents analyzed and information revealed in the analysis.

Documents	Author	Date compiled	Main content
			Age, sex, tribe, type,

From the Comprehensive Case History, the researcher found out that the document was a filled In form containing personal information (see" table 3 above) The form was filled in by the new entrant the centre with the help of an NGOs staff.

Location of school

The researcher studied forty - two (42) filled in forms. It was found out that. many more school dropout had originated from Central Region than from any other single region in the country.

Mpigi district had topped the list. Most schools named were rural situated. Twenty (47.6%) of School dropouts were found to be Baganda while twenty-two (52.4 %) was the portion of school dropouts composed of twelve (12}.other tribes in Uganda.

Level and Type of school

As far as level and type of school were concerned, documentary analysis showed that many more children had dropped from primary schools as opposed to secondary schools. Records indicated that most of the schools were day and mixed it was not possible to distinguish the schools between government aided and private.

Characteristics of and Circumstances in school

In terms of characteristics and circumstances, records could not clearly show which was what. The location and name of school however, had a lot of implication about the schools' characteristics and circumstances there in.

Documentary analysis showed that circumstances at home contributed more towards the Children are dropping out of school than circumstances at school. For example, records indicated. That twenty-seven (64.2 %) school dropouts had lost one or both parents. Even the fifteen (35.7%) whose parents were both still alive did not necessarily enjoy the expected parental care. For Instance, only two had been recorded to be staying with both of their parents at the time of dropping out of school. The other thirteen (30.9 %) were staying with either of the parents.

Finding from Student/Pupil Lists and Reports Cards / Testimonials

By studying these documents, the researcher learned that the contents included names and level of schools /institutions and nature -of programme or training offered. They also showed names and number of pupils per programme, scores per subject and grades or ranking per subject.

Attitudes of School Drop outs / Street Children Towards School

As far as attitudes of school dropouts and street children towards school were concerned, Documents revealed that thirty-three (33) children had already returned to primary level. Thirteen (13) who were involved in vocational training included 6 Tailoring, 3 Motor vehicle mechanics, 2 Metal fabrications, 1 Carpentry and 1 Catering? Four (4) had joined secondary school two of whom had obtained 1st grade in P.L.E 1999.

Subgroups of Street Children

Documentary Analysis revealed that the majority of street children were male. Most street children were school dropouts aged between ten (10) and fifteen (15) years old. Many of them had lost one or both parents. These findings are consistent with what had been revealed by interviews and focused group discussions.

CHAPTER FIVE

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This research undertaking was intended to establish the nature of school from which school dropout among street children in Kampala City originate and whether this impinged. on the process of dropping out of school and living on the streets. In the previous chapter, findings of the study were presented, analyzed and interpreted according to the four research questions formulated for the research undertaking. This chapter deals with discussion of the findings in the light of each of the research questions, drawing subsequent conclusions, as well as proposing appropriate recommendations for action and- future research.

5.1 Discussion of results

Research question one" What type, level and location of school does the school dropout Portion of street children originate?"

The three salient areas contained in research question one, namely the type, level and location of school were very important descriptive indicators of 'Nature of School,' one of the major concern of the study, the researcher set out to establish. Ascertaining details about these indicators did not end with establishing the origin of street children/school dropouts but revealed more information about them hence, leading to better understanding of their predicament.

About the location of school, all the three approaches,- interviews, focused groups discussions and documentary analysis - were mutually supportive regarding the findings about the location of school

The result from interviews showed that most of the street children in Kampala City dropped out of school within Central Region. Mpigi district accounted for the biggest number (20.7 %). Mukono luwero and Masaka districts followed in a descending order. However, this finding conducted at earlier study by Wafutesyoh EI - Wambi etal. (1996)

40

Where Masaka (currently trailing with 9.9 %) was then leading with 22.2 24. and Mpigi accounted for only 5.6 %. altogether both studies concur about Central Region being the main source of street children living on the streets of Kampala. Interviews further indicated that most street children in Kampala city were school dropouts from rural schools (59.4 %). (matrixes 2 and 3). Focused group discussion and documentary analysis approaches confirmed the results from interviews concerning location of schools. In addition, documentary analysis showed that the Baganda were the largest group (47.6 %) among the street children in Kampala City from a' single tribe.

.These findings were in agreement with the results of studies done by Munene (1993) and Wafulesyoh El- Wambi etal. (1996) Where Central Region accounted for the largest number (67%) of the street children and the majority were found to originate from a rural setting.

As for the level of school, results from the three approaches used in the study concurred. Interviews revealed that 90.1 % school dropouts had dropped out of primary level. and many of them (61.4%) were from lower primary. This concurred with results of a study by Wafutesyoh EL- Wambi etal (1996) where the primary level accounted for 70 % school dropouts of whom 42% were from lower primary. A similar situation also existed out side Uganda. For instance, a study on street children in South Africa by Richter etal. (1996) indicated"... sixty-six percent of boy had received less than five years of schooling..." :In addition, most of the children were aged between 5 and 14 years. (Wafutesyoh El- Wambi., 1996) and (Richer eta!., 1996). Both focused group discussions and documentary analysis consistently named Kyagwe Road, Nabagereka and Nakivubo Settlement Primary Schools as examples of the level of school from which school drop outs among street children in Kampala City originate.

In terms of the type of school, the research r Jriesl..to establish which of the existing typologies of school in the country was responsible for the school dropouts now living among street children on the streets of Kampala City.

This variable (type of school) proved to be the most elaborate as its levels depicted a conspicuously antagonistic picture. That is, one group of schools (government aided, day and mixed dominated the other (private, boarding and single sex schools) by accounting

41

for the highest figures of school dropouts per category of school. The former accounted for 68.3%, 89.1% and 84.1%, respectively while the latter accounted for the corresponding differences; respectively Findings from both focused group discussions and documentary analysis were consistent with the findings from the interviews. The outcome of both techniques consistently described the schools as 3rd World and named Kyagwe Road, Nabagereka and Nakivubo settlement primary schools as examples.

The researcher was surprised by these findings that government school accounted for many more school dropouts when private schools are the majority in the country, particularly in Central region (Kafuuma, 2000 p.34) On the other hand, the picture shown was genuine, because the rural sector from which the majority of street 'children and school dropouts had originated was dominated by government, day, mixed primary schools. In contrast, the urban sector was dominated by private, boarding and usually single sex primary schools. Again these findings are in agreement with what is on the ground because private' entrepreneur-ship tend to operate single sex and boarding primary schools in contrast with governments aided school which tend to be day and mixed (Kafuuma, 2000 p. 34). Besides, performance at primary level in private schools appears to correspond with the level of teacher motivation attained and the size and nature of incentives given-4o teachers in such schools. (PLE 1999 UNEB results).

Research Question Two: What special characteristics or conditions make these schools different from any other school?

By inquiring into characteristics of schools, the researcher intended to probe deeper the school situation and brings to light descriptive properties that distinguish and or are associated with the nature of school from which the school dropouts tend to originate.

Finding obtained from interviews revealed that 57.7 % of too children described negative characteristics while 42.4 % mentioned positive ones. Of the negative characteristics reported, various forms of poor school infrastructure and canning at the schools were prominent among the children concern whereas among the positive characteristics mentioned, co-curricular activities were high on the children's agenda. These findings were in agreement with the results of a study by Wafutesyoh El-Wambi eta!. (1996) concerning the street children's interest in co- curricular leisure activities. If anyone

42

wishes to know about the concerns of children in a school capture their interest, this particular finding could be saying a lot. These findings were consistent with a study by Munene etal. (1997) which reported poor state of physical

facilities(69.4%) and canning in schools. Poor physical facilities in schools was ranked number one by girls' schools (69 %) and number two by boys' schools (24 %).documentary analysis revealed that most schools accounting for large numbers of school dropout were located in the rural sector. This put them into a special category that is usually ignored by trained teachers and often deprived of crucial resources, services and utilities a fact, which is recognized by Eremu 2000 p. 25.   On I.(!e other hand, focused group discussions confirm poor school infrastructure, reported staff and parental shortcomings and limitations of various strengths (Matsamura, 2000 p.4). School administrators, apart from affirming poor school infrastructure, enumerated various kinds of inadequacies including scholastic materials, teacher remuneration, characteristics by which such schools are infamously known. This finding concurred with the; results of a study by Munene etal. (1997) "... poor and rural schools suffered classroom quality, inadequate scholastic materials, lack of furniture..." This problem was ranked number one by 53 % of boys schools and number two by 27% of girls schools in the same study. The study involved 36 schools drawn from Apac, Bushenyi, Iganga, Kampala, Kasese Kumi, Lira, Luwero and Mpigi districts.

Research Question Three: What circumstances or conditions in school may be Conducive to the process of dropping out of school?

This particular research question was intended to investigate and identify those circumstances and condition obtaining in the schools from which school dropouts among street children originated. By the same tool, the researcher wished to ascertain' circumstances that might have enhanced and promoted the process of dropping out of school. The results from interviews showed that the bulk of the circumstances that had influenced the process of dropping out of school had a lot to do with the home rather than with school. Actually, very few (only ten) of the informants reported that their leaving school had been initiated at school by .lack of school fees. The majority of school dropouts stressed that the trouble to dropout 'Of school started at home. Many of them

cited circumstances like sickness, death, divorce, violence, drunkenness, among others, which the researcher collectively referred to as family disruption, to be leading contributions of their dropping of to school. This is supported by Nkata (2000) who argues that it is hard for children to survive in school without appropriate: parental or collective support from a healthy teacher-parent relationship. However, Richter (1996) says, "Almost certainly, 'both factors apply with equal force to South Africa street children." Matsamura (2000 p.4) also makes a related observation. Even then, child delinquency was ranked significant among the factors (for details see matrix 7 above). Focused group discussion expanded the list of forms of family disruption, instability and child-delinquency. .The discussions also revealed the importance of rural urban migration, the break down of the external family bonds and the infiltration of the western cultural values and attitudes into African societies that have created conducive atmosphere for the enhancement of these circumstances (Ebigbo, 1996). these forces have made increasing numbers of street children and school dropouts one of the most disadvantaged groups in the country.

Documentary analysis. confirmed that the circumstances at home contributed more towards the children' s dropping out of school than those at school and largely attributed the problem to the loss of one or both of their parents. This was symptom number one of the families that had suffered disruption. Surpassingly, even those whose parents were both still alive (35.7 %) were not found to be enjoying the expected full parental care as only two (2) out of forty - two (42) were found to be staying with both of their parents. Many were staying with only either of their parents (Nkata, 2000 p.40).

The above finding was in agreement with the results from discussions with school administrators that orphans, children from polygamous and single - parent families showed a higher tendency of dropping out of school than their counter parts.

Despite the fact that most street children were school dropouts, their attitude towards school had remained positive (79.2 %). Documentary analysis showed that forty (40) of the school dropouts had already returned to school of whom thirty - three (33) were in primary school, in one centre alone.

44

This concurred with another finding in Swaziland"... street children listed their main needs as being firstly, material goods, secondly, education..." (Williams, 1996). Besides, this was additional evidence that although schools from which these school dropouts and street children originated had problems, the bigger portion of the explanation why the same children were out of school and on the streets rested more with the home rather than with the school.

Research Question four: What new sub groups might be perceived and identified among the street children?

The researcher's intent with this question was to verify the very high incidence of school dropouts among street children presented by many authors/researchers, (page 6 above)to check current state of the trend and to identify any new meaningful sub groupings among street children in Kampala City.

The results showed that the high incidence of school dropouts had been confirmed and seen to persist with the trend reaching 90.9 %. The significant subgroups perceived were found to be based on the following:

- Education
- Age
- Sex
- Parentage status
- Tribe

The most out standing subgroups identified included:

School dropouts	90.9%
12 - 15 year olds	63.1%
Male	83.1%
Primary school dropouts	90.1%
Baganda	47.6%
Partial/full orphan	64.2%

Many aspects pertaining to these subgroups are consistent with findings of other studies and experiences of different authors. For example, according to Aptekar (1996) the 5-16

45

age bracket, dysfunctional and single parent families are significantly represented among street children in addition, a study by Wafutseyoh El- Wambi (1996) indicates that male out number female street children (96% versus 4%) and the 10-16 ; age group is also significant among street children in Uganda. The age group accounts for 70%. .According to Munene (1993), all the children (120) found in Masaka Town were Baganda. In Kampala, the subgroup accounted for 70% out of 803 street children.

This categorizations is an important source of background information for those intending to work with street children, for planning programmes intended for action concerning the phenomenon, most of all, for future research undertaking.

5.2 Conclusion

Firstly the study concluded that most street children seen on the streets of Kampala are school dropouts from rural, mixed, day, government primary schools largely located in Central Region.

secondly, the research concluded that schools from which the children originated were found to be characterized by over whelming inadequacies of various kinds including poor ,school' structure, lack of adequate space, poor classroom quality, lack of scholastic materials, scarcity of furniture, low teacher remuneration, lack of incentives and low teacher morale

Thirdly, the study concluded that the majority ,of the school dropouts (89.9+ %) found among street children had dropped out of school mainly because of problems circumstances at home instead of circumstances or problems at 'school. It was in the home that Circumstances like sickness, death, divorce, drunkenness and violence, code named "family, disruption/ family

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47

APPENDICES
APPENDIX A
BUDGET

Item	Amount (Ushs)
Stationery-Papers - Pens	50,000/=
Transport	100,000/=
Researcher assistants	200,000/=
Typing and printing	50,000/=
Miscellaneous	100,000/=
Total	500,000/=

	FEB/MARCH	APRIL	MAY	JUNE	JULY	AUGUST
Writing, typing and submitting research proposal	▓	▓				
Piloting and making necessary collection			▓			
Actual data collection				▓		
Data analysis					▓	
Report writing and binding the research work. Submission of research outcome						▓

APPENDIX C:
INSTUMENTS

The instruments to be used include:

    (i)   Check lists

    (ii)   Interview guides

    (iii)   Comparative tables

    (iv)   Data analysis matrices.