

ASSESSING THE CONTRIBUTION OF ABEK (ALTERNATIVE BASIC
EDUCATION FOR KARAMOJA) ON THE UPLIFT OF GIRL
CHILD EDUCATION IN RUPA A SUB-COUNTY
MOROTO DISTRICT NORTH
EASTERN UGANDA

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A DISSERTATION SUBMITTED TO THE COLLEGE OF HUMANITIES AND
SOCIAL SCIENCES IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE AWARD OF A BACHELOR'S DEGREE OF DEVELOPMENT
STUDIES OF KAMPALA INTERNATIONAL UNIVERSITY

AUGUST, 2015

DEDICATION

This field report is dedicated to my beloved father Mr. Olee John Bapitist, my mother Omuk Paska, my brothers Okengo John Francis Menya Kizito Adei Julius Awoi Stephen my dear sisters Awilly Rita and Lochoto desire not to forget my great in-law Aleper Daniel Knox and family for the wonderful support he offered to me throughout my education with the support from my two late brothers Charles and Wilfred.

May almighty God bless them?

ACKNOWLEDGEMENT

My gratitude and appreciation goes to all those who in one way or another helped me during this dissertation writing and the following deserve special mention;

My supervisor Mr. Asiimwe David for the tireless effort and guidance he gave me to complete my dissertation.

To my brother Okengo John Francis my in-law Aleper Daniel Knox (ADK) and Mr. Mwaka Jacob who were and are the source of my inspiration and hard work.

To my best academic advisors and cousins victor Akit Lomoyang Achia Lawrence and Ngoya John Bosco and the rest of my folks not method below.

THAT THEY MAY HAVE LIFE; JOHN 10:10

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ABSTRACT

The research study was intended to study the assessment of the contribution of ABEK to the improvement of girl child education in Moroto district. The research hypothesis was developed as follow:

“There is less improvement of ABEK to the improvement of girl child education in Rupa Sub County in Moroto district.”

The study was carried out in Rupa Sub County in Moroto district. This study area was selected because it is one of the coordinating centers of ABEK in the district.

The methods used for data collection included self administered questionnaires, personal interviews, focused group discussions and the tolls used in the study included open and closed embedded quarries and documentary records.

The subjects in this study were the facilitators and ABEK stake holders. The results of the study revealed that ABEK had a considerable contribution to the improvement of girl child education in Rupa Sub County, Moroto district. The recommendation is that the system of learning like ABEK program should be extended to the entire sub county up to parish level in the district in order to increase the literacy levels among the pastoralists.

CHAPTER ONE

BACKGROUND TO THE STUDY

1.0 Introduction

This research was aimed at examining the extent to which ABEK as an education policy has reduced the level of illiteracy in the pastoral region of Karamoja. Abek is intended to provide flexible education programs for those who did not get the opportunity to go to school or dropped out of school. The program is intended to complement the UPE so as to enable those children who are not enrolled in the formal schools get the opportunity to get basic education

1.1 Background of the study

Formal education introduced early in the 19th century was not well received by the people of Karamoja. Opposition to formal education was heightened when reading and writing (pen) symbolized the registration of people who were conscripted in to the colonial British army during 2nd world war. Many conscripts died in the battle far from their mother land fighting for a course the people of Karamoja did not understand the pen together with the formal education that it represented were cursed and rejected.

This curse was however lifted during the launch of ABEK in the sub region at the end of 19th century; other reasons that under mined proliferation of formal education in Karamoja included its irrelevance to the indigenous semi nomadic pastoral context.

According to the report produced by save the children (Norway), it is said that the implementation of program started in 1998, as an intervention to harmonize challenge of pastoral childhood, its anon formal education program designed for the pastoral communities of Karamoja as a response to barriers in basic education experienced by children (6 to 18 years) in semi nomadic pastoral communities of semi arid region where they play a central role in household livelihoods, the program is founded on the strategic objectives of increasing the opportunity for disadvantaged children, especially girls to experience positive early childhood development and to benefit from appropriate basic it was also noted that the forefathers in Karamoja cursed school education through symbolic “burial of the pen” in Namejho just outside the present town Kotido. This was done during the colonial times when the British used

the pen to enroll soldiers for the 2nd world war in Germany and the magic pen had deprived the ethnic communities their men and education in Karamoja was shunned for very long, with the launching of ABEK the pen was unearthed and the communities have now embraced education.

1.2 Statement of the problem.

The Karimojong (natives of Karamoja) are perhaps the only group of people in east Africa whose primordial cultural and social set up was not interrupted by the 19th century colonialism;

Well if there was such an attempt it was successfully defeated.

The Karimojong resisted any form of foreign education (which was a change agent by missionaries) the climax of their resistance against colonial education is well documented in the famous burial of the pen (Akalam) in the 1930s following a successful campaign against foreign education and faith by of the Karimojong elders.

The pen was buried in the current day district of Kotido, one of the seven (7) districts that form Karamoja. Elders and opinion leaders particularly pointed out the pen because it was used as a coding toll during the conscription of youth in to the colonial army and head count of cows for household taxes. The burial of the pen therefore was an outright rejection of formal education. In fact any one in Karamonja who attempted to let their children join education was banished by Karimojo elders and declared enemy of the society. Even the later attempts by both the colonial and post colonial governments to reintroduce formal education in Karamoja was squarely defeated, leading to the common assertion in the 1960s and 70s” we shall not wait for Karamoja to develop” no surprise therefore, that the introduction of free universal primary education (UPE) by government in 1997 still did not convince Karimojong elders to allow children go to school.

It is for this reason therefore that the resreahcere intends to find out the contribution of ABEK system of learning to the uplift of girl child education in Moroto

1.3 Purpose of the study

Assessing the contribution of ABEK on the uplift of girl child education in Moroto district and coming up with interventions of uplifting girl child education in marginalized areas.

1.4 General objectives

This research was intended to assess the contribution of ABEK on the uplift of girl child education in Rupa Sub County Moroto district.

1.4.1 Objectives of the study

To examine the extent at which ABEK has uplifted girl child education in Rup sub county Moroto district

To investigate the competence of ABEK towards the reduction of illiteracy levels in Rupa sub county Moroto district

To assess the attitudes of the Karimojong children towards ABEK system of education in Rupa sub county Moroto district

1.5 Research questions

How has ABEK benefited the community and the girl child?

How has ABEK program reduced illiteracy levels in Rupa?

How has Rupa benefited from ABEK program?

1.6 The scope of the study

This covers the time geographical and contextual scope as explained below;

1.6.1 Geographical scope

The research will take place in Rupa Sub County, Moroto District in Northern Uganda. Rupa Sub County is located in Southern part Moroto District, Northern region in Uganda. The total land area of Moroto is 8,400sq.km which is about 4.01% of Uganda's 241,550.7 sq.km.

Rupa Sub County is bordered by Lopei Sub County from the west. Kotido district from the north, Ngoleriet Sub County from the southern part and lorengedwat from the eastern part. The total population of Rupa Sub County as estimated by Uganda bureau of statistics in 2002 was 39758.

Table 1: shows only a summary of population projections.

District code	District	County code	Sub county	Parishes	Population
32	Moroto	045	Rupa	Tapaac	3157
32	Moroto	045	Rupa	Nabokot	2211
32	Moroto	045	Rupa	Rupa	7581
32	Moroto	045	Rupa	Naitakwai	9521
TOTAL					22470

Source subject to review by UBOS since (2002)

1.6.2 Contextual scope

The research was intended to study how ABEK and its impact on reducing illiteracy levels in Rupa Sub County and what could be done to improve on the quality together with the various stake holders who are involved in the fight against illiteracy through girls' child education.

In this study the researcher looked at the nature and the objectives of the community towards ABEK in uplifting girl child education, the level of success and various activities done to ensure the reduction of illiteracy levels is achieved and the causes for such success.

1.6.3 Time scope

The research took two months from the date of approval of the proposal that is from April-July 2014

1.7 Hypothesis

To my own understanding of the findings, ABEK form of education in the reduction of illiteracy levels can bring greater positive impact to the lives of young girls through various ways especially in the nomadic areas of Karamoja. The main determinants of ABEK in uplifting girl child education are; communities lack of awareness on the long-term benefits of ABEK as agate pass for joining formal schools, inequitable resource distribution interns of teacher house construction poorly motivated teaching staff and weak monitoring and evaluation system.

1.8 Significance of the study

The study was intended to assess the contributions of ABEK in the improvement of girl child education in Moroto. The findings obtained from the research will enable both ABEK facilitators and stakeholders to adopt the effective methods, skills and approaches in teaching.

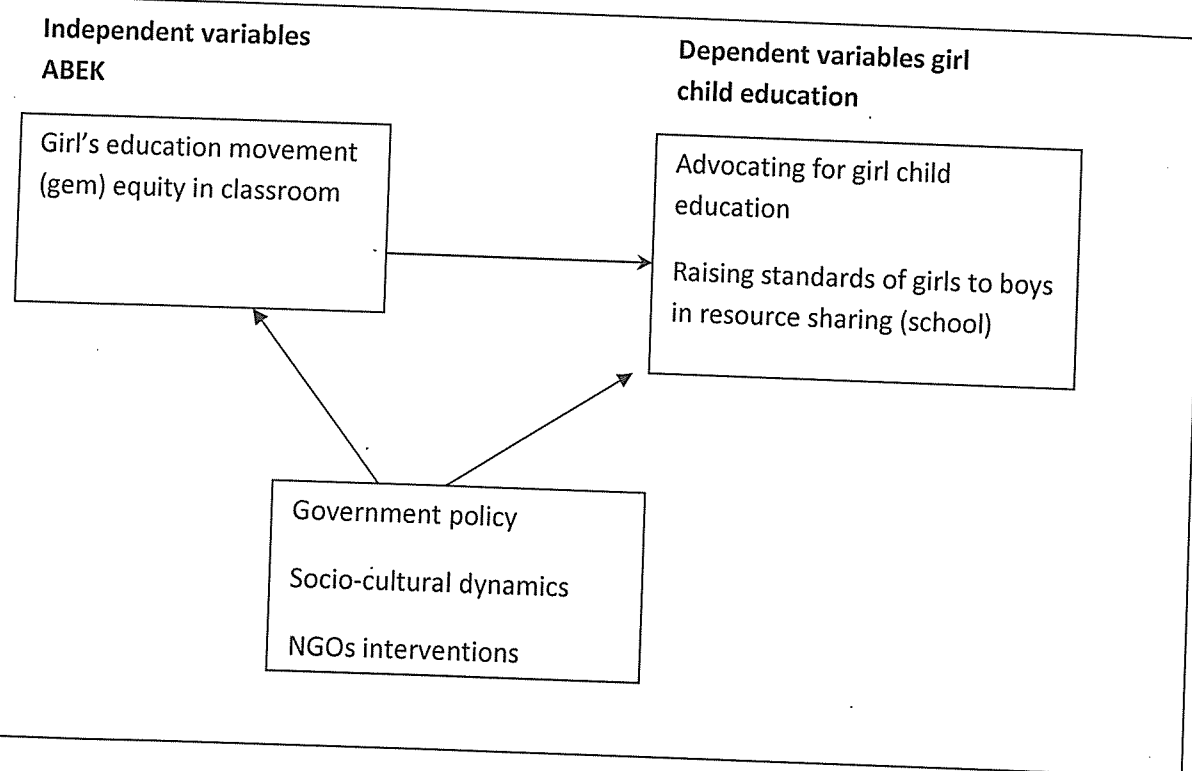
ABEK facilitators and stakeholders would familiarize themselves with knowledge and skills of organizing them on basis of age, motivation enrolment and ability to be identified by the study.

The research findings would enable teachers in formal schools and ABEK facilitators to develop a sense of creativity and innovation in making readers materials and use locally available teaching materials during reading and teaching.

1.9 Conceptual Frame work

The conceptual frame work intend to show the relationship between the independent variables and the dependent variable the independent variable in this case is ABEK refers to a non formal approach designed to provide basic education to children from pastoral communities whose way of life limited their attendance of formal schools. Creating an impact not only on the girl child but the entire community including boys and improving the lives of the child (18 years below according to Uganda's constitution)

Figure 1: Conceptual frame work showing the independent variables and dependent variables



Source: Researchers Conceptualization, August, 2014

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The literature review analyses the progress that the Government of Uganda (GOU) has made to increase access to education for the child in fulfillment of Recommendation 32 (b) of the committee on the convention on elimination of all forms of discrimination against women (CEDAW).

It also highlights the existing gaps and makes recommendations in order to realize increased progress on recommendation 32 (b) of the committee. The literature review is divided into three parts and analyses progress, gaps and recommendations on the legal frame work, policies, programmes and projects that have been initiated by government of Uganda and other actors to enhance access to girl child education between 2010 and 2012

2.2 Progress realized on access to education for the girl child

2.2.1 Legal frame work

Uganda has progressed in terms of putting in place laws and policies that promote education for both girls and boys. As a signatory to the convention on elimination of all forms of discrimination against women (CEDAW), Uganda is mandated to ensure that it takes steps to provide safety for girls to and from school and overall access to education.

Access to education

Access means the right to education. It is also the opportunity provided for the girl-child to be educated. Access deals with the availability, convenience and ability to be educated (Chibiko Offorma, 2009)

International instruments on access to education

Education is one of the fundamental rights of individuals. Article 26 of the Universal Declaration of human rights, which was adopted by the United Nations general assembly in December 1949, stipulates that: everyone has the right to education.

This shall be free at least in the elementary and primary stages. Elementary education shall be compulsory while technical and professional education shall be made generally available. Higher education shall be equally accessible to all on the basis of merit.

The international covenant on economic, social, and cultural rights (ICESCR) in article 13 provides for the right to education. The covenant obligation on the part of, amongst others, state parties to the covenant.

The convention on the rights of the child (CRC) 1989, to which Uganda is a signatory, contains strong guarantees on the right to education. It reaffirms the right of every levels shall be “accessible to all”.

It also protects the child from exploitation that would interfere with education. State parties are obliged to take measures to encourage regular attendance at school and institute measures to reduce the dropout rates.

Apart from the ICESCR, CRC and CEDAW which have relevant provisions on education, and which Uganda has ratified, Uganda has also ratified regional instruments on the right to education.

They include: the Africa charter on human and peoples rights in 1986 and the charter on the rights and welfare of the African child in 1994.

As required of state parties to international covenants a number of laws have been enacted by Uganda to domesticate the provisions on education and to ensure that girls get access to education.

Despite the progress on ratification of international and regional instruments on the rights of the child, the concluding recommendations on Uganda’s report by the committee observed that although the constitution of Uganda recognizes a child as a person under 18 years of age, the legal working age varies from 14 to 16 years according to the type of work, and the minimum age of criminal responsibility is 12 years.

It also noted that while the constitution sets the age for marriage at 18 years, additional laws on marriage under customary traditions and Islamic religion teachings set the age of marriage at 16

years or below. These laws need to be harmonized to comply with the definition of child under the African charter on the child (ACERWC, 2010).

The 1995 Uganda constitution

Article 30 of the Uganda constitution makes provision for the right to education. It states that, “all persons have a right to education”. In addition to article 30, article 34 refers to the rights of children and it states that, “a child is entitled to basic education which shall be the responsibility of the state and the parents of the child.

In addition to these provisions in the bill of rights, the national objectives and directive principles of state policy provides that the state shall promote free and compulsory education, take appropriate measures to afford every citizen equal opportunity to attain the highest educational standard possible. Despite the existence of a policy on primary education, there is no law that provides punitive measures against parents who do not ensure that their children are in school (Fredrick Jjuuko & Constance Kabonesa, 2007)

The other provisions which related to education are contained in article 167 and 168 which set up and prescribe functions of the education service commission. Apart from education policies which are a prerogative of the central government. Most education services are decentralized. Decentralization has brought the schools closer to the administrative units above them and therefore potentially could be more responsive (Ojijo Pascal Al Amin 2012). However, the decentralization policy is plagued with gaps including resources to enhance implementation.

The children’s Act Cap 59 (2000)

The children’s act brings together all the scattered laws on children to have them in line with the UNCRC and the African children’s charter. Issues of care, protection against violence, harmful employment and other basic rights are catered for in sections 2-7 of the children’s act. The act also provides for the children’s court, procedures for handling children in conflicts with the law, amount other matters. It also provides for the establishment of remand homes to handle child offenders and prohibits the placing of child offenders in adult prisons.

Section 5 of the children’s act stipulates the duty of a parent, guardian or any other person having custody of a child to maintain that child; and, in particular, it gives the child the right to

education and guidance. However the children's act does not adequately address the issues of violence against children in school (ANPCCAN, 2011)

The Penal Code Act Cap 120 (2000 as amended)

The penal code act translates some of the commitments government of Uganda has made to domesticate⁴ international and regional instruments that protect the rights of the child. The penal code provides for different offences and criminalizes offences against children including: child trafficking and commercial sexual exploitation of children. It also criminalizes defilement, rape and any other sexual acts involving children. The lack of birth certificates by many children and lack of money for families to meet costs of medical examination in cases of defilement have affected the progress with regard to reducing sexual violence against children (ACWERC, 2010).

The family of a victim of defilement has to pay 20,000/= (equivalent of \$12) to a police surgeon prior to examination. In addition, many defilement cases are not reported to a range of reasons (African child policy forum (ACPF) 2011).

Corporal punishment.

While the amended penal code abolished corporal punishment and accordingly amended sections 286 and 287 and repealed section 288, the law does not include the beating of children at school or at home as a form of punishment, which means that beating could be going on in some schools unabated despite the existence of guidance issued by the MOES prohibiting corporal punishment. The guidelines on corporal punishment in schools do not have the kind of impact that would be realized if a policy or law existed.

The Employment Act, 2007

The employment act (2007) prohibits abuse of children but does not set any penalties for perpetrators of child abuse.

The Magistrates Courts Act 1997 (amended 2007)

Section 40 of the magistrates courts act 1997 (amended 2007) gives jurisdiction to courts presided over by magistrates grade 1 and 11 powers to handles cases involving children that do not carry the death sentence. They can therefore handle cases of simple defilement, which cases involve children above 14 years of age but not aggravated defilement involving children below 14 years, which carry the death sentence. Widening the jurisdiction of magistrates to handle cases involving children should reduce delays and many children and child victims should receive redress within a short period of time.

The Police Act 1994 (amended 2000)

Chapter 303 empowers the police to institute criminal proceedings before a magistrate apply for warrants search warrants or undertake any legal process as may be necessary against a person charged with an offence.

In conclusion Uganda has progressed in terms of enacting laws that protect the rights of children. However according to ACPF (2011) poor implementation of laws on the rights of children has affected the purposes for which they were made.

In addition, the limited awareness duty bearers have about the laws the limited quantitative data on the magnitude of violence against children, the absence of legislation to protect children against violence in a home environment; trafficking issues; the weak coordination and implementation of protection schemes under-funding for probation and welfare officers; as well as inadequate resource allocation to other institutions, including child care institutions, magistrates' courts the ministry of gender, labour and social development, judicial institutions and local government continues to hamper progress in implementation of the legal framework on the rights of children and ultimately affects access to education and protection of all children, among other things (ACPF, 2011), while laws provide for the protection of all children, there are categories of children whose needs are not being met due to poverty or a lack of commitment from careers or the government.

The most vulnerable include children who are: on the streets; affected by conflict; living with HIV or AIDS; at risk of HIV; or exposed to other risky behaviors. Existing legislation either fails to pay adequate attention to these children or is weak in addressing their concerns (ACPF, 2011)

Policies on access to education for the girl child

Universal Primary Education (UPE): UPE was launched in 1997 following the recommendations of the Education Policy Review Commission (EPRC, 1989), the subsequent relevant stipulations of the GOU White Paper (1992), and the development of the Children's Statute (1996). The Government set key policy objectives of UPE as: Establishing, providing and maintaining quality education as the basis for promoting the necessary human- resource development, transforming the society in a fundamental and positive way, providing the. Minimum necessary facilities and resources to enable children enter and remain in school and complete the primary cycle of education, making basic education accessible to the learner and relevant to his 1 her needs as well as meeting national goals, making education accessible in order to eliminate disparities and ensuring that education is affordable by the majority of Ugandans. The policy emphasizes equal opportunity for both boys and girls. It focuses on promoting gender equality in enrolment, retention, and performance in primary education. As a result, the enrolment of girls in primary schools increased from 46 % in 1997 to 48 % in 1999.

The dropout rate for girls fell from 11% in 1995 to 5.6 % in 1998 (MGLSD, 2000). Repetition rates among primary school girls reduced from 17.7% in 1995 to 6.3% in 1998 (Nyanzi, 2002). However, although the gross enrolment increased at the introduction of UPE in 1997; 16.6 more boys and girls were enrolled (UNICEF 1997). Free primary education was introduced in 1997 and has resulted into increased enrolment in terms of numbers, but not necessarily retention of boys and girls; while building structures have also not matched the numbers enrolled in primary school (Fredrick Jiuuko & Constance Kabonesa, 2007).

Neither the Constitution nor UPE policy makes primary education compulsory despite emphasis by International and Regional Instruments that make primary education compulsory (Fredrick Jjuuko & Constance Kabonesa, 2007). Despite the existence of a

policy on primary education, there is no law that provides punitive measures against parents who do not ensure that their children are in school (Fredrick Jjuuko & Constance Kabonesa, 2007).

The UPE programme has led to a number of achievements regarding gender parity. More girls are currently enrolled in schools; fewer girls drop out of school and fewer girls repeat classes. However, gender disparities persist especially in performance, classroom participation, access to school facilities, and general education attainment.

Gender disparities at the secondary school level have not received as much attention as at the primary level. Yet, there is evidence that more males are enrolled in secondary schools than females. Although the repetition rates for males seem to be higher than those for females, this could be attributed to the greater numbers of male enrolment (Doris Kakuru Muhwezi; 2003).

Universal Secondary Education (USE) Policy:

In 2007, Uganda became the first country in Sub-Sahara Africa to introduce free universal secondary education (Pallegedara Asankha & YamanoTakshi, 2011). Under the USE policy, government offers, free secondary education to all children who pass Primary Leaving Examinations. Selection of USE schools is done by government. Although most schools that offer USE are public schools, there are a few private schools enlisted under USE policy (Pallegedara Asankha & Yamano Takshi, 2011).

Although children studying under USE do not pay tuition, they have to meet boarding costs, scholastic materials, and medical care among others. According to the Ministry of Education and Sports, more than half million children study under USE in 1,471 schools.

This is an improvement in terms of access to education. Head teachers who are supposed to implement USE policy are confused about their ability and knowledge to implement their role (Champman et al, 2009). Among girls, the rate of private school enrolments has decreased from 12.87% in 2005 to 8.28% in 2009 (Pallegedara Asankha & YamanoTakshi, 2011). In

public USE schools, the rate of enrolment for girls increased from 10.63% in 2005 to 14.90% in 2009 (Pallegedara Asankha & Yamano Takshi, 2011).

Education Policy:

The current Education Policy also aims to expand the functional capacity of educational structures and reducing on the inequities of access to education between sexes, geographical areas, and social classes in Uganda. In 1989 the Education Policy Commission recommended the **location of schools** within 4 kilometres to address the issue of distance and its effects on access to education. It advocated for redistribution of resources viz a viz reforming the educational sector. More resources have been allocated to the lower educational public sector through the UPE programme in order to enhance equity of access at that level between boys and girls (MoES, 1998 b).

The National Strategy for Girls Education (NSGE) was launched to foster gender parity in education. It acts as a master plan for use by all stakeholders in girls' education. NSGE is managed by a national co-ordination/planning committee put in place by the Gender Desk at the MOES. Among other things, the committee provides support to the districts through planning with them the implementation and monitoring of the NSGE.

The Promotion of Girls' Education (PGE) scheme aims at improving girls' retention and performance at school. More than 1,000 primary schools in 15 districts of Uganda have so far benefited from this scheme. The PGE scheme provides funds for the construction of latrines, classrooms, houses of senior women teachers; girls' play grounds, and enabling school children to access water and sportswear.

The Equity in the Classroom (ELC) programme aims at facilitating equal participation of girls and boys in the classroom. It is a USAID-funded programme that provides Technical Assistance and Training workshops whose great target is to increase girls' classroom participation and completion of primary school.

It is in line with the MOSS mission to "provide quality education to all" (UPE Newsletter, Vol. 2 No. 2, 2001). Teachers have been sensitized to change any negative attitudes towards girls' education and adopt methods to promote equity in the classroom.

The implementation of EIC is basically done through the core primary teacher training colleges (CPTCs), and EIC activities have been mainstreamed in the National Reform Programme of MOES. All the 18 CPTCs have been covered. The PTC trained 44E Coordinating Centre Tutors (CCTs) who have the capacity of reaching over 9,000 (85%) primary schools of Uganda.

The Complementary Opportunity for Primary Education (COPE) programme and the **Alternative Basic Education for Karamoja (ABEK)** are initiatives aimed at increasing the access of disadvantaged children who are not able to attend formal school, many of whom are girls. Both COPE and ABEK are programmes facilitated by UNICEF Uganda CP 2001. So far, 162 COPE/ABEK centres benefiting 3,502 disadvantaged girls and 2,906 disadvantaged boys in 10 districts have received support.

The Classroom Construction Grant (CCG) programme builds classrooms and pit latrine,§ for schools while specifically separating girls' latrines from those of boys. The Gender Desk in the MOSS headquarters was established to promote activities and programmes aimed at correcting the gender imbalances in education. The Gender Desk aims at achieving: equitable access to basic education; increased retention of girls in school; increased girls' performance, especially in science and mathematics; protection of girls against child abuse and other forms of molestation; reforming the curriculum to make it more gender-sensitive; improving educational facilities by making them more conducive particularly to girls and other disadvantaged children; and, training and re-training teachers (particularly senior women/men teachers and career teachers) in gender responsive methodology and practice and formulating a gender policy for the MOES.

The Girls' Education Movement in Africa (GEM) was also launched in Uganda in August 2001. The movement aims at promoting gender parity in education through

enabling girls to realize and concretize their rights to participate in identifying best practices that enhance their participation in education, and issues that affect their education, and life skills henceforth. GEM specifically targets girls with special needs and creates awareness among the communities about the benefits of educating girls. GEM is a product of the MOES Gender Desk.

The Child Friendly School programme is another intervention facilitated by the UNICEF Uganda Country Programme 2001. It aims at promoting girls' education in friendly school and home environments at the sub-county, district and national levels. This programme is coordinated by the Gender Desk of the MOES.

Girls and focusing Resources for Effective School Health (FRESH) focuses on provision of safe water and sanitation to schools; provision of washrooms for girls; urinals for boys; and latrines with priority for girls and special emphasis on separation from boys' facilities. About 642 children (girl)-friendly primary schools, including promotion of interactive methodologies have benefited approximately 145,500 girls and 259,000 boys.

Uganda Gender Policy (2007):

The policy recognizes education as an essential human development indicator. According to the Uganda Population and Housing Census (2002) the current illiteracy rate for Uganda is 32%. However, gender disparities still exist with 23.6% of males as compared to 37.6% of females being illiterate.

National Policy on Orphans and other Vulnerable Children (2004): The policy earmarks education as one of the areas for intervention in as far as orphans and vulnerable children are concerned. For the periods 2005-6 and 2009-2010, government developed the national strategic programme plan of interventions on orphans and vulnerable children. The intention of the strategy was to make the policy operational (MOGLSD, 2004). However, implementation of the policy has relied on donor funding, which will render its operations difficult to sustain once donor funding ends after each period.

2.2.3 Basic Requirements and Minimum Standards Indicators for Education Institutions

The MOES reviewed the Basic Requirements and Minimum Standards Indicators for Education Institutions in Uganda in 2010. A number of aspects that were intended to improve the school environment for girl child education were integrated during the review.

Under Indicator 9, Health, Sanitation and Environment Organization and Development, schools are required to provide washrooms and associated facilities for girls; and separate bathing facilities and latrines/toilets for male and female learners or teachers (p. 29).

Indicator 12 on Organization and Management of School Safety and Security specifies that institutions should have school rules and regulations on prevention of violence and abuse; prevention of violence procedures; mechanisms for reporting abuse or violence; responses to cases of violence (psychosocial systems, health care and counseling referrals) and peer to peer support mechanism (reporting and monitoring (p.34).

2.2.4 The Education and Sports Sector Annual Performance Report (ESSAPR) Covering FY2010/2011

Inequitable teacher deployment in secondary education:

Affirmative action will be undertaken to address this issue. The sector developed a comprehensive strategy on the provision of staff accommodation that will address teacher deployment problems. The Ministry has embarked on constructing teachers' houses.

Under-enrolment in some of the USE schools: The Ministry introduced a policy on boarding facilities for USE schools to address the issue of under-enrolment in USE schools. The special case of schools located in sparsely populated areas like islands and Special Needs Education (SNE) schools is being worked on and boarding facilities are already being introduced in such schools.

Cross-cutting issues

The Gender in Education Policy was developed and disseminated to various stakeholders; CCTs and DPOs in Central, Northern and Eastern regions (p. 24).

Pregnancies and Motherhood in schools:

Formulation of policy guidelines on teenage pregnancies and motherhood in schools is in progress (p. 28).

Guidelines on access to education for the girl child

Guidelines of Alternative to Corporal punishment

Corporal punishment is prohibited under Article 94 of the Children's Act.

According to a research report by ANPCCAN-Uganda (2011) schools do not have specific guidelines and documented policies on violence against children. None of the schools reviewed for the research by ANPCCAN (2011) was implementing the guidelines by the MOES on the alternatives to corporal punishment and all the schools were still caning children as a form of punishment.

The major gap with regard to violence against children is that there is no explicit policy in Uganda to end it in different settings including schools (African Child Policy Forum, 2011).

2.3.0 Programmers and projects

Impact of school environment on the quality of basic education and gender parity in schools

A report from a survey by the Ministry of Education and Sports and UNICEF on the Assessment of the Impact of School Environment on the Quality of Basic Education and Gender Parity in Primary Schools (2007) indicated that out of 178 schools in 14 districts in Uganda, most schools had separate toilets for boys and girls although only 33% had adequate stances. On average, a school had 7 stances for boys and 6 for girls, 3 for teachers in programme schools, while nonprogramme schools had 6 stances for boys and 7 for girls and 3 for teachers.

The pupil/stance ratio was 79 for boys, 74 for girls and 7 for teachers in programme schools while in non-programme schools it was 67 for boys, 68 for girls and 10 for teachers

Me menstruation management facilities were found present in 47% of the schools visited, of which only 38% were considered sufficient. They provided mainly pads (64%), soap (46%),

basins (35%), cotton (27%) and changing uniforms (22%) to girls in their menstrual management practices

2.3.1 The Education and Sports Sector Annual Performance Report (ESSAPR) Covering FY2010/2011

Information from the ESSAPR 2010/11 indicates the trends below with regard to various issues on education in Uganda.

Shortage of teachers: The new teacher allocation and deployment formula has been implemented to deal with the problem of shortage of teachers. One teacher has been allocated per class.

Inadequate and poor sanitation in schools: Appropriate designs were developed for latrines and hand-washing facilities. The designs were sent to local governments to be shared with schools

Teachers' houses for secondary Education: Government is constructing teachers' houses under the School Facilities Grant (SFG), UPPET APL, AD13 and Development of Secondary Schools projects. The government allocated UGX 5.6 billion for construction of teachers' houses in the FY 2011/2012.

2.3.2. Enrolment Trends

a) Primary school enrolment trends

According to the ESSAPR (FY 2010/11) primary school enrolment has increased over the last ten years. In 2000, a total of 6.5 million children were enrolled in primary school.

By 2010, the enrolment had increased to over 8 million children, an increase of 28% (23% male and 33% female). An annual school census done in 2011 revealed that a total of 8.02 million children were enrolled in schools (p. 107). The proportion of children successfully completing P7 increased from 48% (55% male and 42% female) in 2006 to 64% (65% male and 63% female) in 2011. The completion rate in 2010 was 54% (56% male and 51 % female).

b) Secondary school enrolment trends

In March 2004 enrolment in secondary schools was at 697,507 (383,652 male and 313,855 female); in 2009 it was at 1,194,454 (648,014 male and 546,440 female); in 2010 it was at 1,225,692 (654,971 male and 570,721 female); while in 2011 enrolment was at 1,258,084

(662,003 male and 596,081 female) according to EMIS 2011. Whereas enrolment in absolute terms is increasing, the enrolment of girls is still lagging behind that of boys. However, the sector has provided for affirmative action and several educational initiatives to increase enrolment of girls at secondary level.

Between 2006 and 2009, the gender gap for secondary education had constantly oscillated around 45% for girls and 55% for boys; but between 2010 and 2011, there has been a gradual increase in the percentage share of girls in secondary education.

This trend is attributed to affirmative action of providing separate latrine stances for boys and girls and the construction of changing rooms and bathrooms for the female pupils which created a friendlier environment for the girl child, and implementation of a multimedia strategy to accelerate achievement of gender parity in the country.

The introduction of counsel and guidance by senior female and male teachers, introduction of GEM clubs and teaching of sexual maturation and reproductive health concerns have all contributed to increases in the number of girls enrolled in secondary school.

Gender parity has been achieved in enrolment at primary level. However, serious obstacles remain in the way of achievement of universal completion of primary education cycle as well as realizing gender parity in enrolment and completion of secondary education.

Despite attaining gender parity in access to primary education, regional disparities in enrolment and participation still persist. For instance, Northern region, which experienced

civil strife for over twenty years, is still lagging behind other regions in terms of enrolment for primary education

2.3.3 Guidance and Counseling

Guidance and counseling provides strategic and technical leadership, guidance, advice and strategies in all matters where such guidance and advice is needed, including HIV/AIDS mitigation and psycho-social concerns and support services within the entire education and training sector.

The MOES produced the Career Guidance Handbook for teachers and students, while the Journal on Guidance and Counseling, Vol. 1 Issues 1 and 2 were published and disseminated.

In order to build capacity, 2,400 teachers and guidance and counseling personnel from the districts were trained in guidance and counseling. In addition, 500 SNE teachers were trained on specialized guidance and counseling on HIV and AIDS for children with disabilities in districts in Central, Western, Northern and Eastern regions.

2.4 Gaps and Challenges

The Education and Sports Annual Performance Report (ESSAPR) covering the Financial Year 2012/11 enumerates a number of challenges and gaps that continue to affect girl child education.

Socio-cultural factors that put the girl at a disadvantage;

These include bias in favor of boys, domestic chores, early marriages and teenage pregnancies which create barriers to girl's access to education. In addition, poverty that generates income and regional-based inequalities in access to education is also negatively impacting progress that has been made with regard to reducing gender disparities in enhancing girl child education. For instance, the 2005106 household survey indicates that the top income quintile occupies 63% of all secondary school places.

There is a shortage of classrooms, human and material resources and competencies to cope with the large increments in pupil and student enrolments.

There are factors outside the direct control of education policies and the school which impact on the learning process. These include: high morbidity and malnutrition among some sections of children in rural areas which results in sick and malnourished children who are less likely to learn and benefit from schooling.

The education sector is faced with the challenge of insufficient budgetary resources required to enhance the sectors' ability to meet its set targets. Primary schools have inadequate infrastructure. This has continued to affect the education sector. High drop-out and repetition rates are persistent.

HIV/AIDS scourge has continued to affect teachers, learners as well as the parents. HIV/AIDS continues to lower the quality of education as a significant number of teachers who are infected are frequently absent due to sickness. HIV/AIDS has also created a phenomenon of HIV/AIDS orphans, some of whom are HIV positive themselves, and yet others have to drop out of school to take care of the sick family members. This contributes to increased absenteeism, repetition and drop-out.

Climate change that is causing natural disasters like floods and drought is affecting education for both girls and boys.

2.5 Recommendations

More actions need to be taken to address the gaps between laws, policies and practice. The literature reviewed indicates that Uganda has adopted commendable laws and policies to increase access to education for the girl child. However, lack of funding, insufficient human resource, lack of awareness and gaps in laws and policies, among other things, should be addressed if access to girl child education is to improve. For instance, of urgency is the need to enact a law on violence against children and a policy on girls who get pregnant in school.

Rights holders and duty bearers need more sensitization on existing laws and policies on the rights of the girl child to education.

Factors outside the education sector which have a direct bearing on access to girl child education should be addressed. For instance, barriers in the home and community environments need to be addressed to enhance access to girl child education.

Resources need to be adequately allocated to implement the policies on girl child education.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter has design sample techniques, sources of data collection instruments, measurements of variables, reliability and validity and limitation of the study.

3.1 Research Design

Explanatory research design was used to provide adequate and detailed information about the problem under study and this therefore helps the researcher to collect accurate and relevant information related to the study.

The methods to be used for data collection include both qualitative and quantitative research methods from the selected respondents in each parish in the sub county giving their views and feelings about the contribution of ABEK towards the uplift of girl-child education in Rupa.

3.2 Study Population

The study was conducted in four teaching centers of Rupa Sub County Moroto district. It targeted the pupils and their facilitators and ABEK stakeholders' management as the forerunners of the programme who were helping in the fight for uplift of girl child education indirectly or indirectly.

The pupils (5-18) years of age both girls and boys and also the elderly people were interviewed during the interview or study and this helped the researcher to get their views. At least four (4) teaching centers were cited for data collection and (2) two types of questionnaires were distributed to the participants (respondents)

3.3 Sample Size

Fifteen (15) people from each parish including four (4) elders, six (6) ABEK pupils, four facilitators (4) and one (1) religious leaders and one (1) local council leader making a total of fifteen (15) respondents.

3.4 Sampling Techniques

Simple random sampling techniques of data collection were employed so as to get representative sample size of sixty respondents from the area of study with priority link to fifteen people so as to ensure equal distribution of respondents needed to provide the information for the study.

3.5 Data Collection Methods

Data was collected through the following methods

3.5.1 Self Administered Questionnaires

For those respondents who could not read and write this would be convenient for both the researcher and the respondents as it was simple and less time consuming and it covers a larger number of respondents in a relatively shorter time.

3.5.2 Interview

This was used to collect data from respondents who do not know how to read and write. Interviews also gave an opportunity to the researcher to learn and probe more from the respondent and non verbal behaviors of the respondent and quotable respondent verbatim.

3.5.3 Observation

This was used in order to see directly and confirm some of the obvious data required like noticing contributing in term of what the respondent believes increase the level of girl child education.

3.5.4 Focused group discussion: were also utilized especially to pupils and their parents in getting the general information about ABEK and how conflicts have affected the program.

3.5.6 Documentary Analysis

Information collected in the field was to be supplemented by the secondary sources like text books, news papers, reports, internet and other related information about the topic.

3.6 Data Analysis Method

Data was analyzed qualitatively, it was analyzed using computer packages which included ms word and Ms excel in editing and coding and tabulation to ensure clear and easy digestion of the research findings.

3.7 Limitations of the Study.

The research was faced with many limitations that were met during the process of executing the research study among these included.

Inadequate funds which would be used in the field study: for example in printing the questionnaires, facilitation such as food, water and other scholastic materials which were of great importance towards achieving the intended goals. Poor weather conditions which made the collection of the data very slow as in people would be moving to their fields for cultivation.

Time: inadequate time as in data collection, meeting the deadlines of report submission was a challenge since interviewing took a long time (as means of data collection) which therefore affected work.

The distance between the research area and the supervisor as in guiding and quick correction in the field: in this case Karamoja being the area of study which takes a person 2 to 3 days of traveling and worst during rainy season which would make a person spend entirely a week on the way not forgetting high transport costs hence delaying the supervisor from reaching the researcher within an agreed time

Poor coordination: there was high financial expectation from the respondents making it difficult to collect data causing delays and a lot of explanations to convince one to respond to the questionnaire.

3.8 How limitations were over come

The researcher had to mobilize some funds the possible sources before going to the field to enable him transport himself to the area of study. Cater for meals, stationary, water and air time for coordination with the supervisor and to ensure that the work was done.

The researcher had to equip himself with some weather equipments such as gum boots, rain coat, umbrella, clear bug for questionnaires in the field to avoid damages.

The researcher had to ensure in the first to place formal introduction to the local administration of the area as pone easy way of identification and cooperation from the opposite end (respondent) and avoid misunderstanding from the political leaders who may misquote for other political reasons in the field which may lead to arrest.

The method of coordination with the supervisor was improved from example using internet for sending field research findings which facilitated corrections in case any challenge would surface from the field.

Time was a resource and the researcher had to learn how to meet the deadline since this was a learning and training process therefore the researcher has to adjust to such demands. This helped the researcher in getting updates on affairs around him and of the state.

3.9 Ethical Consideration

The researcher was first to obtain an introduction letter from the department of social work and social administration forwarded to the local council and administration of the area seeking permission from respective places where the researcher expects the data of his study and in this case it is Rupa sub county authorities.

The researcher was not to interfere rather take consideration on the cultural norms believes and traditions of the area of study in order to build confidence in the respondents in the process of data collection. Verbal informed consent will be obtained and confidentiality assured to all participants.

CHAPTER FOUR

PRESENTATION, INTERPRETATION AND DISCUSSION OF THE FINDINGS

4.0 Introduction

In this chapter interpretation, discussion of findings of the study and its outcome on the different variables are presented. The research in this chapter further puts the theoretical views that were made in respect to this study.

This chapter looks at the difference of the respondents according to gender, marital status, level of education and occupation in relation to the impact of ABEK and its relevance in girl child education in Rupa Sub County. The chapter further analyze the benefits of ABEK towards increase in girl-child education as well as challenges faced in overcoming low girl-child education and ways to address such challenges.

4.1 Social and Democratic Characteristics of the Respondents.

The sub-section explains the findings according to the respondent's social demographic characteristics such as gender age, and marital status, level of education and occupation illustrated using tables, graphs and pie charts

Table 2: Showing the gender of the respondents

Category	Frequency	Percentage
Males	50	83.3
Females	10	16.6
Total	60	100

Source: Primary Data, August, 2014

The table above shows 83.3% of the respondents are males. This shows that men are still the dominant people in decisions making in communities and families, this supported by the incident that women referred the visitors to males first before they say anything, 10% of the females who gave the responses were those who have been in school or town.

On the analysis therefore the women are still being denied chances of expressing themselves and this explains why women are marginalized in the communities and also explains why there are

few girls in the learning centers and in the formal schools and also because they believe they are meant to care for domestic issues, this denies them any developments in the region.

The Educational Status of Parents in the Sub County

The study further established the educational status of the parents and guardians in Rupa Sub County and below were the findings;

Table 3: Showing Educational Status in Rupa Sub County

Educational status	Frequency	Percentage
Pruning	10	16.7
Secondary	2	3.3
Tertiary	3	5
Others	0	0
None	45	75
Total	60	100

Source: Primary Data, August, 2014

The table above indicates that parents had low educational status of about 75%. This indicates that uneducated parents could not give proper care to their children like sending them to school due to lack of knowledge on how to care for the children generally, therefore educated parents could give better child care than none educated parents the analysis therefore, if the parents had attained better level of education, the good number of children could have been in schools and could have embraced the ABEK program.

Table 4: Showing Impact of ABEK to the Girl Child Education in Rupa Sub County

Category	Frequency	Percentages
Males	18	19
Females	17	16
Others	25	65
Total	60	100

Source: Primary Data, August, 2014

The above table shows that 65% the respondents are not aware of the impact of ABEK at all. This implies that there still gaps to be filled at grass root level like massive sensitization on the benefits of ABEK. While 19% of the males still dominate the trend suggesting that they are still holding the key to decision making leaving only 16% for women to exercise their rights of school. The above findings suggest that government needs to intervene In the education sector.

Intervention in the education sector.

The study attempted to establish whether there are many intervention strategies in the education sector and below are the findings;

Qn. Which interventions are put in place top uplift girl child education?

Table 5: Showing Interventions in Girl Child Education

Intervention	Frequency	Percentages
Classroom construction	10	16.7
Equity in classroom	5	9
ABEK and UPE instructors trained	42	70
Teachers allowance	3	.3
Total	60	100

Source: Primary Data, August, 2014

The table above indicates that 70% of the respondent's interviewed by the researcher agreed that ABEK and UPE have been commendable as the greatest intervention to the uplift girl-child education especially for a nomadic setting in Karamoja.

While 43% of the respondents explain that teachers are fairly facilitated with take home ratios, hardship allowances from government, bicycles have been given to ABEK facilitators and 16.7% expressed that not all UPE schools have enough class rooms. Some children today study under trees since most people has embraced education and showed interest and willingness to learn. While 5% of the respondents say that equity in being witnessed in terms of sharing class resources (desks, tables and chairs) among boys and girls.

Table 6: Showing Providers of Intervention in Education

Providers	Frequency	Percentages
Government	30	50
Ngo	20	33.3
Religious churches	7	11.7
Community	3	5
Total	60	100

Source: Primary Data, August, 2014

From the table above, it is clearly indicated that government contributes 50% the greatest role played by government in the intervention in education sector in the pastoral communities which means that government initiated ABEK and universal primary education, provision of school facilitating grants (SFG), teacher recruitment, provision of clean water, opening up access roads to rural schools while 33.3% of interventions have been contributed by NGOs such UNICEF, WFP save the children and ADRA, 11.7% is realized through religious institutions such as church of Uganda, catholic church, Muslims, Pentecostal churches through scholarships granted to students, scholastic materials, support and construction of classrooms and the community contributed 5% through mobilization of local resources, peace campaign and support to the development programs initiated by government and other development actors.

It's therefore right for the researcher to argue that to obtain meaningful interventions development partners people of good will and the community should combine their efforts with government to improve education system and make Karamoja a better place to live in.

Improvements in the Girl Child Education in Rupa Sub County.

The study tries to establish whether girl education has had impact in Rupa Sub County and it was found out that the following was established.

Table 7: Showing Reduction of Illiteracy levels in Rupa Sub County

Category	Frequency	Percentages
Males	21	21
Females	39	79
Total	60	100

Source: Primary Data, August, 2014

The table above indicates that 79% of women have felt the highest impact of ABEK in their community, they can now count bank notes, express or greet in English, hygiene has been improved through ABEK and many more like improved human rights and elimination negative traditional practices such rape for marriage created awareness on HIV/AIDS prevention and control measures etc while 21% constituting men have learnt a lot in terms of ABEK contributions through respect of human rights and the rule of law. This therefore implies that government should put more emphasis on women involvement in community affairs.

CHAPTER FIVE

Summary of the findings, recommendations and conclusions

5.0 Introduction

This chapter presents the conclusion and recommendations or suggestions basing on the study findings and according to the formularized objectives.

5.1 Summary of findings

It is a non formal learning program targeting children in pastoral Karamoja communities. ABEK is conceptualized to bridge the gap between the rigid formal service delivery arrangement and the demands of semi nomadic pastoral childhood where the household economy rests sustainably on roles fulfilled by children. It was formulated in close consultation with local communities and it's implemented by the district local governments in its operational areas of Kotido, Moroto, Nakapiripirit, Napak among others.

ABEK is sustained by financial and technical support from save the children Norway Uganda 56%, government that is the ministry of education and sports 25% and UNICEF (10%) previously, USAID has provided financial support to ABEK. The district has seconded staff to implement ABEK programmes since the implementation started in 1998; performance of the programme was reviewed in 2001 and 2002. It has consistently emerged from these views that ABEK has clearly made significant strides in achieving its original goal of popularizing education and mobilizing pastoral communities to embrace education.

ABEK has general enthusiasm for girl-child education and high enrolment of girls communities are sending girls (children) to the learning centers and follow the children to see that they actively learn.

ABEK is now a strategic point of entry to compel dynamics of the broader development challenges facing the Karamoja region with the desirable spillover effect for coexistence neighboring communities, it is beginning nurturing a critical mass general Karimojong with broader world view. On the general over view, therefore it should be noted that ABEK has tremendously transformed the lives of the girl-child in the sub region.

5.2 Conclusions

From the findings of this study, the results show that, is remarkable achievement that ABEK has uplifted the girl-child education in Moroto district and in particular Rupa Sub County. The results clearly show that ABEK has made significant strides in achieving its original goal of popularizing education and mobilizing pastoral communities to embrace education. ABEK is now a strategy for relishing universal education. In 2006 loli mark a pupil who had crossed from ABEK to formal school became the first ABEK product to sit for Uganda certificate of education (UNEB)

However the researcher also observed that the present challenge of ABEK necessitates it to examine its mission, vision, goals and strategies in Moroto and the region as a whole.

5.3 Recommendations

The ministry of education in consultations with ABEK designers should plan for modalities to open up alternative centers near ABEK learning centers. This could take care of the needs of the children who have distracted their baby sitters (ABEK learners)

The system of learning like ABEK programme should be extended to the entire sub country up to other parish levels of the district in order to increase the literacy level among the pastoralists

The curriculum development should be participatory that is to say teachers and the local publishers should publish books used in reading so as to suit each local community needs of the children, just like ABEK books are structured

Nongovernmental organizations and district local government authorities should come in and device strategies to provide special motivation package for parents whose children have completed ABEK and have enrolled in informal schools. This would go a long way in boosting their income and capacity to support the education of their children.

Adequate accessibility and support services to make the needs of ABEK learners should be provided.

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APPENDIX 1

Research questionnaire for ABEK facilitators

Hello and thank you for talking to me. My name is Lokolimoe Edward I am student of Kampala international university. This research questionnaire is designed to assess the contributions of ABEK towards up lifting girl child education in Rupa Sub County Moroto District. The responses are confidential.

Name of the center.....class if any.....sex.....

When was this learning center launched?

The following questions require a tick against the correct response.

1. Do children in this learning center wish to join primary school?

i). Yes ☐ ii). No ☐ iii) NOT SURE ☐

2. If yes, do parents support the children crossing from ABEK to primary schools?

i) Yes ☐ ii) No ☐ iii) NOT SURE ☐

3. Is there a considerable improvement on girl child education through ABEK?

i) YES ☐ ii) NO ☐ iii) NOT SURE ☐

4. What is the performance level of children in this learning center?

i) LOW ☐ ii) MEDIUM ☐ iii) HIGH ☐

5. Do you wish ABEK program to continue?

i) YES ☐ ii) NO ☐ iii) NOT SURE ☐

6. Are the children who join ABEK and later dropout?

i) YES ☐ ii) NO ☐ iii) NOT SURE ☐

7. Give reasons for your response

.....

.....

8. What links are there between ABEK and formal schools

.....

.....

9. If any, mention the new methods used in delivering educational services in Moroto District

.....

.....

10. What challenges are faced in the community towards implementing ABEK program?

.....

.....

11. Do you think your community can overcome these challenges?

i) YES ☐ ii) NO ☐

12. If yes, how?

.....

.....

APPENDIX 2

Research questionnaire for ABEK stakeholders

Hello and thank you for talking to me. My name is Lokolimoe Edward; I am one of the students from Kampala International University conducting research. This research questionnaire is designed to assess the contribution of ABEK towards up lifting girl child education in Rupa Sub County Moroto District. Your responses are confidential.

The following questions require a tick against the correct response and space is provided for your answer for open questions.

1. ABEK program has no value to the local communities.
i) YES ☐ ii) NO ☐ iii) NOT SURE ☐
2. Do parents take their children to learning centers?
i) YES ☐ ii) NO ☐ iii) NOT SURE ☐
3. ABEK program has uplifted girl child education in Moroto
i) YES ☐ ii) NO ☐ iii) NOT SURE ☐
4. ABEK has reduced illiteracy level among girls in Moroto
i) YES ☐ ii) NO ☐ iii) NOT SURE ☐
5. If yes how?
.....
.....
6. Is there support given to children who join formal school from ABEK program?
7. If yes, what kind of support?
.....
.....
8. Have stake holders provided any intervention in the education sector?

APPENDIX 3: PROPOSED BUDGET ESTIMATES

Month	Activity	Amount
March	Topic identification	Stationary 15,000
April	Writing proposal	Stationary/transport 30,000
May	Approving and printing proposal	Printing 25,000
June	Writing dissertation questionnaires	Transport and food 80,000
July	Printing dissertation and submission	50,000
Total		200,000

APPENDIX 4: TIME FRAME

Month	Activity			
	Identification and proposal writing	Approving	Writing dissertation	Writing dissertation
April				
May				
June				
July				