# OUT OF SCHOOL CHILDREN STUDY IN UGANDA

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LIST OF ACRONYMS/ABBREVIATIONS

CRC	-	Convention on the Rights of the Child
EA	–	Enumeration Area
EMIS	-	Education Management Information system
MDG	–	Millennium Development Goals
MoES	–	Ministry of Education and Sports
MoGLSD	–	Ministry of Gender, Labour and Social Development
MoLG	–	Ministry of Local Government
NGO	–	Non Governmental Organisation
OPM	–	Office of the Prime Minister
PIN	–	Pupil Identification Number
PTA	–	Parent Teachers Association
SMC	–	School Management Committee
UNDP	–	United Nations Development Programme
UNHCR	–	United Nations High Commission for Refugees
UNICEF	–	United Nations Children's Fund
UPE	–	Universal Primary Education

EXECUTIVE SUMMARY

Education is a *human right* for all children, and those who are not in school are being denied that right. Furthermore, failure to access and complete a basic cycle of quality inclusive primary education seriously limits future opportunities for children. The Convention on the Rights of the Child (CRC), with its near universal ratification, is the world's most agreed upon international human rights treaty. Uganda too has ratified the CRC, which makes it a legal obligation for the government to ensure compulsory primary education of good quality for all children, *free of costs*.

Uganda was one of the first African countries to introduce Universal Primary Education (UPE). Many additional schools were built, teachers trained and tuition fees abolished. Nevertheless, nearly one in twenty school age children have never enrolled in school, and Uganda has one of the highest percentages of primary school dropouts in the world. Children who have never registered for school remain invisible and so do the causes for their non-enrolment. These children, along with those who drop out of school, are likely to be the most disadvantaged and hard to reach.

In order to implement effective policies to reduce the number of out of school children, information must be updated regarding which children are not in school, where, why and what can be done to reduce barriers to education and support them to stay in school. The purpose of this study is to document the different reasons for drop-out and non-enrolment, which vary widely according to region, demographic, and socioeconomic background, and to make recommendations which address the identified challenges for improved future programme interventions.

Findings

The findings in this study point to financial constraints as the most prominent factor explaining both non-enrolment and high drop-out rates. Approximately 81% of the households sampled stated that lack of money was the reason why their children dropped out of school, while 58% claimed financial constraints was the reason their children never enrolled in school in the first place. Other major indicators resulting in low enrolment rates and high drop-out rates include child's involvement in domestic work, long distances to school and child's obligations towards the family business and family farm. Approximately 28% of those sampled stated that a child's lack of interest in school contributed to high drop-out rates, while 20% claimed that overcrowding of classrooms was a major factor.

Certain factors contributing to non-enrolment and drop-out rates display significant disparities based on region, refugee status and gender. The Eastern region had the highest proportion (53.1%) of respondents that listed working on the family farm or business as a reason why children drop out of schools, whereas the Northern region had the lowest (13.7%). Karamoja had the lowest proportion (3%) of households that claimed a child's lack of interest in school was a major factor in explaining drop-out rates, whereas the Northern region had the highest (34.1%). More than two thirds of the refugee population listed lack of money as a major factor contributing to non-enrolment, compared to approximately half of the non-refugee population. While there is generally a very small gender gap when it comes to factors explaining non-enrolment, it is worth noting that a far higher proportion of households with female children (30.5%) attributed domestic work to non-enrolment, compared to households with male children (19.9%).

Key recommendations

What can be done to improve enrolment?
- Improve the implementation of laws and policies on child labor;

- Promote and emphasize poverty eradication programs as a tool for the retention of children in school;
- Review and improve factors relating to teacher motivation (not necessarily monetary);
- Clarify further the age at which children should start school;
- Mobilize a wider constituency of educational actors and strengthen structures to do community monitoring of child enrolment and school attendance;
- Regulate the school dues charged in different schools and provide reasoning for differences in school dues;
- Provide children and parents on more information regarding their rights and responsibilities towards education;
- Recruit more teachers;
- Provide training for Local leaders (LCs) in education issues;
- Consider implementing medical facilities and placing nurses in school (long-term measure).

What can be done to curb drop-out?
- Sensitize parents on the importance of sending their children to school;
- Strengthen child labor laws and policies;
- Improve tracking of those who dropped out;
- Improve school environment: recruit more teachers, construct more classrooms and introduce alternative methods of punishment;
- Construct more schools to address the issue of long distance to school;
- Involve community members: former students and role models provide talks in schools to explain why education is important;
- Reduce conflict at school and between clusters by addressing discrimination;
- Improve food security in the child's home;
- Demand that schools provide co-curricular activities that will ensure the child's interest in school;
- Focus on job creation, which in turn will incentivize children to attend school;
- Provide adult education for those who did not complete primary school;
- Raise teacher salary.

One of the reasons why UPE has still not materialized is the absence of investment in an equitable mainstream education system. Quality private education for the 'haves' and poor public education for the 'have-nots', continue to leave poor and otherwise marginalized children behind. Even though tuition fees have been abolished in Uganda it has not made UPE entirely free as parents may still have to pay for scholastic materials, examinations, uniforms, and school development funds. The most disadvantaged and poor are often the first to be affected. Policies to improve access and school progression for all, as well as reduce the numbers of children dropping out of school, are critical if true Universal Primary Education is to be achieved in Uganda.

Definitions

Non-Enrolment- In this study, non-enrolment refers to someone aged between 7 to 15 years who has never attended school.

Out of School- This refers to children who are either never enrolled or who have dropped out aged 7 to 15 years

Respondent- The person who was found in the household, and responded to the study questions as put to him/her by the research assistant

School Dropout- In this study, school dropout refers to someone aged 7 to 15 years who at one time attended school but currently not in school irrespective of the length he/she was in school

1   INTRODUCTION

"No nation can be better than the quality of its education; no education can be better than the quality of its teachers; no family can be better than the quality of education of its members" DEO Hoima. This statement can summarize why we should be concerned with the education of every child in Uganda.

1.1 The right to education and setting goals in terms of fulfillment of rights

Education is a *human right* for all children and those who are not in school are being denied that right. It is emphasized in international treaties and declarations, in particular the Convention on the Rights of the Child (CRC, 1989), the World Declaration on Education for All (EFA, 2000) and the Millennium Development Goals (MDG, 2000). The Convention on the Rights of the Child (CRC) is, with its near universal ratification, the world's most agreed upon international human rights treaty. Uganda too has ratified the CRC, which makes it a legal obligation for government to ensure compulsory primary education of good quality for all children, *free of costs*. Education is more than just schooling. It contributes to societal development by promoting and supporting a holistic child view and complementing cognitive learning with social and emotional learning. To work from a *rights* perspective has far reaching implications for education development. It necessarily entails values, knowledge and skills that revolve around the basic principles of non-discrimination, protection and participation.

Thus, the role of education as a vehicle for overcoming marginalization and social exclusion must be reinforced. While CRC article 28 protects the general right of all children to education, article 29 emphasizes its wider quality goals related to content and methodology. Other articles stress children's rights to relevant information, to be respected and listened to, to participate in decisions affecting them, and not to be subjected to physical or humiliating punishment or other violence and abuse. Taken together, these define a CRC-based vision of quality education, which is inclusive of and responsive to diversity, is child-centred, healthy and protective, effective and relevant, participatory and empowering.

Systems, schools and teachers that take children's rights serious do create learning environments that are accessible in terms of infrastructure, curriculum and methodology for different children. Whether children stay in school and benefit from education especially depends on what happens in classrooms. Many children may find learning difficult in the schools as they are currently constituted. Repetition rates and poor learning achievements are importantly linked to what and how teachers teach and interact with children. The complexity of *inequalities* of class and gender, ethnic, religious and other differences that constitute education deprivation, should force governments to find better strategies to accommodate diversity in schools. Although most countries – including Uganda - have abolished tuition fees, parents may still have to pay for books, stationary and equipment, exams, uniforms, transport or school development funds. Such costs make education *inequitable*[1]. The implications are that those, who can afford to pay, will receive quality education, while the poor get poor education or no education at all. Girls and others more vulnerable to marginalisation and exclusion are often the first to be affected. It is precisely to break the vicious circle of poverty and social exclusion that primary education was made a *public* responsibility. With decreasing national budget allocations to the education sector, parents may even have to contribute more in cash or kind to realize their children's right to education. The 2008 Education Act has made primary education compulsory and parents are obliged to send their children to school. Not doing so, may result in monetary and/or prison sentences for parents,

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[1] UNICEF/UNGEI/HEIJNEN-MAATHUIS ELS (2008) - *FROM PARITY TO EQUALITY IN GIRLS' EDUCATION: HOW ARE WE DOING IN SOUTH ASIA?*

irrespective of the reasons for non-enrolment or non-attendance. Parents and children have little or no voice in discussing and deciding the kind of future and thus the kind of education they feel is needed.

1.2 Background to the study

In 2000, the international community promised that all children would be, and stay in school by 2015. However, in 2013, there are still 57 million children out of school; one in ten is denied his/her right to education. Half of these 57 million children live in Sub-Sahara Africa. **Out of school patterns vary across and within regions, and it is therefore critical to analyse contextual reasons for non-enrolment and early school dropout. One of the first steps in reaching out-of-school children is to identify who they are and where they live.** *The challenges are great. UNESCO estimates that there are globally some 215 million child labourers and more than 150 million children with a disability, while 39,000 girls below the age of 18 are married off every day.*

Recognizing education as a human right – also as ascertained in the Constitution of Uganda – has implications for education development and necessarily entails values, knowledge and skills that revolve around the principles of non-discrimination, participation and equality. One of the reasons why Universal Primary Education (UPE) has still not materialized is the absence of investment in an **equitable** mainstream education system[2]. Quality private education for the 'haves' and poor public education for the 'have-nots', continue to leave poor and otherwise marginalized children behind. Even though tuition fees have been abolished in Uganda it has not made Universal Primary Education free as parents may still have to pay for scholastic materials, exams, uniforms, PTA – and school development funds. The most disadvantaged and poor are often the first to be affected. It is precisely to break this vicious circle of poverty and disadvantage that primary education was made a **public responsibility**. The Education Management Information Systems (EMIS) only acknowledges the existence of children who have officially registered in school; those who have not, remain **invisible** and so do the causes for their non-enrolment. Furthermore, only one country in the world – Chad – has shown a higher percentage of primary school dropouts than Uganda.

Policies to improve access and school progression for all, as well as reduce the numbers of children dropping out of school are critical if Universal Primary Education (UPE) is to be achieved in Uganda. The Uganda Bureau of Statistics (2012 Statistical Abstract) estimates the current primary Net Enrolment Ratio (NER) at 83.2 percent with parity between boys and girls. This means that still nearly one in five of school age children have never enrolled. These are likely to be the most **disadvantaged** and hard to reach.

The progress against achievement of the MDG goal of universal primary education is slow due to low completion and survival rates. Completion rates–measured by the *international* definition—were at 55% for 2011, down from 58% in 2008. The *national* measurement for completion – cohort survival to end of primary grade 7 –showed a grimmer picture of only 33% completing primary education. These rates have not shown much improvement over the past decade. Low quality of education service delivery is also playing a role in low primary completion. This is attested by high repetition rates (at approx. 12% p.a.) which are linked to child unfriendly learning environments. As a result, Uganda is unlikely to achieve the primary education MDG that was previously thought to be within reach.

As a result of substantial primary education drop out and non-completion rates, many children are leaving school without acquiring the most basic literacy, numeracy and life skills. Their brief schooling

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[2] Save the Children International (2011) *The 'invisible' children: inequalities in education in the Commonwealth*

experience consists often of limited learning opportunities in overcrowded classrooms with insufficient teaching-learning materials and poorly trained, motivated or supported teachers. Failure to access and complete a basic cycle of quality inclusive primary education seriously limits future opportunities for children. Who these children are, varies by region and context but the socially excluded are likely to include girls, children with disabilities, those affected by conflict or natural disaster, rural and urban poor, children from pastoralist populations, religious and ethnic minorities, child workers and migrant children. Issues around the inter-linkages between **social exclusion**, lack of access and high dropout rates need to be analyzed and solved.

As progress is made towards the Education for All- and Millennium Development Goals, from an equity point of view, more attention must now be given to children who are out of school. These children are often more difficult to reach and are at risk of being excluded, marginalized or otherwise educationally disadvantaged. Even when children attend school, they may not regularly attend or complete the full cycle of primary education. They may not experience or achieve learning of good quality. There is a need to improve and update information and statistical analysis of data on out-of-school children beyond traditional national aggregated EMIS data. Profiles must be developed of these children that reflect the often **multiple deprivations and disparities** they face in relation to education. Exclusion forces us to ask which children are not in school where and why, and what can be done to reduce barriers to education and support them to stay in school.

This study has been built on work already done in the East African region on out of school children, (Tamusuza 2011) however, unlike previous studies based on secondary data comparison, this collaborative work delved deeper into the problem of excluded children by taking a new, underlined two-pronged approach. It analysed out-of-school issues in different contexts and documented evidence at both national (NHS, EMIS, etc.) *and* school-community level of the best possible strategies to respond to children who have never enrolled in school and those who have previously enrolled but dropped out.

1.3. Study rationale

Uganda was one of the first African countries to introduce Universal Primary Education (UPE). Many more schools were built, teachers trained and tuition fees abolished. UPE however has never been truly free. UPE is the provision of basic education to all Ugandan children of school going age i.e. between 6 to 16 years. In order to provide basic education, the following must be guaranteed: access, equity, quality and relevance of this education which should be affordable by the government and the majority of the people. Therefore, there is a contribution by the parent and government. This misconception by the parents is why many children are going hungry to schools. In spite of the efforts made by the Government of Uganda to achieve UPE as part of the Education for All and Millennium Development Goals, there are still many school-aged children who do not go to school or leave school at an early stage. Country patterns show a large percentage of dropouts starting from grade 1 (which includes over-age learners and repeaters). Dropout figures tend to decrease after grade 1 but often rise again from grade 5 onwards as primary completion approaches.[3]

According to the Uganda Education Management Information System (EMIS) report of 2009, the average primary school completion rate was reported to be 52%, retention rate in primary school being 53% for boys and 42% for girls. However, during the release of the primary seven national exams results in February 2013, it was reported that over one million pupils or about 71% who enrolled in Primary one

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under the Universal Primary Education (UPE) in 2006, were no longer in school. This big figure could be attributed to drop-out, repeating of classes, deaths or existence of 'ghost' pupils in UPE. UNESCO reported that in East Africa, Uganda has a very low primary survival rate of 33%, survival rate being the number of children starting together in primary 1, progressing through the cycle with their peers still being together when finishing the primary cycle in primary 7. The primary survival rate in Kenya is 84%, in Tanzania 78% and in Rwanda 81%.

A number of reasons have been advanced but no, context-specific research has been carried out to confirm and rank the causes of school dropouts as well as map out strategies to address this problem. Whereas this lack of evidence makes remedial measures experimental instead of systematic and directed, it also does not guide on further program design. From other related research in the Ugandan context, it is clear that there are push and pull factors that influence whether children enroll and stay in school. Push factors may be the prevalence of corporal punishment or cultural norms that create barriers to girls' enrolment and completion, while pull factors may be strong issues in the family that prevents children from going to school such as familial commitments and searching for money. This study documents the different reasons for dropout and non-enrolment which vary widely according to the region, district, demographic and socioeconomic background.

Strømme Foundation, UNICEF, Save the Children, UNHCR, and ERIKS Development partners have joined hands to collaborate with the Ministry of Education and Sports (MoES) in developing a study aiming at providing such a voice to parents and children, anticipating that a better understanding of the perceptions, feelings and opinions of parents and children may lead to improving the education service delivery system to put more emphasis on out-of-school children, including those who never enrolled, with specific attention to the vulnerable groups of children and their families. If parents are to play important roles in the primary education of their children, and help to build, maintain and run schools, schools and the system at large needs to start listening to the views and wishes of parents and children, taking into account the diversity of families in terms of socio-economic, rural-urban and cultural background.

1.4 Objectives of the study
The study sought to get an in-depth understanding of the causes of primary school dropout and non-enrolment, in order to find a lasting panacea to improve on school retention and completion rates in Uganda.

The specific objectives were:
   a) To identify the wide variety of causes of non-enrolment and dropping out of school in different regions and contexts in Uganda in relation to policy, poverty, school governance, school environment, culture, family/community and other dimensions of diversity or disparity.
   b) To analyze factors resulting in dropping out from school at different grade levels and linked to age, i.e. underage for grade, appropriate age for grade and overage for grade.
   c) To analyze and rank the causes of non-enrolment and early school leaving.
   d) To identify push and pull factors and document best practices that address and/or reverse non-enrolment and dropping out.
   e) To advise on strategies and make recommendations which address the identified challenges for improved future programme interventions.
   f) To advise on key policy issues for Strømme Foundation, ERIKS Development Partner, UNICEF, UNHCR and Save the Children joint advocacy on out-of-school children to the GoU and the wider group of education actors.

2   METHODOLOGY

2.1   Survey Design

This adopted a cross sectional survey design that incorporated qualitative and quantitative data collection and analysis methods. The qualitative methods involved use of focus group discussion (FGD) and key informant interviews while the quantitative paradigm involved household survey. The study was carried out in 16 districts (Abim, Amuru, Arua, Bushenyi, Busia, Hoima, Isingiro, Kampala, Kayunga, Kumi, Luweero, Mbale, Namayingo, Napak, Oyam, Zombo) and four refugee sites (Nakivale, Kyangwali, Rhino and Kampala).

2.2   **Sample size**

The quantitative sample size for this study was determined using the formula

$$n = (deff * \frac{z^2 p(100-p)}{e^2})$$

Where

       n=the sample size you are estimating

       z=the significance level you want to measure (Assuming a 95% confidential interval Z=1.96)

       p=the proportion p you want to estimate (Proportion of children who never enrolled + proportion of children who did not complete primary level. We have taken this at 50 % that gave us the maximum sample size)

       q=100-p (100-50=50%)

       e= the level of precision you want to achieve (we have used the level of precision at 0.05-equivalent 5%)

       deff=design effect due to clustering or stratification. We have taken the design effect of 2 (net attendance ratio for primary school=deff=2.183 page 290 the 2011 UDHS)

$$n = (2 * \frac{1.96^2 \, X \, 50\%(100-50\%)}{5\%^2})$$ = 769

This is the sample to be taken per region. Since there are 4 main regions (North, East, West and Central), we multiplied this by 4 =769*4=3076. This was divided among the 16 districts and four refugee sites.

2.3   **Sample selection of Enumeration Areas (EA)**

This study was carried out in 16 districts and four refugee sites. The selection of the districts followed the sampling frame for the aborted 2002 Uganda Population and Housing Census sampling frame.

In each district, two sub counties were randomly selected. From the selected sub county, one parish was also randomly selected. In the selected parish, all Enumeration areas (EAs) were listed with their estimated number of households. In each parish, four enumeration areas were selected. The selection of the enumeration areas followed probability proportional to size. This was done by getting the total number of household in the parish which was divided by four (Np/4=x where Np is the total number of households in a parish). From the total number of Households in a parish obtained, a random start was selected between 1 and x (1≤k≤x) implying that all households had equal chances of being selected. However, the big EAs had a big chance of being selected. From the selected random start "k", the EA

where k fell was selected. The next EA was selected by adding k+x, then k+2x and K+3x. This process was repeated in al the 32 parishes that were visited

2.4   Selection of the household

Although the team already knew the estimated number of household in the EAs by the time they went to the field, the team reported to the local leaders who helped them get the actual list of household in the EA. In case these were not there, with the local leader as a guide, the team first listed the number of households in the EA. The systematic random sampling was used to select the households to be visited by the research team.

$$g, g+k, g+2k, g+3k, \ldots g+20k \quad (23)$$

Where g will be any household in the list between the first and the 24th expressed mathematically as

$1 \leq g \leq 21 (24)$

21 (24) is the maximum number of households from one LC1

$k = nl/21$

nl is that number of households in the selected LC1

Table 2.1: Characteristics of the sample

District	Number	Male	Female	Total
Abim	168	23.2	76.8	5.4
Amuru	179	57.8	42.2	5.7
Arua	261	52.3	47.7	8.3
Bushenyi	194	27.9	72.1	6.2
Busia	193	34.9	65.1	6.2
Hoima	165	59	41	5.3
Isingiro	193	70.7	29.3	6.2
Kampala	346	39.1	60.9	11
Kayunga	174	37.2	62.8	5.5
Kumi	190	32.6	67.4	6.1
Luweero	191	38.7	61.3	6.1
Mbale	192	28.3	71.7	6.1
Namayingo	191	39.8	60.2	6.1
Napak	168	37.5	62.5	5.4
Oyam	167	67.5	32.5	5.3
Zombo	166	53	47	5.3
Total	**3138**	**43.5**	**56.6**	**100**
Distribution of Refugee population				
Arua (Rhino)	96	22.9	77.1	21.4
Hoima (Kyangwali)	87	54	46	19.9
Isingiro (Nakivale)	107	73.8	26.2	23.8
Kampala (Scattered in different localities)	148	53.4	46.6	34.9
Total	**438**	**51.8**	**48.2**	**100**

Source: 2013/14 Out of School Children survey

While sampling, the target of the study was to cover a minimum of 21 households per enumeration area (EA). In each district, we sampled 8 EAs hence the total district population would be a minimum of 168 households selected to participate in the study. In addition, four districts also included a special category of households that is the refugee population. These were; Arua were Rhino camp is found, Isingiro district where we went to Nakivale settlement, Hoima where Kyangwali is found and Kampala were the refugee population is scattered around the city. Therefore the distribution shows that Kampala had the highest number of households among the 16 districts while Zombo had the least number. Among the sites, Kampala (34.9%) had the highest proportion of refugee households interviewed while Kyangwali had the least (19.9%)

There were more female respondents (56.6%) as compared to male respondents (43.5%). This is expected for household surveys especially in the urban centres (UBOS and Orc Macro 2007, UBOS and Macro 2012). Overall, Abim district had the highest respondents as female followed by Bushenyi and Mbale.
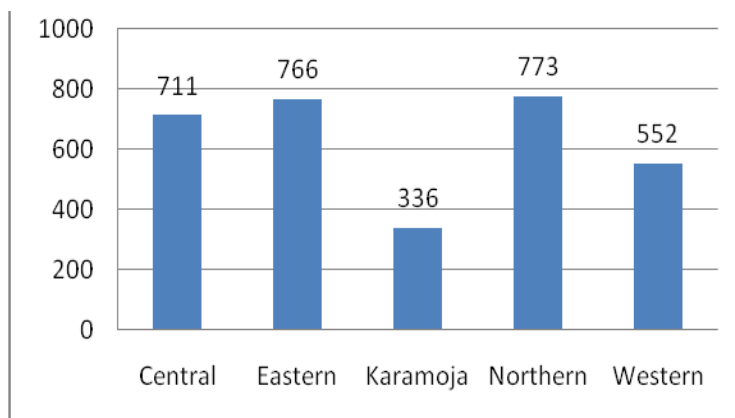
In this study, the country was divided into five regions. Karamoja region has been considered independently because of its uniqueness in terms of enrolment and drop out. The distribution of respondents thus shows that more respondents were from the Northern region, which geographically is also very wide while Karamoja region had the least number of sampled households.

Figure 1 : Number of Households visited per region

In this study, we were interested in finding out if refugee children had the same reasons for non-enrolment and dropout as non-refugee children. In the four camps selected, this number represented 14.4 percent of all household selected.
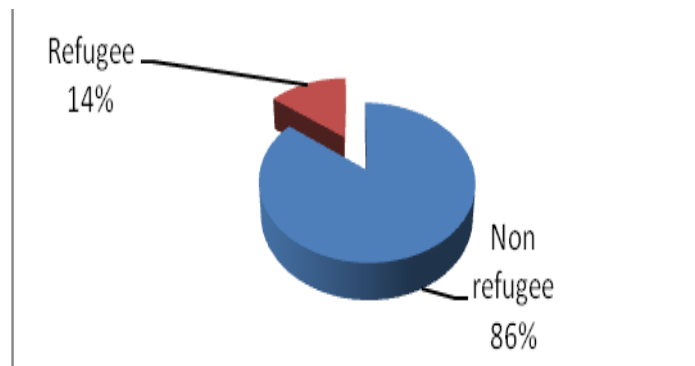
Figure2: Number of households visited by Migration Status

By occupation, most of the respondents were peasant farmers accounting for almost six in ten. However, this proportion is smaller than that registered in general population because of two reasons namely the over sampled refugee population, and slightly a higher proportion urban.
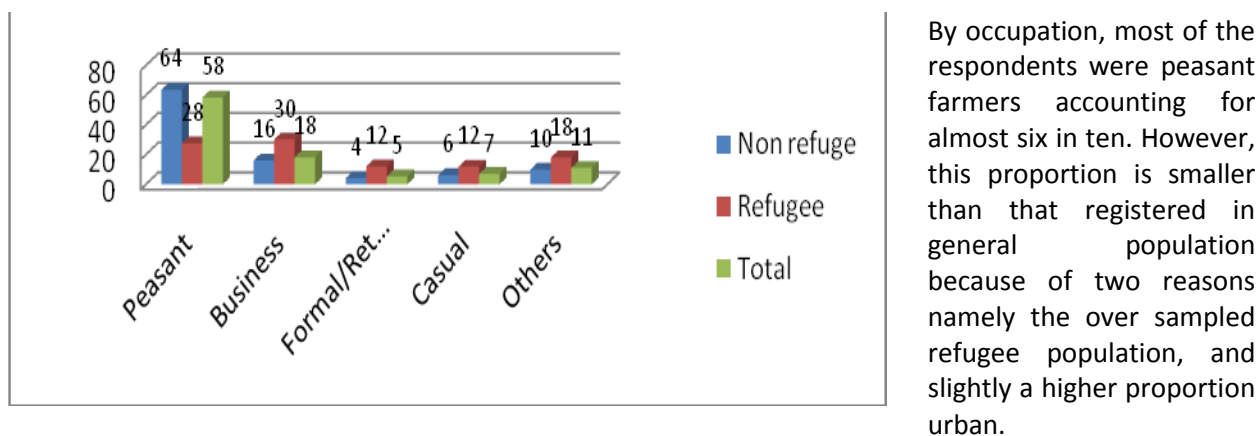
Figure3: Main Source of Income for Household by Refugee status
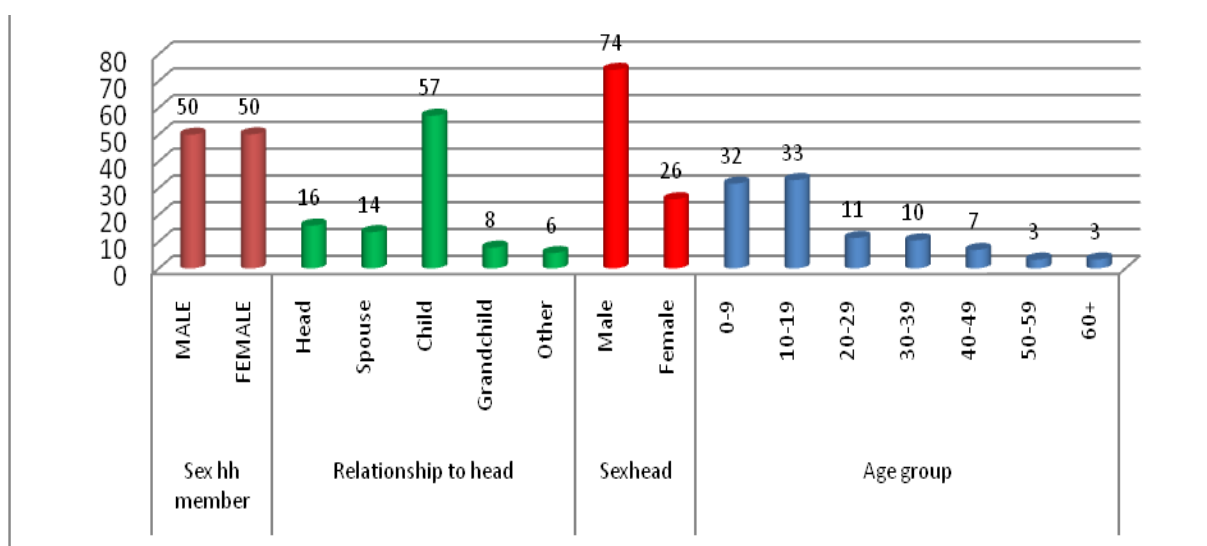
Figure4: Characteristics of Household Members

The composition of household members showed that there was almost equal numbers between males and females. Similarly, relationship to household head showed that most of the households visited were nuclear families composing of the head, spouse, children and grandchildren. Other accounted for only 6 percent. For headship, this study agrees with other studies carried out by UBOS like the Uganda National Household Surveys as one in four households was female headed. The age composition showed that the population is still broad based with many young people and few members of the household aged above 60 years.

3   FINDINGS

The study identified numerous factors that make children fail to enroll in school or drop out from school. The causes found out from this study can be categorized as material, non-material, environmental and administrative. The study underscores the fact that dropping out of school cannot be tagged to a single cause but rather to a combination of causes. The material causes are here understood as the tangible, qualifiable and quantifiable issues that hinder children from going to school and even force them out of school such as poverty, lack of scholastic materials, lack of food (hunger), lack of teachers, lack of support, poor living conditions, domestic work.

3.1   NON-ENROLLMENT IN SCHOOL

In sub-Saharan Africa, more than 30 per cent of primary school students drop out before reaching a final grade (UN– DPI/2650 B – 2010). The study analyzed factors resulting in dropping out from school as well as factors that make it impossible for children to enroll in school. A total of 354 children aged 7 to 15 within the 3138 households had never been to class at all.   These results have been presented by religion, sex of child, region, whether a child is a refuge or not and size of the household.

3.1.1   Reasons why the child has never attended school

In the households visited, they were asked to name the children who had never attended school. This analysis selected out those who are aged 7 to 15 years and the results are presented in Table 3. Lack of money comes out as the greatest reason why children do not attend school. Lack of money by region was more pronounced in the central region and least in the northern region. It was also greater among the refugee children (67.2%) compared to non-refugee children. No difference was observed by sex of household head. In Karamoja region, one of the areas with low enrolment, participation in domestic work (77.2%), helping at home (73.4%) , lack of money (65.8%) and long distances (58.2%) come out greatly as the another reason why children never enroll. Northern region has the highest proportion of children reported not interested in attending (34.7%) and children who do not want to go to school (33.7%).

Overall, almost one in six of the children who have never attended school gave high cost of schooling as the reason. This is surprising in the era of universal primary education where the government pays tuition for all the children. Other factors that have made children not attend school include caring for the young or elderly and sick relatives 25.4%. Also noted was that some children have never attended because they had to do work at home (23.5%) or the school is far away (20.9%). There are cases of those who are not attending because the children themselves are not interested.

There are other reasons, though mentioned by less than 10 percent of the respondents, but may require policy implication for the Ministry of Education and Sports and other players in the education sector in Uganda, such as crowded classrooms (8.2%), family trend (4.5%) and child labour (2.3%). It is quite surprising that Western region currently having the highest enrolment in the country, has the highest proportion (15.9%) of respondents who mentioned family trend among children who have never attended school. There were also variations in perception why children never enrolled in school for non-refugees and refugees. For example, among the non-refugee population, 52.5% say they do not have enough money for school requirements while for the refugees it is as high as 67.2%; The refuge population does not have much reason in taking care of people in the house hold (9.2%) compared the non-refugees with 35.0%. In the same category of non-refugees, children who remained to help at home

are 31.8% compared to 9.2% of the refugees. The low value attached to education by children affects both non-refugees and refugees. In the non-refugees the child him/herself not wanting to go to school was as high as 17.5% with a minimal difference from the refugees at 16.0%; meaning that the child him/herself not wanting to go to school apply to both categories. However, this should be treated and understood as a critical indicator of deeper barriers than a cause in itself.

Group discussions with the community revealed that many parents have no money to buy food, clothes, and school uniform; making them fail to send their children school. They talked about many parents having no jobs, making it hard for them to send children to school.

Some children are found moving around begging for food (FGD Men, Nakivale)

Table 3.1 Reasons why the child has never attended school, by region, Sex of Household head and refugee status

REASON	Region					Sex of household head		Refugee status		
	Central	Eastern	Karamoja	Northern	Western	Male	Female	Non-refugee	Refugee	Total
There is not enough money	83.8	50.0	65.8	40.6	45.5	57.5	58.3	52.5	67.2	**57.9**
Do domestic work such as caring for younger children or elderly or sick relatives	5.0	16.0	77.2	6.9	22.7	19.8	30.5	35.0	9.2	**25.4**
He/she is needed to work/help at home	5.0	10.0	73.4	6.9	20.5	19.2	27.3	31.8	9.2	**23.5**
The school is too far away	3.8	14.0	58.2	12.9	11.4	19.8	21.9	29.6	6.1	**20.9**
He/she is not interested in attending school	6.3	20.0	12.7	34.7	20.5	19.8	19.3	22.4	14.5	**19.5**
Child does not want	2.5	22.0	1.3	33.7	27.3	16.2	17.7	17.5	16.0	**17.0**
He/she is physically or mentally disabled and unable	13.8	20.0	11.4	15.8	22.7	13.8	17.7	16.1	15.3	**15.8**
It is unsafe to travel to school	2.5	16.0	8.9	11.9	13.6	8.4	11.2	10.8	8.4	**9.9**
Classrooms are too crowded	3.8	16.0	3.8	5.9	20.5	8.4	8.0	5.4	13.0	**8.2**
Pupils unsafe at school	5.0	10.0	3.8	10.9	0.0	8.4	4.8	4.0	10.7	**6.5**
It is a family trend	0.0	8.0	5.1	1.0	15.9	4.8	4.3	3.6	6.1	**4.5**
School graduates cannot find good jobs	5.0	10.0	3.8	2.0	4.6	3.6	5.4	4.0	5.3	**4.5**
Got Married	7.3	9.1	4.7	0.0	6.7	1.2	6.8	3.9	5.4	**4.4**
Teachers do not perform	3.8	4.0	1.3	4.0	11.4	4.8	3.7	2.2	7.6	**4.2**
Schooling is not important	2.5	12.0	3.8	1.0	4.6	4.2	3.7	4.5	3.1	**4.0**
He/she would be able to find a permanent job	0.0	18.0	3.8	2.0	0.0	5.4	2.7	5.8	0.8	**4.0**
Cooking, cleaning, fetching water or wood, etc.	0.3	2.0	5.1	2.0	11.4	1.8	5.4	4.5	2.3	**3.7**
Buildings pupils un safe	5.2	6.1	1.4	4.2	0.0	3.4	3.6	2.9	4.9	**3.5**
Became pregnant	14.3	0.0	0.0	0.0	7.7	2.8	2.6	1.9	4.4	**2.7**
Tend animals, or work on the family farm or in the family business	8.8	0.0	0.0	0.0	2.3	4.2	0.5	0.5	5.3	**2.3**
Other important reasons not mentioned above As explained in the KI interviews and may include; sexual harassment, poor parenting, domestic violence	10.0	48.0	10.1	23.8	45.5	21.0	26.2	22.0	26.7	**23.7**

Source: 2013/14 Out of School survey

The level of vulnerability especially among the refugee population also prohibits some children from enrolling in school. An interview with the Community Development officer reveals;

Some children are orphans and look after themselves; others are unaccompanied and have no relatives to look after them" (KI, CDO, I/C Refugees)

Thus, the individual social status of a person as a refugee also affects enrolment of children in school. In cases where parents will only stay at the refugee settlement area for five years, they prefer not to enroll their children in school; rather they wait to enroll their children in their country of origin, and do not want their children to adapt to different styles of learning. This was the case with refugees in Kyangwali refugee settlement. There are also cases where some children come to the refugee settlements when they are already over age to start school; they feel too mature to start school. In addition, most refugees in Rhino camp who have lived for more than three years are cut off from the emergency food supply. The few with land for farming get poor crop yields due to bad weather. Others do not have farms because formerly given farms were taken away.

3.1.1.1 Poverty and school dropout

Poverty stands out as the major reason which limits children from enrolling in school. The study found out that Household poverty had a lot of repercussions on the child and the family where the child comes from. The data from the 2009/2010 household survey indicated that the incidence of income poverty in Uganda was estimated at 24.5% of the total population (Uganda Bureau of Statistics 2010. However, despite this reduction in poverty level, there are still significant contrasts with Uganda's performance on other MDGs. For instance, out of the 17 targets, which were reported in Uganda's 2010 MDG report, progress on 10 were considered insufficient to meet the adopted target, including two cases where the situation was actually deteriorating (Ministry of Finance, Planning and Economic Development 2010). Specifically, progress towards targets in health, education and environmental sustainability were considered 'off-track'. In this way, the Uganda MDG report affirms that progress in education is off track citing its relations with poverty.

Uganda's poverty profile reveals that at least 45% of the country's population is below the poverty line with the vast majority of the poor living in the three northern regions. Poverty levels in the Upper West are as high as 81%, 73% in the Upper East and 56% in the Northern Region (UNDP, 2010; World Bank, 2011a; Ghana Statistical Service 2008). Regional inequality remains significant with an average of 83.8 percent in the central region saying; the children do not attend school now partly because there is not enough money, with 50% in the east, 65.8% in Karamoja, 40.6% in the north and 57.9% in western region. Therefore, the poverty level also affects the school enrollment because of both the direct and indirect costs of education. The direct costs of education which includes the payment of school fees, purchase of uniforms, and school bag were the most common reasons cited for children's non-enrolment the primary schools. Poverty largely affects children and the elderly who are rendered vulnerable by their age, while the disabled are vulnerable because of their disability. In Uganda, a particularly vulnerable sub-group of children are orphans (Lubaale 2010). There are a large number of AIDS orphans in Uganda. These children are particularly vulnerable to chronic poverty, which limits their chances of going to school, and accessing health care, they are marginalized by their lack of a guardian. The group discussions pointed to orphans as having greater chances of ending up as street children, or engaging in prostitution and other illegal activity as a means of survival. Although the introduction of UPE reduced the parental burden of paying school fees, there are still flaws such as irregular disbursement and inadequacy of the money from government which forces the schools to charge other direct and indirect costs such as: exercise books/pencils, food, and uniforms.

3.1.1.2 School governance and environment

School governance and environment constraints were found inhibiting school enrolment. Cases of few classrooms, poor latrines, and lack of teachers in schools were some of the reasons refugee children put forward for not enrolling. This is aggravated by the long distances in some settlements were refugees are found. For instance, in Kyangwali settlement, there are household which are as far is 5 Kilometers from the nearest government UPE school. It is therefore hard for parents to enroll their children in school because the available school is private and quite expensive. This settlement has also few secondary schools and some people ask themselves, what is the purpose of going to a primary school when you will not be able to continue with secondary education.Language barrier is another problem unique to the refugee children who fail to enroll due to language differences. One of the main barriers identified by the refugees was that the language of instruction (English) was not conducive to their learning, particularly the refugees from Sudan where Arabic is the major language of instruction. The mother tongue of the refugee children is not used in the school yet scholars have argued that the use of mother tongue as the medium of instruction positively affects pupil attendance, identity/self-image, and retention in school (Abadzi, 2007). Due to these reasons some parents are too relaxed and unbothered about guiding and sending their children to school.

> *When a child is found home and not in school, and a parent is asked why? They can say that the child did not want to go to school (FGD Women, Rhino settlement).*

Figure 5 One of the schools within the enumeration areas visited

3.1.1.3 Population growth and socio-cultural barriers

Another issue that the study brings forward is the effects of population growth that is population growth versus available resources. Our annual population growth rate is 3.4%, which is the second highest in the world. However, when this population growth is compared to the economic growth and we take a look at what goes into education, very little fraction is given. The fraction of the national budget that goes into education which should be rising is instead the other way round; it keeps going down. Hence, the main bottleneck in education is the meager finance flows from government which has escalated the out of school phenomena. The inequitable distribution of the country's resources affects all the sectors of government with education feeling the biggest pinch. The needs of disadvantaged groups including people with disabilities, girls and the extremely poor children, are often not adequately addressed.

The study found socio-cultural barriers that constrain children's enrolment in all the four regions of Uganda. Such barriers particularly pointed to the exclusion of the girl child from education as cited in the case below;.

Our main problem is the poor attitude of youth, parents and children towards education. There are some tribes within the settlement that do not value education. They think culturally that a girl sent to school loses value (Rhino settlement, Asst. settlement Commandant).

In Karamoja, cattle are our main source of livelihood. When someone has cattle he is considered rich and they do not see any sense in going to school. They say that look at some rich Karimojong men here, they have 600 animals and they can afford anything compared to a poor boy who goes to school and may not even get a job (Local leader, Napak)

In some cases, the problem of early marriage and child fosterage were also found as important socio-cultural barriers to girls' education. Low levels of education on the part of parents and lack of awareness of the prospective benefits of education prevent some parents from sending their children to school. The study also found out that there is a negative perception of children with disabilities who suffer from stigmatization. Many parents of these children with disabilities often do not send their children to school, and those who are in school perhaps are not given the necessary support and attention from teachers. This often results in either non-enrolment or even dropping out altogether.

There are actually four mothers who carry their children who are disabled to and from school. One thing we have done is register them to get extra food as people with special needs because they spend a lot of time on their children. One child has been enrolled in a deaf school in Arua (Official from UNHCR).

Domestic and school based violence, including sexual and gender-based violence, also leads to poor nurturing and development of children both out of school and within the school context. In some circumstances, some refugees have negative attitude towards education. This was found common among refugees especially the Congolese refugees. The Congolese refugees were reported to prefer farming and business rather than going to school. Refugee parents in Kyangwali preferred engaging their children in income generating activities. On the contrary the Sudanese refugees who preferred sending their children school were also the ones facing language difficulties.

Another major barrier for child enrolment is the issue of distance to school. Some of the parishes visited were far apart and likewise, the schools were also far apart. If the child has to walk 5 to 7Km as a boy/girl of a young age, by the time he/she reaches school they are already tired. Moreover, in many of the schools there is a problem of school environment; for example, walking 5Km and the child fails to find where to sit in school constitutes a combination of problems. Even in the refugee camps, distance is a problem; for instance, in Rhino settlement that comprises of nine clusters, in the 5 clusters visited only 3 schools existed. Some children have to move 4-5 kilometers to access a school; for example, Siripi primary school is too far for children from Katiku cluster (KI, CO Rhino Camp).

3.2   SCHOOL DROP-OUTS IN UGANDA

3.2.1   Causes of School Drop- Outs in Uganda

The study on out of school children (OOSC) confirms several previously established causes for children dropping out of school before completing the primary school cycle. The various causes given by many respondents across the districts studied4 can be corroborated with the findings of similar studies carried out in Ghana, Ethiopia, and Kenya among others. Studying a phenomenon that is poorly understood yet with considerable existing knowledge was a great challenge from an analytical point of view.

During a discussion of the preliminary findings at the Ministry Of Education and Sports, the technical team confirmed and affirmed that the findings from the OOSC study were consistent with earlier studies. This begged the question "Now what?" if children do not enroll and many others drop out before completion. Despite the various interventions pointing to the fact; there is need to deeply reflect on what has been done, where it has successfully worked and has not and the reasons why. There will as well be a need to come up with recommendations of what can be done to enable more children enroll and others be retained in school.

On the other hand, the non-material are causes such as attitude, negative perception towards education, uncertainty of refugee status, discrimination, cultural beliefs, age of enrolment, negative and negligent attitude towards children with disability, disillusionment, weak enforcement of existing laws regarding education, community conflicts and seasonal activities.

The non-material causes were experienced as having a serious impact on the learners' ability to remain in school and as such many of these could account for non-enrolment. For example disillusionment resulting from educated family members who have no employment. Such situations bear negatively on those who have not enrolled as they do not see any value in education. This lack of appreciation of the value of education requires thorough investigation to be able to sensitize the people in the appropriate way.

Some of the factors are environmental such as fishing in lake shore areas such as Namayingo and Busia. Agro-based areas like Kayunga children tend not attend school because they prefer activities like harvesting, loading agricultural produce such as pineapples on trucks ready for the market. Then children in urban centres of Mbale, Kampala and Busia choose to engage in selling small items like tomatoes, oranges and edible items like doughnuts. This preferred choice is for the purpose of meeting economic demands and it is believed that children are more likely to go home with some money than their older counterparts, may be because those buying and asking the children to sell are usually more sympathetic to them.

Unpacking each of the causes would need more time and space but some of them need to be discussed as a pointer to the magnitude of the seriousness of the problem in order to reflect on what can be done to ensure that children stay in school until they complete the primary cycle.

3.2.1.1 *Poverty as cause of school dropout*

Poverty is the number one cause of school drop outs; it is mentioned as serious hindering factor towards education in all the four regions of Uganda. It is important to note that most people live in absolute

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4 ABIM, AMURU, ARUA, BUSIA, BUSHENYI, HOIMA, ISINGIRO, KAMPALA, KAYUNGA, KUMI, LUWEERO, MBALE, NAMAYINGO, NAPAK, OYAM AND ZOMBO

poverty, they are too poor to provide for themselves and in such a way they are not able to provide school materials, which are a necessity at school. So the children go back to their parents who do not have money and to save them at times they try to look for the money themselves, with time they forget about school and consequently drop out. Below are a few voices from the respondents concerning poverty.

> *Lack of money for buying scholastic requirements is our major problem here in Rhino. We the poor, cannot provide the required meals a child needs to keep in school (FGD Women, Rhino Settlement*

Although this statement is referring to someone in the camp, it was confirmed by the DEOs office in Hoima when it comes to having enough meals at school. This was explained by one person who through good will decided to contribute towards the nutrition Bujja Muslim primary School in Hoima. Because of availability of breakfast and lunch, the enrolment in this school more than doubled while the schools in the neighbourhood lost many children to this school. It was also found out that teachers absenteeism completely disappeared.

> *poverty is a very big factor here, the parents even fail to provide the basics like panties, uniforms ,food ,Medicare, the most serious part is that girls are very sensitive if they are not provide for (in-depth interview with DEO, Kumi district).*

> *If we do not look at the levels of poverty of the people in the village then we won't handle UPE (education specialist, Kisenyi village, Mbale district)*

> *There's a boy I picked out of class because he had no books and yet he was very bright (DEO, Arua)*

Whereas some practitioners and researchers may be fatigued with the phenomenon of Poverty, it still presents itself as a reality to reckon with as we discuss why children drop out of school. The question we could further ask here then is why is poverty persistent? We should also bear in mind that education is the key to transformation of both the individual and the community. It is therefore vital to emphasize to the parents who think that they are too poor to educate their children. The phenomenon of poverty varies from home to home, district to district and regions.

3.2.1.2 Food as a cause of school dropout

In addition to the above, some children drop out of school because they have no food to eat at school and even back at home there is nothing, so staying at home and looking for what to eat seems better than being at school and starving. Above all, students have a hard time retaining information when they are hungry, soin the long run they end up failing and get fed up with school and dropping out as one teacher noted:

> *Children come to school when they do not have what to eat and they do not understand what is being taught to them at class, they keep yawing and eventually escape back home to look for what to eat (interview with a teacher, Isingiro district)*

3.2.1.3 Child labour as a cause of school dropout

Child labour is also a significant factor that leads to school dropouts. It is noted that most children after reaching the age of 10 and above prefer making money other than going to school. This is a very serious

issue cross cutting in all the regions of Uganda, children are engaged in activities like farming, quarrying, pretty business among others in order to earn a living and when a child gets used to having money, they forget about school because they believe with or without school they can still have money so, they see no use of struggling with school which leads to school drop outs.

> *Children here prefer loading pineapples, going to farms and fishing, that is what they basically do (key informant interview with DEO Kayunga)*

> *They study in the morning and they do not come back in the afternoon because they have to go for quarrying in order to support their families and in the long run they drop out of school (in-depth interview with LC chairperson, Namagumba lower, Mbale district)*

3.2.1.4 Distance as a cause of school dropout

Long distances make children drop out of school. Sparsely populated areas have schools that are 10 kms away from the clusters that people live which is a very long distance and this discourages children from going to school because in most cases they are caught for late coming which calls for punishment and also by the time they get to school they are extremely tired

> *Some children move very long distances to get to school and when you get them late, they tell you of how far they have moved (Head teacher, Bugemeni primary school, Mbale district)*

3.2.1.5 Disability as a cause of school dropout

According to the Key Informants interviews, disability is one of the causes of school dropouts, the children who are disabled are segregated upon by both the teachers and the pupils themselves. What is noted is that these children are normally regarded as a burden by their care takers and so they prefer to keep them seated at home because to them taking these children to school is stressing and almost useless .At school there are no facilities for them, these children face a mobility problem, they are unable to move to school. Even those in school like the deaf, blind lack gadgets to enable them study. More so the school environment is not conducive in terms of sanitation. For example one respondent noted that "there is a blind teacher who lacked the required books to enable her make lesson plans" (opinion leader, education department, west Nile diocese, Arua district). During a focus group discussion, it was noted by the women that:

> *There are some children who are affected with disabilities and this hinders them from going to school. Poverty is one of the major causes of disabled children not attending school. In addition to the issues of disabled children, some schools don't help because they don't have facilities (focus group discussion with women in Bweyagiro cell, Bushenyi district)*

3.2.1.6 Repetition as a cause of school dropout

Repeated Poor performance in class makes many children give up on studies when they see that their performance is constantly poor .They instead leave school and join peer groups, go drinking and become criminals among all other bad habits. Some children claim that when they do not perform well and may be are requested to repeat a class they are embarrassed because they are laughed at by their fellow friends that there big for the class which makes them feel out of place hence leading to school drop outs. A teacher in Kumi had this interesting example to that effect:

There's a boy who studied P.4 here for over three times and his friends started laughing at him, giving him names like "ekori" meaning always the last in the long run he gave up with studying he now does farming. This boy really wanted school but things were not good on his side because even teachers kept on wondering what was wrong with the boy (KI with a teacher, Kabwele primary school, Kabwele village, Kumi district)

Underage is also a factor leading to school drop outs, there are children who start school as early as the age of 4 and by the age of 7 they drop out. These children find it hard to continue with school because schools seem to be far and they find it hard to wake up very early in the morning to go to school the major cause of this is the lack of nursery schools in most of these villages and the need for children to start the according to the right ages. This makes them forever hate school hence leading to school drop outs:

When distance to school is long like more than 3 km, and if a child is young, and is to walk five times to school, certainly they will not like school (in-depth interview with the DEO,Isingiro district)

3.2.1.7 School environment as a cause of school dropout

Unfavorable School environment makes it hard for some children to continue with school which eventually leads to school drop outs, some teachers are so unapproachable and tough for they embark on canning the children, harassing girls by touching their breasts, punish students a lot for even the slightest things. Other teachers are so reluctant in executing their duties, they do not teach well; some come late to class or do not come at all. These all discourage the children from attending school.

Teachers in these villages really make it hard for our girls to study, the male teachers always want to fall in love with the young girls and destroy their future, really… you find an old man that he has impregnated a small school girl and that one automatically drops out of school forever, also if the girl refuses the teacher can punish her and make her hate school as such the child drops out" (focus group discussion with men in Bushenyi District)

3.2.1.8 Early marriage as a cause of school dropout

Early marriages most girls drop out of school because of pressure from parents to get married at times children drop out of school because they feel grown up and are ready for marriage .some even prioritize marriage and they feel that it is the pick of everything as such they consider school less important thereby dropping out of school and looking for their future which is marriage

Some children here also choose not to go to school due to self-will and peer group influence which has led to early marriages of girls which leads to early motherhood and single motherhood at an early age. Interestingly some parents have negative attitudes towards education so they prefer their children to stay home and wait for marriage than to go to school" (key informant with L C chairperson Kisooba village, Luwero district).

Girls here are seen as a source of income, inform of bride wealth and so parents aim at marrying away their children to become rich (in-depth interview with the major Namayingo district)

Early marriages come in. You find a girl of 14 yours getting married to a man of 70 or 60 years. (Group focus decision with male in Busia district)

3.2.1.9 Menstruation as a cause of school dropout

Menstruation periods are a big issue in the villages, when girls start their menstruation they tend to feel so uncomfortable most especially if they lack necessities to use like pads. This is so serious that the children may miss school because of that. In some cases parents fail to provide these needs for the girls making them drop out because just imagine missing class every month for a given number of days it makes no sense.

Also failure to give children necessities like sanitary pads , these girls get men who give them 3,000 Shs. to buy pads, panties…, as a result they drop out because they cannot continue suffering because they have gotten a man who can offer that is enough (L.C 3,Buswale village)

3.2.1.10   Poor law enforcement as a cause of school dropout

The law enforcement in place are so weak to an extent that they do not even seem to be there or exist which makes dropping out of school very normal, the children have a choice on whether to go school or not. In such away the children find it very easy to drop out of school because there are no laws to follow them up or question them on why they have not gone to school. The people in charge of executing the laws are also so reluctant

In Uganda, we have very good laws which remain in the books. There is lack of political will for example, when you arrest a parent, who have not taken their children to school, before you reach were you are going, your receive many call and the person will just be behind you- (KII- Hoima District)

The above statement was repeated during the validation exercise in Hoima where the research team was informed that the district even pronounced itself and passed an ordinance, taken to solicitor general but he has never written back.   Further, the personnel from the police emphasized that the greatest weakness is because the population do not understand the right to bail or bond and usually just abandon cases when they see the accused out of police custody because of the police bond. However, for the few who follow up the cases, the culprits are usually taken to court.

Some respondents just feel that the laws are weak as per the statement from one of the LC III officials

The laws are not efficient enough to see to it that the children do not drop out of school, political heads, children and family protection units do not mind, they have so many commitments. So they may try to enforce it but are threatened to lose votes and so they give up (in depth interview with the mayor/LCIII Namayingo district)

3.2.1.11   Orphan-hood as a cause of school dropout

Orphan hood is also a major cause of school drop outs, children who are orphans in most cases do not have any body to take care and provide for them mostly on issues concerning education and even if they have them these people normally care less about them and some even exploit them in the long run

A child not living with his/ her parents tends to have trauma and wishes their parents were alive. At times, in case the guardian lacks, the child might not be able to

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understand that this is due to a genuine reason. They wish their parents were alive. Actually, guardians tend to favour their children more (DEO, Isingiro District).

Overage for a given class is a cause for drop out, it should be noted that some people start schooling late and in such away they find themselves being over age for a given class for example a children is 13 years in p.2, this means that she/he is very big for the class because the actual age for that class is 7 years and so the child feels out of place and the result is dropping out and probably marriage

They begin abusing her saying that she is big and she should go back home. So the parents end up telling her to go and marry (with focus group discussion, men in Namayingo district)

3.2.1.12   Parental perception as a cause of school dropout

Some parents have got a very poor perception or attitude towards education which eventually culminates into school drop outs. Most parents in the villages are not aware of the importance of education and therefore see no use of taking their children to school, for they believe that it is just a waste of resources and time. Some parents do not care whether the child has gone to school or not and if that finds a child who is not self-motivate, that child will automatically drop out of school.

some parents do not have anything good to talk about education, because they personally do not seem to see any advantage from it…so you find that they also discourage their children from going to school because they see no use, their children had better stayed at home and made quick money other than going for education which is for the future that they cannot wait for (key informant decision with LC 2, chairperson, Kazo-Angola, Kawempe Division, Kampala district)

3.2.1.13   Domestic violence as a cause of school dropout

Domestic violence is also rampant factor which mainly leads to the separation of parents and children are left vulnerable without the help of one or both parents hence drop outs. Children who are victims of domestic violence have got so many problems that are beyond their control. For the case of schooling they mainly drop out because they have to execute duties of the missing parent/s which interrupts their schooling and as such a child may fail to handle coordinating school and home duties.

my neighbors' daughter does not go to school because she has to look after her siblings, the mother fought with the father and she packed her things and left that was last year (interview with LC1 chairperson, Amuru district)

Teachers are not motivated to teach children. It is important to note that the teachers are key to the UPE system so the lack of motivation makes them not to teach the children well and in most cases do not care whether children drop out or not after all they see no use of over struggling in educating other people's children and theirs are at home may be because they lack necessary requirements. Teachers claim that the salary that they are paid is not enough to sustain their families, so they have to look for money in order to sustain them.

A teacher is not motivated,   he has very many problems but he is expected to perform, can you imagine a hungry teacher teaching a hungry pupil, what do expect negative results only..yes only, if they do not also fail sick and dodge class to look for more money then, they may never survival".(in depth interview primary teacher, Kifafa, Mbale district)

Table 3.2: Reason for drop out of school by refugee status, region and occupation

REASON	refugee status		Region					Occupation					Total
	Non-refugee	Refugee	Central	Eastern	Karamoja	Northern	Western	Peasant	Business	Formal/ Retired	Casual	Others	
Inadequate funding to pay the costs of school	82.4	70.2	64.9	76.7	94.9	89.3	74.8	82.3	73.8	92.2	60.8	80.2	**78.7**
Cooking or cleaning, fetching water or wood	73.9	78.0	75.0	71.9	77.8	78.1	62.5	77.3	64.7	81.3	80.8	61.1	**75.3**
He/she no longer wanted to attend school or had enough	28.7	25.0	22.1	31.7	3.0	34.1	14.1	28.8	25.0	48.9	8.8	26.6	**27.8**
Tend animals, or work on the family farm or in the family business	25.2	25.0	22.5	53.1	22.2	13.7	37.5	20.6	43.8	25.0	16.7	44.4	**25.2**
He/she needed to work or to help at home	20.1	28.0	28.7	16.8	24.3	26.8	8.1	21.7	15.5	31.4	30.8	19.4	**22.2**
Classrooms were too crowded.	16.8	27.7	13.3	13.0	18.9	28.6	11.2	19.5	17.5	40.7	0.0	24.5	**19.4**
Drop out age	14.8	20.0	16.8	14.0	12.8	16.4	20.9	16.1	11.7	14.1	20.0	20.8	**16.4**
Child failed examinations or had to repeat class	17.7	11.1	6.8	33.3	10.8	11.4	12.8	18.6	15.9	20.8	8.6	6.5	**16.2**
He got married or made someone pregnant	12.9	17.0	17.5	21.7	21.1	9.7	5.1	11.1	23.0	34.5	16.7	7.0	**13.8**
Teachers did not perform well	9.5	26.2	17.5	10.2	10.8	16.2	5.6	10.2	13.2	16.7	26.9	19.4	**13.5**
It was unlikely that he/she would find a place in secondary	13.4	12.4	16.5	26.5	3.2	6.0	13.5	12.4	12.5	23.1	21.6	7.6	**13.2**
School buildings or facilities were poor or had problems	8.3	18.5	18.7	9.2	16.2	9.4	3.7	8.7	13.2	31.5	5.1	11.7	**10.7**
The school offering the needed class was far away	8.7	14.7	8.3	7.5	7.9	13.7	8.8	9.6	12.5	14.1	6.8	11.8	**10.3**
Work for an employer	9.6	5.4	6.1	34.4	0.0	0.0	0.0	8.3	18.8	0.0	12.5	0.0	**8.2**
Travelling to school was unsafe	6.3	13.8	15.4	2.5	2.8	8.9	7.3	6.9	5.7	28.6	0.0	11.5	**8.1**
Pupils were unsafe at school.	3.9	13.6	13.3	8.7	5.4	2.6	2.8	3.8	9.7	29.6	0.0	7.5	**6.2**
School graduates cannot find good jobs	4.5	10.3	12.7	8.7	15.6	2.0	0.0	4.5	12.0	17.0	2.7	2.3	**5.9**
We became refugees	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	**0.0**
The security of the child was being compromised	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	**0.0**
We did not know that they can be allowed to study in foreign country	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	**0.0**
Other important reasons	23.3	33.0	29.2	42.3	20.6	15.9	24.1	25.0	27.5	24.6	23.6	28.9	**25.6**

Source: 2013/14 Out of School Children survey

The perceived variety of causes of dropout for non-refugees and refugees show that the issue of dropping out is very complex and that it requires a multi-pronged approach both at national and community levels. Several other studies (Nakanyike et al 2003; Atem 2012; UNICEF 2012) have all looked at this issue of school dropout from community perceptions and their findings are comparable to the current study. The main reason given among children who dropped out of school was poverty; because the school costs and domestic work had the high proportions mentioning them. Although these two can easily be addressed, other major reasons given may not easily be addressed unless there is enough community sensitization, tough legislation and compulsory education. For example 27 percent of the children dropped out because the school there felt not interested. Overall, there is not much difference between refugees and non-refugees on the reasons for dropping out of school.

Cost came out as the main hindrance for the children who dropped out of school. The analysis of the costs for dropping out of school shows that school fees ranks highest followed by uniform, examination fee and development fee. This comes against the background government's priority in other sectors such as works and defense where government of Uganda has also persistently maintained low levels of financial disbursement to the education sector. Uganda's spending on education as a percentage of GDP is currently among the lowest in Sub Saharan Africa5.

Table 3.3: Type of cost leading to drop out of school refugee status, region and occupation

| Cost | Refugee status | | Region | | | | | Occupation | | | | | Total |
	Non-refuge	Refugee	Central	Eastern	Karamoja	Northern	Western	Peasant	Business	Formal Retired	Casual	Others	
School fees	34.3	59.4	80.5	13.3	78.4	24.4	62.8	32.1	52.3	47.5	64.6	49.4	**41.1**
Uniform or clothing	20.5	28.0	18.4	7.9	48.7	26.5	32.6	22.6	26.2	23.7	19.0	20.0	**22.5**
Examination fee	22.4	17.8	20.1	4.2	8.1	31.6	20.9	25.9	13.1	25.4	5.1	17.7	**21.2**
Building development fund	20.5	21.5	12.1	3.0	29.7	30.1	32.6	21.8	15.9	20.3	21.5	21.2	**20.8**
Books and supplies	15.2	22.0	16.1	6.7	35.1	18.1	26.7	16.8	14.0	20.3	19.0	17.7	**17.0**
PTA fees	8.3	15.9	10.3	2.4	24.3	10.5	18.6	9.9	5.6	25.4	7.6	10.6	**10.3**
Transportation	3.6	6.1	4.0	0.6	16.2	2.7	12.8	3.2	3.7	6.8	7.6	5.9	**4.3**
Coaching	0.5	3.3	2.3	0.6	0.0	0.3	4.7	1.3	0.0	0.0	1.3	3.5	**1.3**
All costs	31.6	13.6	12.6	53.3	13.5	27.4	7.0	28.2	26.2	23.7	16.5	30.6	**26.7**

Source: 2013/14 Out of School survey

Table 3.4 and Figure 6 presents the ranking of causes of non-enrolment and causes of school dropout. From the results, poverty ranked highest followed by family and poor school environment. There was a positive correlation between the ranking for school drop-out and non-enrolment. However, for all these factors, school dropout figures are slightly higher than those of non-enrolment.

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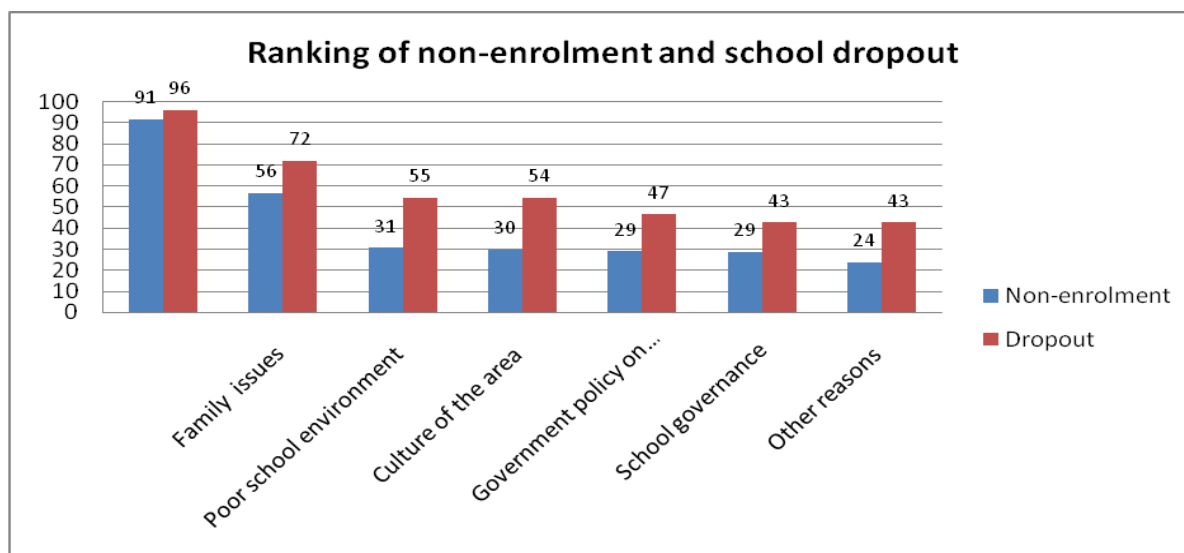
Figure 6 Ranking of non-enrolment and school dropout

Table 3.4: Ranking of general causes of non-enrollment and school dropout by region and refugee status

Reason	Ranking	Region					Refugee status		
		Central	Eastern	Karamoja	Northern	Western	Non-refugee	refugee	Total
Cause of non-enrolment									
Level of poverty in the community and some households	91.4	91.4	81.9	99.7	96.6	92.4	90.9	94.7	91.4
Family issues	56.4	58.4	57.6	46.7	48.4	69.2	56.4	56.3	56.4
Poor school environment	30.6	44.9	35.6	21.4	24.1	20.1	28.4	43.7	30.6
Culture of the area	29.7	48.0	27.4	51.2	15.4	16.3	28.3	38.0	29.7
Government policy on education	28.9	46.7	30.2	16.1	19.2	25.7	26.9	40.8	28.9
School governance	28.7	45.2	38.1	15.8	13.7	23.2	27.0	38.4	28.7
Other reasons	23.6	27.4	33.2	6.0	21.5	19.2	24.2	20.3	23.6
Causes of dropout									
Level of poverty in the community and some households	96.1	97.9	88.5	100.0	100.0	96.8	95.7	98.6	96.1
Family issues	71.8	84.0	63.6	73.3	65.5	78.3	71.8	71.9	71.8
Other reasons	54.5	84.4	63.3	19.4	52.0	36.6	57.1	41.3	54.5
Poor school environment	54.4	87.7	45.6	33.6	63.5	37.0	51.4	71.2	54.4
School governance	46.5	83.9	47.4	21.7	38.8	30.8	44.5	56.9	46.5
Culture of the area	42.7	81.1	32.8	73.2	18.4	21.4	41.6	48.5	42.7
Government policy on education	42.6	79.9	36.2	25.1	39.0	29.1	41.3	49.9	42.6

Source: 2013/14 Out of School survey

4. Summary and conclusion and recommendation

This section presents the summary of the study for non-enrolment and out of school as push and pull factors. It further provides a conclusion by providing the best practices and emerging issues and lastly the recommendations

4.1 Push and Pull Factors for non-enrolment and Dropout of children from School

In the education system, there are factors that can lead someone to go to school and these have been categorized as push factors. On the other hand, they are factors that can make individuals fail to remain in school or discourage those who want to go to school. These have been classified as pull factors

4.1.1 Push Factors

- ➢ There are cases of repeated failures or rather failing examination almost every year. A number of children are also said to be dropping out because they usually failed examinations and were always asked to repeat class which demoralized them.
- ➢ Absenteeism and late coming of teachers. This demoralizes children and they also start doing the same up to even they give up school because they imagine a teacher will always miss class
- ➢ Discrimination at school especially for the refugee children
- ➢ Language barrier especially for refugee children
- ➢ Provision of midday meals at school

4.1.2 Pull Factors

- o Child labour-children seeking means of survival. Children in the villages cannot rely on their parent or guardians as these are too poor to take of the children. In response children opt to seek means of survival by engaging in activities like quarrying, brick laying among other things and when they get used to money, they stop school automatically.

- o There are cases of teachers who defile the young girls. For instance, in Bushenyi and Kumi, respondents said teachers in these districts make it hard for girls to study. The male teachers always want to fall in love with young girls and destroy their future.

- o Lack of food to eat both at school and home.

- o Lack of motivation on the side of the parents. Some parents discourage their own children from going to school and even if they ask for any school requirement they may never get it. An inspector of school in Kayunga distract commented:

    - o *"Kayunga is a cattle corridor area and also heavily involved in fishing, making many people to concentrate on fishing, charcoal burning and milk vending. Some of the boys in those areas try going to school but end up into such business. The girls usually attempt to go further but drop out and get married".*

- o Fishing and other income generation activities such as charcoal burning, milk vending, are pulling children from home as well as keeping some children at home.

o In some cases the failure of parents to provide scholastic materials also acts as a factor for the drop out of pupils in school.
o For the case of girls, their drop out was also linked to family circumstances where the mother might be ill, or a key member of the family could have died. In such cases the children or child is made to stay at home to look after the siblings
o Bad peer influence and desire to copy what their peers are doing.

4.2 Best practices for addressing dropout of children at school, family and community levels

i. Analysis of the data from the field suggests that a number of time-tested good practices exist for addressing issues of dropout. The most conspicuous and widespread good practices which has been adopted by most schools is feeding children at school. Poverty being a key issue in the community, children often experience inability to eat lunch at school. Considering also that many schools in the countryside are far from each other, children whose parents are unable to provide lunch tends to drop out faster. The introduction and retention of lunches in schools have thus significantly enhanced the possibilities of retention of children in school. This position was reiterated by most of the key informants including technical people in the field of education such as the District education officers and the inspectors of schools.

ii. Another best practice for retention of children in primary school is periodic counseling and engagement with children on their school life experiences and general life skills. This has been reportedly tried in some schools with the support from the senior women teachers and other senior staff members. In other schools, role models (such as prominent old boys and girls) and public figures have also been brought to talk to the students/pupils. Similar to enrolment, sensitization has also been used as a medium to retain children in schools. In the sensitization meetings the parents and children are reminded about the values of education in order to encourage them to stay in school as highlighted below;

> *"We have been trying to sensitize them through CBOs like youth and women in action which is trying to sensitize communities on the values of education targeting lakeshore areas where drop out is very high" (*Probation Officer, Namayingo district).

In Kumi district for example, it also emerged those political leaders including LCs and move around their villages of jurisdictions encouraging parents to take their children to school. It was also revealed that religious leaders have been using their positions in church to encourage parents to have their children in school and encourage those who have dropped out to return. Alternative programmes for those who have dropped out are started. This provides an opportunity for the children to develop some skills which can be used later or enable these children who have missed out on basic education catch up with the rest.

iii. Some NGOs have come in to help redress the problem of drop-out by providing for the children in need, mostly with shelter and education. "As local government we do not have provisions of supporting extremely vulnerable children with education, but through NGOs who pick up vulnerable children give them shelter, skills and education among others" (District Health Officer, Kumi district).

iv. Among the refugee community child labour and early marriages appears to be either quiet minimal or inconspicuous, although it is quite prevalent in the general populations. These

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findings points to something interesting and critical which needs to be reflected on and further explored. It appears also that the children within the refugee camps were very much informed about their rights to education, health and protection compared to the general population. Could rights awareness due high level of sensitization and a concentrated presence of development intervention or actors translates to high retention and low drop out? This is something which scholarship should engage with.

4.3 Best Practices for Improving Enrolment at School, Family and Community Levels

1. In some of the districts and sub counties, communities have come up with bye-laws and ordinances which obligate the caretakers and parents to ensure that all children of school gong age stays at school or those that are to be enrolled are taken to school. In other communities the family and the clan have also come up with family resolutions and those found in breach of sending a child to school are subjected to clan justice that may include caning or any other form of punishment. It is noted that the desire to comply and conform the social demands and expectations makes people heed such arrangements and this is why it is considered a good practice. The accountability is in the social structures and cultural organization of the community. It is noted however that in other places even with the presence of such bye-laws, children still stay at home due to lack of prioritization by parents.

2. In certain districts such as Kayunga and Namayingo, particular district authorities such as the Resident district commissioner and the probation officers have taken it upon themselves to sensitize the community towards the beginning of every term so that parents are encouraged to send all school age going children to school. This is what the RDC of Kayunga said:

    "For me I have taken this approach of sensitizing parents in the community that there is no success without costs, so the parents should pay for their children to go to school and parent must make sure they provide food shelter and other basic necessities to create a conducive learning environment for the children. My advice to parents is they should spend much so that their children should have a future"

3. The favorable government policy towards education has made private schools to flourish, and provided opportunities for everyone to access primary education. In light of the UPE policy, the idea that each parish should have a UPE school further attests to the mentioned opportunities of accessibility to education.

4.4 Emerging Issues

➢ The first major critical emerging issue is that while several studies have been carried out on school dropout, minimal actions have been undertaken to redress the issues. While the critical causes of school drop outs have been made known to stakeholders in both public sector, private sector and the civil society (e.g. Line ministries of education and social development, Development partners, NGOs) Little progress has so far been made to reverse the challenges of drop out among primary school going children. This suggests the need for a radical rethink of enhancing the possibilities of children staying in school.

➤ Non-enrolment is not as widely understood and reflected upon as drop-outs. Little emphasis is being made to address the issue of non-enrolment given the fact that the education act provides for compulsory universal primary education.

➤ Several advocates of universal primary education (UPE) do not seem to believe in it themselves. The researchers discovered that all the advocates of UPE, none had a child in a UPE school when they have primary going school children. It was even discovered that some teachers who are teaching in the UPE schools take their own children in the neighbouring private schools where their colleagues seem to care on what is happening in class.

➤ Most parents currently think that they do not have powers to say anything onto their children because child rights advocates have popularized children's rights which disarm the parents. On the other hand, although the law is talking about alternative punishment, no sensitization has been made for the parents. The result has been poor parenting trends which are escalating non-enrolment and dropping out. There is a strong recommendation for parents to rethink of their role as crucial stakeholders in the education of the children.

➤ Motivation both materially and non-materially seem to be a fact of poor performance which leads to school dropout of learners. The motivation for example materially could be to UPE schools that register no or minimum failure. Rewards can also be to those with very good grades (Distinctions). This motivation is for both the teachers who are at the centre and the learners as clients

➤ On the inception of UPE, many parents though that the government is solely responsible for everything a child needs at school. They though that the government would pay fees, provide all the scholastic needs including stationery, uniforms, textbooks and tuition. The effect is that almost all UPE government aided primary schools stopped providing meals to the learners. It was strongly recommended provision of food at school should be enforced, and were possible, by laws passed to punish parents who do not provide meals for their school going children. Provision of meals at school was a high motivating factors for school attendance in all districts. For Karamoja region, during times of famine, parents will force their children to go to school since there are assured of what to it

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In Hoima, one Hajji who wanted to contribute to education of the children offered to provide meals in Bujja Muslim Primary school breakfast and lunch. The result was that school enrolment increased three fold from about 400 pupils more than 1200 pupils. Both pupil and teachers absenteeism almost disappeared even when a pupil or teacher would be genuinely sick, they would prefer to come to school	To illustrate the importance of Food, In Busia, one head teacher invited parents for a meeting and other school activities. During break time, the head teacher confused the parents that something unusual has happened but something is being brought. By the time there realized it had come to Lunch time and the headmaster informed the parents not to worry as both the lunch and brake bite will come at the same time. They continued with the discussions only to realize that it was 5.00 PM. At that moment, most of the parents were very annoyed with him and he informed them that is how also they children feel when parents fail to contribute towards the provision of lunch for their Children.

- Refugee from the same country but of different ethnic groups usually have internal problems even in the settlement which affects school attendance of their children. This calls for programs on peace resolution like what is being done among the people of Acholi sub region

- The other emerging issue is the management of refugee expectations and their adjustment to the education system in the host country. The study revealed that refugees feel that the education system should be run in the same way like that of their country of origin, yet this is often not the case. In such situations there is a general feeling of disappointment which affect their commitment to sending their children to the schools in Uganda or pushing them back when they drop out of school. The education system in Uganda is looked at as very hectic even among doodlers in kindergarten primary three who have to stay at school the whole day. It was seen that even those in kindergarten are given homework to do with parents implying that the parents must know what the child is learning which may not be the case with refuges who would have been educated from a different system of education.

- Despite not being a government policy, usually refugee children feel discriminated against when their culture of origin is stereo-typed. For example, there are some insensitive teachers who ask refugee children from Congo, "How many monkeys did you eat yesterday?" Such statements sometimes innocently mentioned are a major cause of school dropout. This scenario also sometimes creates friction between the locals and refugee population. Being called an alien is another sensitive word which no one would like to be called.

- Language has mixed reactions, to some, it was a problem while to others it was not a problem. This issue needs further investigation especially among refugees from French speaking countries like Congo.

- Land conflicts are affecting education. This is one of the unintended outcomes and is an important area that needs further research in Northern and Central Uganda. Land issues range from households that are being displaced to schools which are losing land. All people around are encroaching to school lands because most schools had land without titles hence nobody can tell the actual boundaries of the school.

- Removal of the graduated tax came out as a disincentive on the side of parents. However, this mainly affected school dropout because currently, even if you drop out of school, nobody asks you for graduated tax.

- In Karamoja the presence and absence of cows leads to non-enrolment and dropout of school. This is so as those with cows, to them it is everything. Those without cows, they look forward to first find a way of getting cows before they think of school.

- There were more female primary teachers in most districts than male teachers. There is also the ministry of public service policy of having a ceiling of 8 teachers including the head teacher within the schools. However, the female teachers are in the reproductive age. This has affected

schooling that usually, every term there is a female teacher who goes for maternity leave. Ministry of Public Service and Ministry of Education should think a solution to this including having revolving teachers who come to fill the Gap when a teacher is on the mandatory maternity leave.

➢ Inspection of UPE schools was reported minimal. The reasons to this included 1) a small budget sent down to the districts of less than 20%. 2) There are usually directives from above ordering education offices to give the facilitation from the education office to the District Resident Commissioners (RDCs). As such, some schools can even take two years without being visited by an inspector of schools.

4.5 Recommendations

Strategies and recommendations which address the identified challenges for improved future programme intervention

The current survey unraveled a number of critical issues around non-enrolment of children and retention of children in schools in Uganda. To address some of these issues a number of recommendations have been made:

i. In some of the districts and schools there was confusion around the age at which children start school. This had a bearing on enrolment. The age at which children should start school should therefore be further clarified to all concerned stake holders, parents inclusive so that there are no cases of the teacher saying that the child is young at start of school. Extensive sensitization is recommended. (*For Ministry of Education and Sports (MoES)*)

ii. The study also revealed a strong direct relationship between the involvement of children in child labour and non-enrolment or early drop out. This cuts across the whole country with major areas of involvement of children in labour being commercial agriculture, trade and domestic work. It is therefore imperative that the implementation of laws and policies on children be strengthened and tightened, so that those who use children for labour are brought to book. (*For Ministry of Gender, Labour and Social Development (MoGLSD), Ministry of Local Government (MoLG), Development Partners*)

iii. There is need to increase stakeholder monitoring of children enrolment and drop-out in schools with a multipronged approach to keeping children studying. It is imperative that a wider constituency of actors to education be mobilized and structures strengthened to do community monitoring of child enrolment and school attendance. This can also be complimented with a tracking system that traces children who drop out as well as those who change school. Furthermore, it can be enhanced through passing and implementing bye-laws and ordinances at the community and district levels. Such a serious approach to education and strong community sanctions will enhance retention and high enrolment *(For Parents, the Schools, MoES, the community, Inspectors of Schools, MoLG, SMCs)*.

iv. The retention of children in school is directly linked to teacher motivation and facilitations. Even when other factors within the community that affect enrolment and retention are addressed, if school based one pertaining to teacher motivations is not handled, not much will be achieved via retention. Teachers should be adequately facilitated with what they require and motivated (not necessarily monetary) so that they may be concerned about the children and try to follow

them up in the cases of drop outs (*For MoES, the community, SMCs, Parent Teachers Associations (PTAs), Parents*).

v. Pre-primary education should be also emphasized so that by the time the children get to primary they are not so much a burden to the teachers (*For MoES, UNICEF, Save the Children, UNHCR*).

vi. Poverty eradication programmes should be emphasized and promoted as an educational tool for retention of children in school. This particularly pertains to the efforts of parents to provide food for their children in school (*For Office of the Prime Minister (OPM), MoLG, the Central Government*).

vii. The school dues charged in different school should be regulated by the concerned stakeholders and accountability presented to all those concerned. The main aims as to why different dues are charged should also be made clearly known to the parents, guardians and stakeholders (*For SMCs, PTAs*).

viii. Children and parents should be more enlightened on their rights and responsibilities towards education (*For MoLG, All Development Partners*)

ix. More teachers should be recruited in schools to reduce on the load of teachers so that they can do their work efficiently (*For MoES*)

x. Local leaders (LCs) should be reinforced to help in education issues. That is they should be given training skills on how to handle such cases and the solicitor general should work on ordinances sent to his/her office for ratification before they become law (*For MoLG*). Like with other sections of police, there should be a section of police especially the family unit that deals with school attendance and enrolment enforcement.

xi. Need to integrate community public health approach and link it to educational outcomes. Family planning should be much more emphasized as people produce so many children who they are not capable of taking care of (*For MoLG, Development Partners*)

xii. As a long term measure to encourage retention, school nursing approaches should be used and medical facilities put in schools so that the children who fall sick at school can easily access medical attention (*MoLG, Development Partners, Ministry of Health (MoH), District Health Officers*).

4.6 What can be done to curb drop outs?

i. There is need for school environment to be improved. More teachers should be enrolled, and corporal punishments abolished. There is also need for the government and development partners to improve infrastructure in schools; that is, more classrooms should be constructed, teachers performance monitored to ensure that they are doing the right thing (*MoES, Development Partners*).

ii. More schools should be constructed to solve the problem of distance. Also, Rhino camp refugee settlement areas need a secondary school established to reduce dropout of children after completion of primary seven (*For MoES, UNHCR, UNICEF, OPM, Development Partners*).

iii. Parents should be sensitized about the importance of sending their children to school. Also, there is need to strengthen laws to reduce on child labour and abuse of children's rights (*For MoLG, MoGLSD, OPM, UNHCR, Save the Children, UNICEF*).

iv. Parents and communities should be called upon to come up into schools and participate in education. The government has no capacity anymore to run primary schools. There is need for

people in the community to come up and at one point go back to their primary schools. The Ministry should suggest a day where everyone goes back to their former primary school to help in addressing these issues raised and participate in improving the school. Role models who have studied in such schools will go to the school and be an example to many of the children; and explain why education is important. Some former pupils can even participate in teaching and giving inspiration to the children and creating a difference in schools (*For District Education Officers (DEO), SMCs, PTAs, MoES, MoLG*).

v. Discrimination should be worked upon to reduce conflict at school and between clusters. In the refugee clusters, persons from different nationalities frequently conflict, this affects schooling hence conflict resolution mechanisms needs to be effected (*For UNHCR, SMCs, PTAs, MoES, MoLG*).

vi. There should be food security in the homesteads, not only at school. Lack of food in the family is one of the major hindrances to enrollment, so food secure families would be able to send their children to school (*For OPM, Central Government*).

vii. There is need to help the urban poor households to prevent child labour (*For MoLG, MoGLSD, Development Partners*).

viii. The dropout rate is a very big issue. It is still very hard to tell whether one dropped out or transferred to another school. The only evidence available a comparison can be made on how many registered and how many completed PLE or whether some are still on the way. One time MoES had PIN, and they thought PIN would give an answer to this problem but somewhere, somehow it collapsed. Hence the recommendation on tracking those who dropped out. But the biggest challenge to Uganda is that all these things can be attended to except the issue of lack of resources (*For MoLG, Community, Inspector of Schools, DEO, LC 1 Chairpersons, Parents/Guardians*).

i. Health workers at health units should ensure that they sensitize parents on the benefits of family planning so that parents can have manageable numbers of children when it comes to education (*For MoH, MoLG, Development Partners*)

ix. Set in place by-laws and enforce that all children of 6years must enroll and that parents/guardians must take meals to their children at school (*For MoLG, UNHCR, UNICEF, MoES, PTAs, Parents/Guardians*).

ii. Government should construct more schools in hard to reach areas such as Karamoja since the schools are few and scattered with long distances apart (*For UNHCR, UNICEF, Development Partners, MoES, MoLG*)
iii. The Ministry of Education should aim at practical subjects, insist and demand of all schools to do co-curricular activities that will ensure the child's interest in school and increase on practical knowledge (*For MoES*)
iv. Adult education should be the strategy for those who have dropped out to ensure that they too, acquire some education (*For MoES, PTAs*).
v. Government should create more jobs to solve the problem of unemployment and in turn create morale for enrolment and minimize on drop-outs (*For Central Government, Development Partners*).

vi.   Pay teachers well and in good time this will highly motivate them and as a result the pupils will benefit (*For Central Government, MoES*)

4.7 Advice on Key Policy Issues

- Children with disabilities: Revisit and effect the recruitment of staff for special needs and ensure that they are posted in every school. Remunerate them better and in time. Ensure the right facilities in the school environment; toilet facilities, appropriate pathways for them, play and recreation facilities fit for children with disabilities. Regular guidance and counseling for self-confidence and esteem
- Regular monitoring of administrative work and quality teaching contact time
- Refresher courses for all school administrators, Senior male and female teachers and counselors
- Adequate facilitation of inspectors of schools Tracking system/mechanism must be put in place if we are to clearly know who has enrolled/retained or dropped out of school
- Effectively punish parents and teachers who sexually harass and abuse their children

4.8 Pointers to further research

1. Karamoja region scored poorly on the indicators of non-enrolment and school dropout. There is need for a special study to target the population in Karamoja

2. Detailed analysis required for the refugee population.   Additional information should be collected to explain the why?

3. Need to reflect further on Language as a medium of instruction, especially in the refugee host communities. What will constitute a mother tongue? How can the education system be responsive to the plight of refugee children? This issue needs further investigation especially among refugees from French speaking countries like Congo.

4. A study needs to be conducted on policy implementation within the education factor, for example, introduction of a policy of children to be taught in local language and before everyone understands, the policy of teaching Kiswahili came on board.

5. Ministry of education should conduct a study to understand what motivation entails to the education as it keeps on coming

6.

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APPENDICES

Appendix 1 Enumeration areas visited

Appendix .. Enumeration areas selected by District

Dcode	Dname-2012	Cname-2012	Sname-2012	Pname-2012	Vname-2012	EAName-2012	No of HHold
316	AMURU	KILAK	AMURU TC	LUJORO WARD	ONENCARO	ONENCARO 'A'	71
316	AMURU	KILAK	AMURU TC	LUJORO WARD	OPOLACEN	OPOLACEN 'A'	60
316	AMURU	KILAK	AMURU TC	POGI WARD	ABONGODYANG	ABONGODYANG 'A'	73
316	AMURU	KILAK	AMURU TC	POGI WARD	ABONGODYANG	ABONGODYANG 'B'	94
316	AMURU	KILAK	PABO	GAYA	PUKWANY	PUKWANY 'C'	100
316	AMURU	KILAK	PABO	GAYA	PUKWANY	PUKWANY 'H'	99
316	AMURU	KILAK	PABO	LABALA	ADARA	ADARA 'D'	118
316	AMURU	KILAK	PABO	LABALA	APAA	APAA 'A'	101
314	ABIM	LABWOR	ABIM	KANU	ANGICHA	ANGICHA	52
314	ABIM	LABWOR	ABIM	KANU	AROO WEST	AROO WEST	33
314	ABIM	LABWOR	ABIM	KANU	GEREGERE EAST	GEREGERE EAST	70
314	ABIM	LABWOR	ABIM	KANU	GEREGERE SOUTH	GEREGERE SOUTH	34
314	ABIM	LABWOR	ABIM TC	KIRU WARD	LULA	LULA	51
314	ABIM	LABWOR	ABIM TC	KIRU WARD	NYIKINYIKI	NYIKINYIKI	45
314	ABIM	LABWOR	ABIM TC	KIRU WARD	OBANGANGEO NORTH	OBANGANGEO NORTH	54
314	ABIM	LABWOR	ABIM TC	KIRU WARD	OYARO NORTH	OYARO NORTH	44
303	ARUA	MADI-OKOLLO	ANYIRIBU	YILLI	ARASHI	ARASHI	25
303	ARUA	MADI-OKOLLO	ANYIRIBU	YILLI	OLOYI	OLOYI	61
303	ARUA	MADI-OKOLLO	ANYIRIBU	YILLI	PAJOBI	PAJOBI	77
303	ARUA	MADI-OKOLLO	ANYIRIBU	YILLI	WUA	WUA	25
303	ARUA	MADI-OKOLLO	ULEPPI	KATIYI	BARIZI	BARIZI	70
303	ARUA	MADI-OKOLLO	ULEPPI	KATIYI	ENYIO	ENYIO	77
303	ARUA	MADI-OKOLLO	ULEPPI	KATIYI	PAJULU	PAJULU	113
303	ARUA	MADI-OKOLLO	ULEPPI	KATIYI	VURRA	VURRA	91
402	BUSHENYI	BUSHENYI-ISHAKA MC	ISHAKA DIVISION	WARD IV	BWEGIRAGYE	BWEGIRAGYE LCI 'A'	74
402	BUSHENYI	BUSHENYI-	ISHAKA DIVISION	WARD IV	CELL C	CELL C LCI 'B'	112

Dcode	Dname-2012	Cname-2012	Sname-2012	Pname-2012	Vname-2012	EAName-2012	No of HHold
		ISHAKA MC					
402	BUSHENYI	BUSHENYI-ISHAKA MC	ISHAKA DIVISION	WARD IV	CELL D	CELL D LCI 'A'	103
402	BUSHENYI	BUSHENYI-ISHAKA MC	ISHAKA DIVISION	WARD IV	CELL D	CELL D LCI 'B'	134
402	BUSHENYI	IGARA	KYAMUHUNGA	SWAZI	KAJUGANGOMA	KAJUGANGOMA	80
402	BUSHENYI	IGARA	KYAMUHUNGA	SWAZI	NJERU	NJERU	84
402	BUSHENYI	IGARA	KYAMUHUNGA	SWAZI	SWAZI I	SWAZI I	103
402	BUSHENYI	IGARA	KYAMUHUNGA	SWAZI	SWAZI III	SWAZI III	109
202	BUSIA	SAMIA-BUGWE	LUMINO	BUDIMO	BUDIMO A	BUDIMO A	90
202	BUSIA	SAMIA-BUGWE	LUMINO	BUDIMO	BUDIMO B	BUDIMO B	55
202	BUSIA	SAMIA-BUGWE	LUMINO	BUDIMO	BUDIMO D	BUDIMO D	60
202	BUSIA	SAMIA-BUGWE	LUMINO	BUDIMO	BUKOBE	BUKOBE	108
202	BUSIA	SAMIA-BUGWE	MASINYA	BUTOTE	BUDUMA	BUDUMA	80
202	BUSIA	SAMIA-BUGWE	MASINYA	BUTOTE	BUJABI NORTH	BUJABI NORTH	112
202	BUSIA	SAMIA-BUGWE	MASINYA	BUTOTE	BUTOTE	BUTOTE 'A'	66
202	BUSIA	SAMIA-BUGWE	MASINYA	BUTOTE	BUYUYA	BUYUYA 'A'	105
403	HOIMA	BUHAGUZI	KABWOYA	BUBOGO	IKOOBA II	IKOBA II 'A'	100
403	HOIMA	BUHAGUZI	KABWOYA	BUBOGO	KIHEMDA	KIHENDA	48
403	HOIMA	BUHAGUZI	KABWOYA	BUBOGO	KISONSOMYA	KISONSOMYA	80
403	HOIMA	BUHAGUZI	KABWOYA	BUBOGO	KYARULYAKA	KYARULYAKA	88
403	HOIMA	BUHAGUZI	KIZIRANFUMBI	BULIMYA	KABERYA	KABERYA	89
403	HOIMA	BUHAGUZI	KIZIRANFUMBI	BULIMYA	KIGOZI	KIGOZI	86
403	HOIMA	BUHAGUZI	KIZIRANFUMBI	BULIMYA	KIZIRANFUMBI	KIZIRANFUMBI 'B'	93
403	HOIMA	BUHAGUZI	KIZIRANFUMBI	BULIMYA	RUJUNJU	RUJUNJU	100
418	ISINGIRO	BUKANGA	ENDIINZI	ENDIINZI TB	ENDIINZI B	ENDIINZI B 'A'	128
418	ISINGIRO	BUKANGA	ENDIINZI	ENDIINZI TB	ENDIINZI B	ENDIINZI B 'B'	120
418	ISINGIRO	BUKANGA	ENDIINZI	ENDIINZI TB	KYARUGAJU A	KYARUGAJU A	94
418	ISINGIRO	BUKANGA	ENDIINZI	ENDIINZI TB	NYAKAKONI	NYAKAKONI	89
418	ISINGIRO	BUKANGA	NGARAMA	KAKAMBA	IZO	IZO	97

Dcode	Dname-2012	Cname-2012	Sname-2012	Pname-2012	Vname-2012	EAName-2012	No of HHold
418	ISINGIRO	BUKANGA	NGARAMA	KAKAMBA	KAGERA	KAGERA	90
418	ISINGIRO	BUKANGA	NGARAMA	KAKAMBA	KYABASHAIJA	KYABASHAIJA	96
418	ISINGIRO	BUKANGA	Tion	KAKAMBA	RURONGO B	RURONGO B	130
102	KAMPALA	KAMPALA CC	KAWEMPE DIVISION	KAZO ANGOLA	KAZO ANGOLA CENTRAL	KAZO ANGOLA CENTRAL 'B'	120
102	KAMPALA	KAMPALA CC	KAWEMPE DIVISION	KAZO ANGOLA	KAZO ANGOLA CENTRAL	KAZO ANGOLA CENTRAL 'U'	100
102	KAMPALA	KAMPALA CC	KAWEMPE DIVISION	KAZO ANGOLA	KAZO ANGOLA CENTRAL	KAZO ANGOLA CENTRAL 'O'	135
102	KAMPALA	KAMPALA CC	KAWEMPE DIVISION	KAZO ANGOLA	KAZO ANGOLA CENTRAL	KAZO ANGOLA CENTRAL 'L'	90
102	KAMPALA	KAMPALA CC	LUBAGA DIVISION	NATEETE	CHURCH ZONE	CHURCH ZONE 'B'	67
102	KAMPALA	KAMPALA CC	LUBAGA DIVISION	NATEETE	KAJUMBI ZONE	KAJUMBI ZONE 'C'	146
102	KAMPALA	KAMPALA CC	LUBAGA DIVISION	NATEETE	KITOORO ZONE	KITOORO ZONE 'C'	111
102	KAMPALA	KAMPALA CC	LUBAGA DIVISION	NATEETE	NANFUKA ZONE	NANFUKA ZONE ' B'	124
112	KAYUNGA	NTENJERU	KANGULUMIRA	KANGULUMIRA	KANGULUMIRA	KANGULUMIRA LCI 'A'	126
112	KAYUNGA	NTENJERU	KANGULUMIRA	KANGULUMIRA	KANGULUMIRA	KANGULUMIRA LCI 'C'	105
112	KAYUNGA	NTENJERU	KANGULUMIRA	KANGULUMIRA	KANGULUMIRA	KANGULUMIRA LCI 'G'	70
112	KAYUNGA	NTENJERU	KANGULUMIRA	KANGULUMIRA	KANGULUMIRA	KANGULUMIRA LCI 'J'	125
112	KAYUNGA	NTENJERU	KANGULUMIRA	KIKWANYA	KIKWANYA	KIKWANYA LCI 'A'	91
112	KAYUNGA	NTENJERU	KANGULUMIRA	KIKWANYA	KIMOOLI	KIMOOLI	76
112	KAYUNGA	NTENJERU	KANGULUMIRA	KIKWANYA	KIZAWULA	KIZAWULA	83
112	KAYUNGA	NTENJERU	KANGULUMIRA	KIKWANYA	MAYAGA	MAYAGA	99
208	KUMI	KUMI	KANYUM	AKISIM	AKISIM	AKISIM 'B'	60
208	KUMI	KUMI	KANYUM	AKISIM	AKISIM	AKISIM 'A'	100
208	KUMI	KUMI	KANYUM	AKISIM	KABWELE	KABWELE 'A'	117
208	KUMI	KUMI	KANYUM	AKISIM	KABWELE	KABWELE 'B'	56
208	KUMI	KUMI	ONGINO	KODUKUL	KACHEREDE	KACHEREDE 'A'	104
208	KUMI	KUMI	ONGINO	KODUKUL	KACHEREDE	KACHEREDE 'B'	37

Dcode	Dname-2012	Cname-2012	Sname-2012	Pname-2012	Vname-2012	EAName-2012	No of HHold
208	KUMI	KUMI	ONGINO	KODUKUL	KODUKUL	KODUKUL 'A'	128
208	KUMI	KUMI	ONGINO	KODUKUL	KODUKUL	KODUKUL 'B'	76
104	LUWERO	KATIKAMU	LUWEERO TC	CENTRAL WARD	KATALE	KATALE	80
104	LUWERO	KATIKAMU	LUWEERO TC	CENTRAL WARD	KATWE	KATWE	121
104	LUWERO	KATIKAMU	LUWEERO TC	CENTRAL WARD	LUMU	LUMU LCI 'B'	120
104	LUWERO	KATIKAMU	LUWEERO TC	CENTRAL WARD	LUMU	LUMU LCI 'C'	110
104	LUWERO	KATIKAMU	NYIMBWA	KIYANDA	BBAALE-KAMUZINGIZA	BBAALE- KAMUZINGIZA	104
104	LUWERO	KATIKAMU	NYIMBWA	KIYANDA	GUNDA	GUNDA	82
104	LUWERO	KATIKAMU	NYIMBWA	KIYANDA	KISOOBA	KISOOBA	87
104	LUWERO	KATIKAMU	NYIMBWA	KIYANDA	NANDERE	NANDERE	85
209	MBALE	BUNGOKHO	BUKASAKYA	MARALE	BUGEMA	BUGEMA 'A'	117
209	MBALE	BUNGOKHO	BUKASAKYA	MARALE	KISENYI	KISENYI 'C'	74
209	MBALE	BUNGOKHO	BUKASAKYA	MARALE	MARALE	MARALE 'B'	100
209	MBALE	BUNGOKHO	BUKASAKYA	MARALE	NANSIGE	NANSIGE 'A'	90
209	MBALE	BUNGOKHO	NAMANYONYI	NAMAGUMBA	KIFAFA LOWER	KIFAFA LOWER	115
209	MBALE	BUNGOKHO	NAMANYONYI	NAMAGUMBA	NAMAGUMBA LOWER	NAMAGUMBA LOWER 'A'	60
209	MBALE	BUNGOKHO	NAMANYONYI	NAMAGUMBA	NAMAGUMBA UPPER	NAMAGUMBA UPPER	89
209	MBALE	BUNGOKHO	NAMANYONYI	NAMAGUMBA	NAMENGO	NAMENGO	85
230	NAMAYINGO	BUKOOLI	BUSWALE	NANSUMA	BUMOLI	BUMOLI 'B'	76
230	NAMAYINGO	BUKOOLI	BUSWALE	NANSUMA	BUMOLI	BUMOLI 'A'	98
230	NAMAYINGO	BUKOOLI	BUSWALE	NANSUMA	MASODI	MASODI 'A'	99
230	NAMAYINGO	BUKOOLI	BUSWALE	NANSUMA	SIJAGAJO	SIJAGAJO 'A'	75
230	NAMAYINGO	BUKOOLI	NAMAYINGO TC	NAMAYINGO CENTRAL	NAMAYINGO CENTRAL	NAMAYINGO CENTRAL 'C'	114
230	NAMAYINGO	BUKOOLI	NAMAYINGO TC	NAMAYINGO CENTRAL	NAMAYINGO NORTH	NAMAYINGO NORTH 'A'	120
230	NAMAYINGO	BUKOOLI	NAMAYINGO TC	NAMAYINGO CENTRAL	NAMAYINGO NORTH	NAMAYINGO NORTH 'C'	82
230	NAMAYINGO	BUKOOLI	NAMAYINGO TC	NAMAYINGO CENTRAL	NAMAYUNJU	NAMAYUNJU	126

Dcode	Dname-2012	Cname-2012	Sname-2012	Pname-2012	Vname-2012	EAName-2012	No of HHold
327	NAPAK	BOKORA	LORENGECORA	KOKIPURAT	KOCHOTO	KOCHOTO	139
327	NAPAK	BOKORA	LORENGECORA	KOKIPURAT	KOKIKPURAT	KOKIKPURAT 'A'	120
327	NAPAK	BOKORA	LORENGECORA	KOKIPURAT	LOBOK	LOBOK 'A'	79
327	NAPAK	BOKORA	LORENGECORA	KOKIPURAT	RAPADA	RAPADA 'B'	138
327	NAPAK	BOKORA	NGOLERIET	LOKORETO	LOPEEYI	LOPEEYI 'B'	83
327	NAPAK	BOKORA	NGOLERIET	LOKORETO	LOPIIDA B	LOPIIDA B 'C'	140
327	NAPAK	BOKORA	NGOLERIET	LOKORETO	NALIGOI	NALIGOI 'B'	88
327	NAPAK	BOKORA	NGOLERIET	LOKORETO	NASIKE NORTH	NASIKE NORTH	137
321	OYAM	OYAM	ALEKA	AJUL	AWEAOLI	AWEAOLI	42
321	OYAM	OYAM	ALEKA	AJUL	BERIMWOLO	BERIMWOLO	61
321	OYAM	OYAM	ALEKA	AJUL	ODOLOLONG A	ODOLOLONG A	60
321	OYAM	OYAM	ALEKA	AJUL	WANGLOBO	WANG LOBO	71
321	OYAM	OYAM	NGAI	ARAMITA	ABILA B	ABILA B	44
321	OYAM	OYAM	NGAI	ARAMITA	APUR LONG	APUR LONG	20
321	OYAM	OYAM	NGAI	ARAMITA	BUL KUR	BUL KUR	53
321	OYAM	OYAM	NGAI	ARAMITA	OCOKCAN	OCOKCAN	37
330	ZOMBO	OKORO	JANGOKORO	JUPADINDO	AKWIOKUMA	AKWIOKUMA 'A'	60
330	ZOMBO	OKORO	JANGOKORO	JUPADINDO	KELLE	KELLE 'A'	92
330	ZOMBO	OKORO	JANGOKORO	JUPADINDO	NGOMBURIN	NGOMBURIN	80
330	ZOMBO	OKORO	JANGOKORO	JUPADINDO	OMVA	OMVA	70
330	ZOMBO	OKORO	ZOMBO TC	ABIRA EAST WARD	ABIRAREM	ABIRAREM	101
330	ZOMBO	OKORO	ZOMBO TC	ABIRA EAST WARD	CANA	CANA	75
330	ZOMBO	OKORO	ZOMBO TC	ABIRA EAST WARD	GUNGURU	GUNGURU	52
330	ZOMBO	OKORO	ZOMBO TC	ABIRA EAST WARD	OLAMKULE	CUMU	50

Appendix 2 : Additional Tables not in the text

Table N1: Reasons why the child has never attended school by refugee status

This appendix presents the relationship between reasons for never attended school, reasons for school drop and general attitude of respondents on education by the selected background characteristics. In this study, within the households, respondents were asked to list names of children who have never attended school.

Table N1: Reasons why the child has never attended school by household size, sex of Child and religion

Reason	Household size			Sex of child		Religion				Total
	<6	6_8	9+	Male	Female	Catholic	Protestant	Moslem	Other	
Physically or mentally disabled	16.4	15.0	16.9	13.8	17.7	11.0	20.7	22.4	0.0	**15.8**
He/she is needed to work or to help at home	19.1	26.6	22.5	19.2	27.3	40.9	18.9	0.0	16.7	**23.3**
There is not enough money to pay the cost of schooling	68.2	55.5	47.9	57.5	58.3	51.8	61.3	65.8	45.8	**57.5**
Do domestic work such as caring for younger children or elderly or sick relatives	19.1	28.9	26.8	19.8	30.5	43.1	22.5	0.0	16.7	**25.3**
Cooking or cleaning, fetching water or wood, etc.?	1.8	3.5	7.0	1.8	5.4	6.6	2.7	0.0	4.2	**3.7**
Tend animals, or work on the family farm or in the family business?	0.9	4.1	0.0	4.2	0.5	1.5	1.8	5.3	0.0	**2.3**
There is not enough money to pay the cost of schooling	69.1	49.1	47.9	51.5	58.3	48.2	56.8	65.8	50.0	**54.9**
The school is too far away	20.9	22.0	18.3	19.8	21.9	29.9	25.2	2.6	8.3	**21.0**
It is unsafe to travel to school	10.9	9.8	8.5	8.4	11.2	4.4	22.5	4.0	4.2	**10.1**
It is a family trend	0.9	2.3	15.5	4.8	4.3	3.7	6.3	0.0	16.7	**4.6**
The child (him/herself) does not want	11.8	16.2	26.8	16.2	17.7	21.2	15.3	6.6	29.2	**16.7**
Teachers do not perform well	2.7	1.7	12.7	4.8	3.7	2.2	6.3	0.0	20.8	**4.3**
Pupils are unsafe at school	4.6	3.5	16.9	8.4	4.8	1.5	13.5	6.6	4.2	**6.6**
School buildings or facilities are poor or have problems	2.2	0.7	12.1	3.4	3.6	0.0	8.5	4.3	0.0	**3.6**
Classrooms are too crowded	6.4	4.1	21.1	8.4	8.0	5.8	14.4	0.0	20.8	**8.3**
Schooling is not important	2.7	2.9	8.5	4.2	3.7	4.4	5.4	1.3	0.0	**3.7**
He/she is not interested in attending school	10.0	17.9	38.0	19.8	19.3	25.6	17.1	9.2	29.2	**19.5**
He/she is unlikely to find a place in secondary school	0.9	2.3	12.7	5.4	2.7	2.9	6.3	4.0	0.0	**4.0**
School graduates cannot find good jobs	0.9	2.9	14.1	3.6	5.4	4.4	6.3	4.0	0.0	**4.6**
Child is younger or older than 13 years	76.9	80.8	61.1	73.3	76.9	78.5	71.7	73.1	79.0	**75.5**
Got Married or made someone pregnant	3.9	0.9	20.8	1.2	6.8	3.6	2.2	7.3	0.0	**3.9**
Became pregnant or had a child	5.0	2.2	0.0	2.8	2.6	0.0	8.0	0.0	0.0	**2.7**
Other reasons	15.5	23.1	38.0	21.0	26.2	18.3	31.5	15.8	45.8	**23.9**

Table N2: School costs that make it too hard for children to continue attending school

Cost	Sex of Household head		Total
	Male	Female	
School fees	36.7	50.6	**41.1**
Uniform or clothing	19.1	24.5	**20.8**
Examination fee	9.5	12.1	**10.3**
Building development fund	20.0	28.1	**22.5**
Books and supplies	14.9	21.7	**17.0**
PTA fees	3.7	5.6	**4.3**
Transportation	1.3	1.2	**1.3**
Coaching	19.5	24.9	**21.2**
All costs	27.5	24.9	**26.7**

Table 514: Knowledge/Opinions of who is responsible for providing different school requirements

Responsibility		Migration Status		Sex of Respondent		Region					Total
		Non-Migrant	Migrant	Male	Female	Central	Eastern	Karamoja	Northern	Western	
School fees	Government	87.4	58.8	85.4	82.3	74.6	89.9	94.4	80.3	85.0	**83.5**
	Family	9.8	14.3	9.0	11.3	19.9	8.0	3.2	6.9	9.4	**10.4**
	Don't Know	2.9	26.9	5.6	6.4	5.5	2.1	2.4	12.8	5.6	**6.1**
School Uniform	Government	5.1	15.1	6.1	6.6	10.8	4.6	8.7	1.3	9.4	**6.5**
	Family	90.9	55.2	86.2	86.3	82.1	94.0	88.9	81.0	85.4	**86.1**
	Don't Know	3.9	29.7	7.7	7.1	7.1	1.4	2.4	17.7	5.2	**7.4**
Exercise books	Government	5.8	18.9	7.5	7.6	9.2	5.8	11.9	3.0	12.4	**7.6**
	Family	90.2	53.7	84.9	85.7	85.0	92.8	86.5	79.2	82.2	**85.3**
	Don't Know	3.9	27.4	7.5	6.7	5.8	1.4	1.6	17.8	5.4	**7.1**
Text books	Government	78.6	55.2	76.3	74.8	62.8	85.0	97.6	60.3	88.4	**75.5**
	Family	15.9	15.6	14.9	16.8	29.5	9.7	0.8	21.7	6.0	**15.9**
	Don't Know	5.5	29.2	8.8	8.4	7.6	5.4	1.6	18.0	5.6	**8.6**
Meals	Government	19.5	17.4	18.4	19.9	16.9	10.7	88.9	10.2	12.8	**19.2**
	Family	76.0	51.2	72.9	72.5	74.9	86.4	9.5	71.7	81.6	**72.6**
	Don't Know	4.5	31.5	8.6	7.6	8.2	2.9	1.6	18.1	5.6	**8.2**

Table 515: Sources of information on UPE by region, sex of Household head and refugee status

Source	Migration Status		sex of HH		Region					Total
	Non-Migrant	Migrant	Male	Female	Central	Eastern	Karamoja	Northern	Western	
Other parents	58.8	44.3	59.6	48.5	51.4	59.3	75.4	59.5	47.4	**56.8**
Your child (ren)	36.8	31.0	36.2	35.3	35.2	37.2	40.9	41.8	24.8	**36.0**
Teachers / head teacher	49.0	36.6	48.3	44.4	42.7	52.0	68.7	45.4	38.8	**47.4**
The radio	69.8	28.1	66.6	57.2	70.3	63.9	79.4	54.2	62.6	**64.2**
The newspaper	19.2	23.0	19.3	20.8	39.2	18.2	13.1	7.6	15.0	**19.7**
Politicians or local leaders	49.3	27.1	47.4	43.2	62.1	39.7	60.7	29.0	51.6	**46.4**

Table 528: Sources of information about what is going on at school by region, sex of Household head and refugee status

Source	Migration Status		sex of HH		Region					Total
	Non - Migrant	Migrant	Male	Female	Central	Eastern	Karamoja	Northern	Western	
Parents meeting	42.4	49.2	46.1	36.3	54.2	28.7	57.4	31.1	58.5	**43.4**
Talking to school staff informally	13.9	13.9	14.5	12.2	18.1	8.4	16.4	8.9	21.4	**13.9**
School reports	24.7	25.2	25.8	21.8	33.6	11.1	49.7	23.3	19.0	**24.7**
Letters from school	53.5	26.7	52.4	42.1	58.8	58.9	53.3	30.7	49.1	**49.6**
Child tells me or I ask him/her	61.0	60.5	63.6	53.9	35.2	71.3	65.5	72.6	60.9	**61.0**
School Management Council	12.5	9.7	12.9	10.0	14.1	4.7	37.5	8.3	9.8	**12.1**
Phone calls	9.4	14.1	10.9	8.1	20.0	6.7	6.6	3.6	13.4	**10.1**
Don't know	1.4	5.5	1.7	2.8	3.2	2.5	1.2	0.7	2.0	**2.0**
Other means	3.1	0.2	2.9	1.9	0.8	4.8	0.6	0.9	5.6	**2.6**

Table 510: Knowledge about ownership of the School

Ownership	Sex of Respondent		Total
	Male	Female	
Government Aided	79.04	75.13	76.83
Community	6.01	4.35	5.07
Private Non-Religious	9.94	12.46	11.37
Private Religious	4.78	7.76	6.47
Other	0.23	0.29	0.27
Total	**100**	**100**	**100**

Table 524: Advantages that a 15 year old girl who has gone to school has over other girls who have not

	Migration status		Sex of respondent		Region					Total
	Non-Migrant	Migrant	Male	Female	Central	Eastern	Karamoja	Northern	Western	
Find better job	67.9	83.0	29.1	30.4	78.3	49.1	91.4	72.2	72.5	**70.0**
Provide support to household	73.1	75.9	26.7	26.1	79.2	63.2	92.0	69.3	75.0	**73.5**
Chance for higher education	45.7	59.2	**50.7**	53.9	47.1	45.3	30.7	45.8	64.3	**47.6**
Learn to read and write	37.3	43.7	58.6	64.2	34.3	30.2	38.7	57.6	27.0	**38.2**
Learn other languages	85.5	60.3	17.8	18.3	81.2	84.7	83.9	87.1	70.1	**81.8**
Learn mathematics	84.5	82.3	15.6	15.9	79.5	86.8	85.7	94.4	71.4	**84.2**
Learn vocational/technical skills	61.5	64.2	42.5	34.5	74.5	57.8	44.6	62.4	61.2	**61.9**
Develop moral values	74.6	76.8	23.3	26.3	82.6	72.7	44.9	81.2	77.4	**74.9**
Critical thinking	74.5	80.1	22.2	26.7	80.5	63.3	57.1	94.3	69.8	**75.3**
Make a better marriage	88.8	84.6	11.4	11.9	91.0	79.6	93.8	93.3	86.1	**88.2**
Learn to be a good parent	88.6	80.8	12.1	12.8	89.6	73.9	95.8	96.5	85.7	**87.4**
No benefits	98.5	96.0	1.7	1.9	95.2	98.7	99.7	99.6	98.2	**98.2**
Others	96.5	99.6	3.7	2.6	99.4	92.3	100.0	99.6	94.6	**96.9**

Table 525&526: Disadvantages of sending a Child to school

	Sex of child	Migration status		Sex of respondent		Region					Total
		Non-Migrant	Migrant	Male	Female	Central	Eastern	Karamoja	Northern	Western	
Expensive		10.4	22.7	12.0	12.2	13.9	12.7	4.2	18.6	5.1	**12.2**
Lose child's labour		1.3	8.0	2.3	2.2	3.0	1.3	0.3	3.1	2.5	**2.2**
No disadvantages		82.2	66.7	81.4	79.1	79.3	82.3	74.1	70.0	94.9	**79.9**
Other	Boy	1.5	1.1	1.4	1.5	1.7	3.8	0.3	0.4	0.0	**1.4**
Expensive		9.9	23.4	11.7	11.9	13.5	12.4	0.9	19.7	4.9	**11.9**
Lose child's labour		1.0	8.2	2.2	2.1	2.3	1.2	0.0	3.2	2.7	**2.1**
No disadvantages		81.8	65.8	81.4	78.4	78.2	81.7	76.8	69.1	94.4	**79.5**
Other	Girl	1.8	0.7	1.5	1.8	0.8	4.8	0.6	0.9	5.6	**2.6**

Table 523: People or groups of people who would contribute to making a Primary school a good environment for Education

	Migration status		Sex of respondent		Region					Total
	Non-Migrant	Migrant	Male	Female	Central	Eastern	Karamoja	Northern	Western	
Government	42.1	21.0	61.2	60.6	66.5	58.4	59.8	51.6	71.2	**61.0**
Head teacher / teachers	39.9	51.2	58.3	58.5	62.9	59.4	63.1	46.8	65.0	**58.5**
SMC	59.7	62.9	45.5	35.5	31.7	28.2	60.4	43.7	48.6	**39.8**
PTA	63.2	69.5	37.5	34.6	31.7	26.5	61.3	38.7	35.1	**35.9**
Community	66.1	69.8	34.0	33.1	29.4	35.5	52.7	23.7	37.5	**33.4**
Parents/guardians	37.8	55.6	58.8	60.0	48.2	71.8	64.0	45.4	74.5	**59.6**
Pupils	62.5	72.2	34.6	37.4	29.7	42.3	57.1	26.0	37.3	**36.1**
Others	94.0	94.7	5.7	6.2	1.4	2.5	25.6	3.5	7.8	**5.9**

Table 516: Perceptions and Misconception about the effects of UPE

	Migration status		Sex of respondent		Region					Total
	Non-Migrant	Migrant	Male	Female	Central	Eastern	Karamoja	Northern	Western	
Since the start of UPE in 1997, students in primary schools are learning more	63.5	34.3	59.1	60.2	44.4	63.0	94.1	79.0	31.0	59.6
Since UPE, the performance of primary school teachers has improved.	52.4	25.6	47.8	49.5	33.7	48.7	89.3	69.0	21.4	48.8
Since UPE, the quality of primary school buildings has improved.	74.0	36.1	71.0	67.8	58.1	75.5	90.5	76.2	53.0	68.9
Since UPE, there are more textbooks available in primary schools.	57.3	34.5	57.4	52.0	49.0	52.2	77.0	57.6	48.6	54.3
Since UPE, private schools are better than government aided schools	69.7	49.6	67.3	66.6	74.2	77.6	24.2	52.0	83.0	67.0
There are no UPE primary schools	9.9	8.2	8.8	10.4	14.0	10.3	2.4	6.0	11.2	9.6
UPE is good but has been spoilt by politicians	39.0	30.7	39.5	36.7	43.2	41.5	16.3	32.8	43.0	37.9
UPE child cannot study up to university	23.1	18.4	22.5	22.4	25.9	25.4	3.6	14.5	33.6	22.4
UPE is strictly for the poor	34.0	34.0	35.0	33.3	33.6	38.0	19.8	25.9	47.2	34.0
UPE has reduced school drop outs	53.3	41.7	53.5	50.7	47.7	50.9	71.8	52.0	48.0	51.7
UPE was brought by government to reduce competition	36.0	21.2	36.7	32.0	34.3	23.0	54.8	46.0	23.4	34.0
UPE is for children to grow	33.4	29.7	37.8	29.0	25.2	23.0	37.3	56.5	23.6	32.9
UPE should be stopped and we go back how we were	13.4	11.0	13.7	12.6	16.3	15.6	4.0	5.5	20.2	13.1
UPE is a waste of time	13.2	11.0	14.1	11.7	14.4	16.9	2.8	3.9	22.4	12.9
UPE is a waste of resources	12.1	10.2	12.5	11.3	14.1	14.4	2.8	3.3	21.4	11.9
UPE is a myth than reality	13.9	13.3	15.1	12.5	14.8	11.8	4.4	6.8	30.0	13.8
UPE is for Ugandans only	23.7	9.7	20.5	23.0	14.3	20.0	71.0	11.9	23.8	21.8

Table 517-521: Parents knowledge about some school structures and their involvement in School activities

	Migration status		Sex of respondent		Region					Total
	Non-Migrant	Migrant	Male	Female	Central	Eastern	Karamoja	Northern	Western	
Does the school that your child(ren) attend have a PTA	92.0	87.7	91.1	91.5	81.3	90.9	99.1	98.1	93.0	**91.4**
Have you attended a PTA meeting in the last 12 months?	83.4	68.3	86.5	77.3	88.2	69.9	96.8	84.5	78.6	**81.3**
Does the school that your child(ren) attend(s) have a SMC	92.2	85.5	92.0	90.6	87.9	86.3	98.2	97.4	91.8	**91.2**
Do you think the SMC at your child(ren)'s school is doing a good job?	85.9	55.0	83.4	80.8	83.4	72.5	94.5	87.9	78.5	**81.8**
In the Past 12 months, have you gone to a child(ren)'s school for any of the following										
School celebrations, performances, or sports events	55.6	42.4	52.1	54.8	68.3	39.1	60.5	56.5	49.0	**53.6**
Meeting or conference with a headteacher or teacher	76.2	59.1	75.8	71.9	77.1	67.4	82.5	71.3	77.5	**73.8**
To observe teachers teaching classes.	24.2	20.0	21.0	25.5	42.0	17.5	15.8	9.8	29.1	**23.6**
Other reasons	7.4	15.0	8.6	8.3	14.6	4.6	4.0	1.9	16.0	**8.5**

Table 522: Knowledge and Opinions about the importance of schooling and what makes Primary schools good

	Migration status		Sex of respondent		Region					Total
	Non-Migrant	Migrant	Male	Female	Central	Eastern	Karamoja	Northern	Western	
In order to be a good school, all of a school's buildings must be permanent	71.9	95.2	76.6	74.1	72.0	73.0	47.2	92.7	73.5	75.2
Whenever necessary, parents should keep their children home from school to work or help in the household	9.4	16.4	11.0	9.9	18.1	7.5	0.8	11.6	8.3	10.4
Girls do not need more than a primary school education	3.2	7.1	4.1	3.4	8.1	2.0	1.5	3.6	2.4	3.8
Boys do not need more than a primary school education	3.0	5.7	3.4	3.1	4.9	2.5	1.1	4.2	2.8	3.4
More girls would complete primary school if schools had more female teachers	33.0	37.9	33.3	33.8	21.8	34.6	2.6	56.4	33.3	33.7
Primary schools should teach more practical skills, like carpentry or sewing	74.5	55.5	72.6	71.0	85.5	73.7	21.1	73.4	74.6	71.8
Corporal punishment should be abolished completely	61.6	65.7	63.3	61.2	55.3	49.7	91.3	70.2	63.6	62.2
There is need to intensify the security of children at schools	94.5	85.2	92.5	93.7	94.4	93.2	97.7	95.6	86.2	93.2
Each village should have its own school	76.5	81.2	74.6	79.1	85.7	77.6	80.4	64.2	81.3	77.2
All teachers should be housed at school	96.7	77.9	93.2	95.0	91.4	96.7	98.1	96.3	88.4	94.0
All schools should have a play ground	98.6	89.8	96.6	98.2	96.8	98.3	99.3	98.6	94.1	97.3
Schools should have extracurricular activities	98.1	83.6	94.7	97.1	96.3	97.3	99.3	98.7	89.0	96.0
Schools should have facilities for the disabled children	97.4	92.9	97.4	96.4	95.9	96.9	99.3	99.0	93.8	96.8
Teachers should be exemplary	98.0	94.8	97.4	97.8	96.5	96.3	99.3	99.0	97.8	97.5
Parents should respect teachers in front of their children	98.2	90.7	96.7	97.5	96.6	97.6	98.5	97.9	95.4	97.1
Pupils of all schools should have field trips	97.2	87.6	95.9	95.8	96.0	97.0	98.1	93.6	95.8	95.8
All schools should have counselors	97.0	91.4	96.0	96.5	95.4	95.7	98.9	95.9	97.2	96.2
Government should be very strict on when children should begin school	90.4	89.6	90.2	90.3	94.6	88.5	99.6	86.7	87.3	90.2
There is need to have strong laws on sexual harassment	98.0	93.6	97.0	97.7	96.0	97.1	99.6	98.7	96.5	97.4
Parents should be forced to provide primary school going children with food	65.4	52.3	64.5	62.5	68.7	66.6	4.5	74.0	67.7	63.5
It is the duty of government not parent to provide scholastic materials for the child	40.5	60.0	40.2	45.6	57.6	40.5	32.5	34.8	45.8	43.3
Pregnant girls should be allowed to sit for PLE	86.3	64.0	82.1	84.1	85.5	90.1	74.3	80.3	78.1	83.1
Boarding facilities should be introduced for boys and girls	91.1	77.1	88.6	89.7	90.8	88.5	98.1	91.2	80.9	89.1
The government should revitalize the PTA	87.1	85.4	87.8	86.0	87.5	76.6	96.6	93.6	87.0	86.8

APPENDIX 4 SURVEY TEAM

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Dr. Eria Olowo Onyango
Dr. Eric Awich Ochen
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Charity Asiimwe	Proscovia Nabisubi	

Appendix 4, Sample of the list of Selected Households

	10.12.2013		**11.12.2013**
	Hoima district, Kabyoya Parish, Bubogo Village		
	Ikoba II EA		Kihenda EA
	Names of those sampled		
1.	Byaruhanga Deogratius	**1**	**LC1 Chairperson** Sande Steven
2	Samson Kiseka	2	Ngonzebwa David
3.	Bataringaya Wilberforce	3	Baguma Joseph
4.	Kwehangana Patricio	4	Birungi Sarah
5.	Ndagyize Gilbert	5	Birakuratwa Edward
6.	Tumwebaze Zabron	6	Busobozi Jackson
7.	Balengire Karoli	7	Tumusime James
8.	Kaliga	8	Kasangaki Fred
9.	Mujuni Eldad	9	Abigaba Simon
10.	Pauline	10	Ahaisibwe Gerald
11.	Babikengire Wilson	11	Bazare John
12.	Barora	12	Kabaniha Nathan
13.	Muhwezi	13	Nyamaganda Flora
14.	Nkwasibwe Bernard	14	Ashaba Lawrence
15.	Nyakwehara	15	Karubanga Leonard
16.	Kadede	16	Tamale Deogratius
17.	Angina	17	Birungi Justus
18.	Kahebwe	18	Irumba Jackson
19.	Zabahiga Celestine	19	Kobwemi Julius
20.	Muragizi	20	Kyarigonza Jackson
21.	Benon Charles	21	Ndereya Ndahura
22.	Nganda John	22	Ategeka Ndahura
		23	Tugume Geoffrey
		24	Ayebare Jackson

Appendix 5: Key Informant Interview Guide

A. Non enrollment of children in schools
1. What is the general problems affecting children in this community?
2. Are there children in this community who have never gone to school at all?
3. How big is their number and how significant is the problem?
4. What could be the reason for non enrollment of these children?
5. For children who do not go to school what do they do on a daily basis?
Probe: socio cultural factors
    a. Low enforcement of relevant laws and legislation on child rights
    b. Inaction of duty bearers
    c. Family situations and issues
    d. Children's personal situations and disability?
    e. Distance to school
    f. Lack of motivation on part of the parents
    g. Religious belief and views
    h. Other reasons
6. Are these children aware of their rights to education?
7. What other vulnerabilities and challenges do such children who do not go to school face?
8. What kind of future do these children who have never been to school face?
9. What can be done to redress the injustices done to such children?
10. Are there alternative ways of helping children who have not gone to school to catch with lost education time?

B. Drop out of children (pupils) from school
1. Comment on the level of drop out of children in this community/district/village?
2. Between boys and girls who drop out most?
3. What in your view are some of the factors that fuel school drop out of pupils at the different class levels?
a. school based factors? (Probe them, is it school facilities, lack of food, teachers behavior etc)
b. Inaction of parents and lack of parental guidance
c. Family situations and issues
d. Children's personal situations and disability
e. Distance to school
f. Lack of motivation on the part of the parents
g. Religious belief and views
h. Other factors within the community?
5. For the children who drop out of school what do they do at home on a daily basis?
6. Are these children aware about their rights to education? other rights?
7. What other vulnerabilities and challenges do such children who do not go to school face?
8. What kind of future do such children who drop out of school face?
9. What can be done to address the high dropout rates? Redress the situation and the children studying Probe
    a. Role of the child, Role of parents, role of teachers and schools
    b. Roles of Local governments, Role of central government
    c. Role other development partners and actors

Identification Information **Appendix 6: Questionnaire**

INFORMED CONSENT

Hello. My name is _____ and I am working with Makerere University, Colleg
Humanities and School of Social Sciences. We are conducting a national survey about education of children in Uganda including refug
We would very much appreciate your participation in this survey. I would like to ask you about your education and the education of (
children/the children for whom you are responsible). This information will help the government to plan education programs and initiati
Whatever information you provide will be kept strictly confidential and strictly to be used by the research team. Participation in this surve
voluntary and you can choose not to answer any individual question or all of the questions. However, we hope that you will participa
this survey since your views are important. At this time, do you want to ask me anything about the survey? May I begin the interview n
We will have an interview which will take us between 30-40 minutes. All the information got will be kept confidential. (Briefly explain)

Consented to participate in this survey?   YES……….. ☐   NO………… ☐

Go to next house and mark this house as refusal.

Interviewer Signature _____   Date: _____ **THANK YOU**

1   RESPONDENT IDENTIFICATION NUMBER_____

2   DISTRICT _____

3   SUBCOUNTY / TOWN _____

4   PARISH / LC2 NAME **:**_____

5   VILLAGE / LC1 NAME:_____

URBAN	1	RURAL	2	

INTERVIEW DATE				2	0	1	3

6   LANGUAGE USED DURING THE INTERVIEW

ENGLISH 1 ATESO 2 LUGANDA 3 JAPADHOLA 4 LUMASABA 5 LUO 6	Runyoro –Rutoro 7 RUNYANKORE/RUKIGA 8 Lugwala 9 Amahali ---------------------- 11 Arabic …………………..12 Rwandese ………………… 13	Somali ………………………14 Swahili …………………… 15 Tigirinya …………………… 16 Tigrey ………………………… 17 Others specify 98
	INTERVIEW RESULT: COMPLETED	1	PARTIALLY COMPLETE	**2**
	TIME INTERVIEW STARTED: Time Interview Ended

7 SUPERVISOR'S SIGNATURE……………………………/Date………………

8. Name of Interviewer _____ **Date**

9. Name of Field editor _____ Date

Household schedule

Beginning with the household head, list the members of this household

Personal characteristics of household individuals

Line no	Name of household member	Sex 1.M 2.F	Relationship to head	Age Complete years	Can read or write	Ever been to school	Highest level attained 6+ yrs	Mother alive	Line no of mother	Father alive	Line number of father	Economic activity engaged in 10+yrs
Q101	Q102	103	Q104	105	106	107	108	109	110	111	112	113
					YES NO (1) (2)	YES NO (1) (2)		YES NODK (1) (2) (8) 2, 8 Skip 111		YES NODK (1) (2) (8) 2, 8 Skip 113		
01.												
02.												
03.												
04.												
05.												
06.												
07.												
08.												
09.												
010.												

Code for column 104: **Relationship to head**

Code for column 110 & 112: **living status**

1. Head
2. wife or husband
3. son/daughter
4. son in law or daughter in law
5. Grand child
6. Parent

7. Parent in law
8. Brother or sister
9. Co-wife
10. Other relatives
11. Adopted/foster/step child
12. Not related
98. Don't know

If not in household record 96

NB *if > than 10 members in household, use another sheet and ensure that you have put on questionnaire number. Once in office, staple*

SECTION 1. PARENT/GUARDIAN CONSENT AND BACKGROUND

201	Sex of respondent	Male.......................................1 Female...................................2	
202	When were you born		
202a	What is your country of origin	Burundi …………………………1 Congo ………………………..2 Eritrea ……………………………3 Ethiopia …………………………4 Kenya …………………………5 Rwanda ……………………….6 Somalia …………………………7 South Sudan …………………….8 Tanzania ……………………….9 Other (Specify) …………………10	
203a	Before you came to Uganda as a refugee, what was your main source of income/livelihood	Casual labourer.........…........1 Petty trade. ……………….......2 Small-scale business……….....3 Medium business…………….....4 Formal employment…….…......5 Artisan.………….......…….…...6 Depends on relatives.............7 Rent collections.....................8 Pension /retired....................9 Peasant Farmer....................10 Other (Specify)…… ………......11	
203	What is your current main source of income/livelihood	Casual labourer.......…........… 1 Petty trade. ..………………......2 Small-scale business……….... 3 Medium business……………..... 4 Formal employment……….…... 5 Artisan.……………......……......6 UNHR …………………………7 WFP ………………………….. 8 Remittance from relatives............9 Rent collections............................10 Pension /retired...........................11 Peasant Farmer.................. ….. 12 Other (Specify)…… ………....... 98	
204	What is your religion	Catholic ……………………….1 Protestant …………………….2 Pentecostal ………………………3 SDA ……………………………4 Muslim ……………………….5 Orthodox …………………….6 Other Specify ……………….. 8	
205	Have you ever attended school?	Yes.......................................1 No.......................................2	2 skip to 208
206	What is the highest level of education you attended?	Primary …………………… 1 Secondary ……………… 2 Tertiary ....……………3 University …………………4 Other (e.g.) ABEK..................8	
207	What is the highest class/year completed at that level	Class/Year	

CHECK FROM THE HOUSEHOLD SCHEDULE AND TRANSFER NAMES OF CHILDREN BETWEEN 5-15 YEARS

Name of children between 5 years and 15 years

Code	Line number	Name of the child	Does he/she go to school? Yes….1 No…..2 2 skip 209	Government or private aided Govt……….1 Private……2 Don't know3	Which class	Do you know the name of the class teacher Yes….1 No…..2	Do you know the name of the head teacher Yes….1 No…..2.	Is this child a leader at school? Yes….1 No…..2.
208A								
208B								
208C								
208D								

209	If any is not going to school, what is the reason **MULTIPLE RESPONSES ALLOWED**	Lack of school fees………………….A Distance…………………………….B Child disabled………………………… C Girls should not be educated……… D Other (Specify)………………………Y			
210	What chores do the boys/girls do before going to school?	Chore	Girls	Boys	
		Cooking			
		Fetching water			
		Milking			
		Cleaning house			
		Cleaning compound			
		Digging			
		Other (Specify)			
211	What chores do the boys/girls do after coming from school? (**Tick**)	Chore	Girls	Boys	
		Cooking			
		Fetching water			
		Milking			
		Cleaning house			
		Cleaning compound			
		Digging			
		Other (Specify)			

SECTION 3: CHILDREN WHO HAVE NEVER ATTENDED SCHOOL

Qn	Questions and Filters	Name Child 1		Name Child 2		Name Child 3	
	There are many reasons why a child may not attend school. I am going to ask you about some reasons people give for not sending children to school. Please tell me if any of these reasons are important in explaining why (NAME) does not attend school now.						
301	Is it partly because (NAME) is physically or mentally disabled and unable to attend school?	YES....1 NO......2		YES....1 NO......2		YES....1 NO......2	
302	Does (NAME) not attend now partly because he/she is needed to work or to help at home?	YES....1 NO......2		YES....1 NO......2		YES....1 NO......2	
303	Does (NAME) not attend school now partly because there is not enough money to pay the costs of schooling?	YES....1 NO......2 DK...... 8		YES....1 NO......2 DK...... 8		YES....1 NO......2 DK...... 8	
304	Does (NAME) not attend school now partly because he/she is needed to: Do domestic work such as caring for younger children or elderly or sick relatives, cooking or cleaning, fetching water or wood, etc.? Tend animals, or work on the family farm or in the family business? Work for an employer?		Yes / No		Yes / No		Yes / No
		DOMESTIC WORK	1 / 2		1 / 2		1 / 2
		FAMILY FARM/BUSINESS	1 / 2		1 / 2		1 / 2
		EMPLOYER	1 / 2		1 / 2		1 / 2
305	Does (NAME) not attend school now partly because there is not enough money to pay the costs of schooling?	YES....1 NO......2		YES....1 NO......2		YES....1 NO......2	
306	Is it partly because the school is too far away?	YES....1 NO......2		YES....1 NO......2		YES....1 NO......2	
307	Is it partly because it is unsafe to travel to school?	YES....1 NO......2		YES....1 NO......2		YES....1 NO......2	
308	Does (NAME) not attend school now partly because it is a family trend	YES....1 NO......2		YES....1 NO......2		YES....1 NO......2	
309	Does (NAME) not attend school because the child him/herself does not want	YES....1 NO......2		YES....1 NO......2		YES....1 NO......2	
310	Some children may not attend school because there are problems with the school or with school quality. Please tell me if any of the following things help to explain why (NAME) does not attend school now.		Yes / No		Yes / No		Yes / No
	Teachers do not perform well	TEACHER PERFORM	1 / 2		1 / 2		1 / 2
	Pupils are unsafe at school	PUPILS UNSAFE	1 / 2		1 / 2		1 / 2
	School buildings or facilities are poor or have problems	PUPILS UNSAFE	1 / 2		1 / 2		1 / 2
	Classrooms are too crowded	CLASSES CROWDED	1 / 2		1 / 2		1 / 2
311	Does (NAME) not attend school now partly because schooling is not important?	YES....1 NO......2		YES....1 NO......2		YES....1 NO......2	
312	Is it partly because (NAME) is not interested in attending school?	YES....1 NO......2		YES....1 NO......2		YES....1 NO......2	
313	Is it partly because it is unlikely that (NAME) would be able to find a place at secondary school?	YES....1 NO......2		YES....1 NO......2		YES....1 NO......2	

qn	Questions and Filters	Name Child 1		Name Child 2		Name Child 3	
	There are many reasons why a child may not attend school. I am going to ask you about some reasons people give for not sending children to school. Please tell me if any of these reasons are important in explaining why (NAME) does not attend school now						
314	Is it partly because school graduates cannot find good jobs?	YES....1 NO......2		YES....1 NO......2		YES....1 NO......2	
315	CHECK 105 IF CHILD YOUNGER OR OLDER THAN 13 YEARS	YOUNGER 13 YEARS ----1 13 YEAR OR OLDER------2 **skip 317**		<13 …..1 13+ …...2 **skip 317**		<13 …..1 13+ …...2 **skip 317**	
316	CHECK 103: Male Female Is it partly because (NAME) got married or made someone pregnant? / Is it partly because (NAME) got married, got pregnant, or had a child?	Male	Female	Male	Female	Male	Female
		YES....1 NO......2		YES....1 NO......2		YES....1 NO......2	
317	Is there (an/another) important reason why (NAME) does not attend school now?	YES....1 NO......2		YES....1 NO......2		YES....1 NO......2	

SECTION 4: CHILDREN WHO DROPPED OUT OF SCHOOL

C400	CHECK 107 for children who have ever been to school and ask if still in school	In school ………..1 – Skip 501 Dropped out …… 2		In school .1 – Skip 501 Dropped out …… 2		In school.1 – Skip 501 Dropped out …… 2	
		NAME CHILD 1		**NAME CHILD 2**		**NAME CHILD 3**	
401	How old was (NAME) when he/she stopped attending school? RECORD AGE IN COMPLETED YEARS.	Age					
	There are many reasons why a child may have stopped attending school. I am going to ask you about some reasons people give for why children stop attending school. Please tell me if any of these reasons are important in explaining why (NAME) stopped attending school						
402	.Was it partly because (NAME) was needed to work or to help at home?	YES........................1 NO...........................2 Skip 404 DON'T KNOW..........8		YES....................1 NO.....................2 Skip 404 DON'T KNOW......8		YES....................1 NO.....................2 Skip 404 DON'T KNOW.....8	
403	Did (NAME) stop attending school partly because he/she was needed to:		Yes	No	Yes	No	Yes	No
	Do domestic work such as caring for younger children or elderly or sick relatives, cooking or cleaning, fetching water or wood, etc.?	Domestic work	1	2	1	2	1	2
	Tend animals, or work on the family farm or in the family business?	Farm/Family business	1	2	1	2	1	2
	Work for an employer?	Employer	1	2	1	2	1	2
404	Was it partly because there was not enough money to pay the costs of schooling?	YES................................1 NO....................................2		YES.........................1 NO............................2		YES.......................1 NO.........................2	
405	Which school costs made it too hard for (NAME) to continue to attend school? PROBE: Anything else? RECORD ALL COSTS MENTIONED.	SCHOOL FEES/FUND……. A BUILDING/DEVELOPMENT FUND…………………………B PTA FEES………………………C UNIFORM OR CLOTHING...D BOOKS AND SUPPLIES.......F TRANSPORTATION.............G COACHING...........................H EXAMINATION FEES……….I ALL COSTS...........................J OTHER _____ X		SCHOOL FEES/FUND……. A BUILDING/DEVELOPMENT FUND…………………………B PTA FEES………………………C UNIFORM OR CLOTHING...D BOOKS AND SUPPLIES.......F TRANSPORTATION.............G COACHING...........................H EXAMINATION FEES……….I ALL COSTS...........................J OTHER _____ X		SCHOOL FEES/FUND……. A BUILDING/DEVELOPMENT FUND…………………………B PTA FEES………………………C UNIFORM OR CLOTHING...D BOOKS AND SUPPLIES.......F TRANSPORTATION.............G COACHING...........................H EXAMINATION FEES……….I ALL COSTS...........................J OTHER _____ X	

		NAME CHILD 1			NAME CHILD 2			NAME CHILD 3		
406	Did (NAME) stop attending school partly because the school offering the needed class was too far away?	YES.......................1 NO..........................2			YES.......................1 NO..........................2			YES.......................1 NO..........................2		
407	Was it partly because travel to school was unsafe?	YES.......................1 NO..........................2			YES.......................1 NO..........................2			YES.......................1 NO..........................2		
408	Was it partly because (NAME) failed examinations or had to repeat classes of schooling?	YES.......................1 NO..........................2			YES.......................1 NO..........................2			YES.......................1 NO..........................2		
409	Some children stop attending school because there are problems with the school or with school quality. Please tell me if any of the following things help to explain why (NAME) stopped attending school. .		Yes	No	Yes	No		Yes	No	
	Teachers did not perform well	Teacher perform	1	2	1	2		1	2	
	Pupils were unsafe at school.	Pupils unsafe	1	2	1	2		1	2	
	School buildings or facilities were poor or had problems	Facilities poor	1	2	1	2		1	2	
	Classrooms were too crowded.	Classes crowded	1	2	1	2		1	2	
410	CHECK 105 IF CHILD OLDER YOUNGER OR OLDER THAN 13 YEARS	< 13 YEARS …….1 13+ Years………2 to 412			< 13 YEARS ……. 1 13+ Years ………. 2 to 412			< 13 YEARS …….1 13+ Years ……….. 2 to 412		
411	CHECK 103: Male / Female				Male / Female			Male / Female		
	Is it partly because (NAME) got married or made someone pregnant? (Male) / Is it partly because (NAME) got married, got pregnant, or had a child? (Female)	YES..................................1 NO....................................2			YES..................................1 NO....................................2			YES..................................1 NO....................................2		
412	Was it partly because (NAME) no longer wanted to attend school or had enough schooling?	YES..................................1 NO....................................2			YES..................................1 NO....................................2			YES..................................1 NO....................................2		
413	CHECK 206 & 207: HIGHEST LEVEL ATTENDED AND CLASS COMPLETED	CHECK 206 & 207 HIGHEST LEVEL ATTENDED AND CLASS COMPLETED			CHECK 206 & 207: HIGHEST LEVEL ATTENDED AND CLASS COMPLETED			CHECK 206 & 207: HIGHEST LEVEL ATTENDED AND CLASS COMPLETED		
	PRIMARY, CLASS COMPLETED <7 / PRIMARY, CLASS COMPLETED = 7	POST PRIMARY			< P7	P7	Post Primary	< P7	P7	Post Primary
	Was it partly because it was unlikely that (NAME) would be able to find a place at secondary school? YES..................................1 NO....................................2 / Was it partly because (NAME) did not find a place at secondary school? YES..................................1 NO....................................2				Yes..1 No …2	Yes.1 No 2		Yes..1 No …2	Yes.1 No 2	
414	Was it partly because school graduates cannot find good jobs?	YES..................................1 NO....................................2			YES..................................1 NO....................................2			YES..................................1 NO....................................2		
415	Is there (an/another) important reason that helps to explain why (NAME) stopped attending school?	YES..................................1 NO....................................2			YES..................................1 NO....................................2			YES..................................1 NO....................................2		

SECTION 5: PARENT/GUARDIAN GENERAL EDUCATION QUESTIONS

I am now going to ask you general questions about education. I will begin with those of policy, then the primary school near you and finally the secondary education.

Qn	Questions and Filters	Coding category			Skip
501	What are the causes of non-enrolment of children in this area?		**Yes**	**No**	
	The government policy on education which does not make compulsory make some children fail to attend school	Policy	1	2	
	The level of poverty in the community and some households make some children fail to attend school	Poverty	1	2	
	The way the schools are being governed make some children fail to attend school	School Governance	1	2	
	The poor school environment make some children fail to attend school	School environment	1	2	
	The culture of this area make some children fail to attend school	Culture	1	2	
	Some families have issues that make some children fail to attend school	Family	1	2	
	Please specify other reasons why children may fail to enroll in school	Other	1	2	
502	Of those factors mentioned on non-enrolment, can you rank them in order from the most serious to the less serious		Rank		
		Policy			
		Poverty			
		School Governance			
		School environment			
		Culture			
		Family			
		Other			
503	What are the causes of dropout of children in this area?		Yes	No	
	The government policy on education which does not make school attendance compulsory make some drop out of school	Policy	1	2	
	The level of poverty in the community and some households make some children drop out of school	Poverty	1	2	
	The way the schools are being governed make some children drop out of school	School Governance	1	2	
	The poor school environment make some children drop out of school	School environment	1	2	
	The culture of this area make some children drop out of school	Culture	1	2	
	Some families have issues that make some children drop out of school	Family	1	2	
	Please specify other reasons why children may drop out of school	Other	1	2	
504	Of those factors mentioned on non-enrolment, can you rank them in order from the most serious to the less serious		Rank		
		Policy			
		Poverty			
		School Governance			
		School environment			
		Culture			
		Family			
		Other			
505	Around what age do children begin dropping out if school in this area				
506	What could be the reasons for them to drop out of school and that age				
507	What should be done to ensure that children enroll in school?				
508	What should be done to ensure that children who are in school remain in school?				
509	Now I would like to ask you more general questions about education.We will start with questions about the primary school closest to yourhousehold. What is the name of the primary school closest to your household?				
510	Is this primary school a government-aided school, a community school, a private non-religious school, or a private religious school?	GOVERNMENT AIDED................1 COMMUNITY ....2 PRIVATE NON-RELIGIOUS..........3 PRIVATE RELIGIOUS..................4 OTHER _____ 6			
511	If you were to walk to this primary school, how long would it take?	Minutes			
		Hours			
512	How far away, in kilometers, is this primary school from your household? ENTER "00" IF LESS THAN 1 KILOMETER.	Kilometers			
513	I am interested in learning about your understanding of government education initiatives. Have you heard of Universal Primary Education (UPE)?	YES..................................1 NO....................................2			
514	Under UPE, who is responsible for providing each of the following things-- the government or pupils' families?.		Govt	Family	Dk
	School tuition fees	School fees	1	2	8
	School uniforms	School uniforms	1	2	8

		Exercise books and pens.	Exercise books	1	2	8	
		Textbooks.	Text books	1	2	8	
		Mid-day meal for pupils	Food	1	2	8	

					Yes	No	
515		Have you received any information about UPE from any of the following sources?.					
		Other parents	Parents		1	2	
		Your child(ren).	Children		1	2	
		Teachers or a head teacher	Teachers		1	2	
		The radio	Radio		1	2	
		The newspaper	Newspaper		1	2	
		Politicians or local leaders	Politician		1	2	

			Agree	Disagree	D K	
516		I am interested in learning your opinions about the effects of UPE. Do you agree or disagree with the following statements?				
	a	Since the start of UPE in 1997, students in primary schools are learning more.	1	2	8	
	b	Since UPE, the performance of primary school teachers has improved.	1	2	8	
	c	Since UPE, the quality of primary school buildings has improved.	1	2	8	
	d	Since UPE, there are more textbooks available in primary schools.	1	2	8	
	e	Since UPE, private schools are better than government aided schools	1	2	8	
	f	There are no UPE primary schools	1	2	8	
	g	UPE is good but has been spoilt by politicians	1	2	8	
	h	UPE child cannot study up to university	1	2	8	
	i	UPE is strictly for the poor	1	2	8	
	j	UPE has reduced school drop outs	1	2	8	
	k	UPE was brought by government to reduce competition	1	2	8	
	l	UPE is for children to grow	1	2	8	
	m	UPE should be stopped and we go back how we were	1	2	8	
	n	UPE is a waste of time	1	2	8	
	o	UPE is a waste of resources	1	2	8	
	p	UPE is a myth than reality	1	2	8	
	q	UPE is for Ugandans only	1	2	8	

517		Does the school that your child(ren) attend(s) have a Parent Teacher Association?	Yes ……………………1 No …………………….2	
518		Have you attended a PTA meeting in the last 12 months?	Yes ……………………1 No …………………….2	
519		Does the school that your child(ren) attend(s) have a School Management Committee (SMC)?	Yes ……………………1 No …………………….2	
520		Do you think the SMC at your child(ren)'s school is doing a good job?	Yes ……………………1 No …………………….2	

				Yes	No	
521		In the last 12 months, have you gone to a primary school for any of these reasons?				
		For a school celebration, performance, or sports event	Event	1	2	
		For a meeting or conference with a headteacher or teacher	Meeting	1	2	
		To observe teachers teaching classes.	Observe	1	2	
		Other reasons	Other	1	2	

			Agree	Disagree	DK	
522		I am interested in learning your opinions about what makes primaryschools good and about the importance of schooling. Do you agree or disagree with the following statements?				
	A	In order to be a good school, all of a school's buildings must be permanent structures	1	2	8	
	B	Whenever necessary, parents should keep their children home from school to work or help in the household	1	2	8	
	C	Girls do not need more than a primary school education	1	2	8	
	D	Boys do not need more than a primary school education	1	2	8	
	E	More girls would complete primary school if schools had more female teachers	1	2	8	
	F	Primary schools should teach more practical skills, like carpentry or sewing.	1	2	8	
	G	Corporal punishment should be abolished completely	1	2	8	
	H	There is need to intensify the security of children at schools	1	2	8	
	I	Each village should have its own school	1	2	8	
	J	All teachers should be housed at school	1	2	8	
	K	All schools should have a play ground	1	2	8	
	L	Schools should have extracurricular activities	1	2	8	
	M	Schools should have facilities for the disabled children	1	2	8	
	N	Teachers should be exemplary	1	2	8	
	O	Parents should respect teachers in front of their children	1	2	8	
	P	Pupils of all schools should have field trips	1	2	8	
	Q	All schools should have counselors	1	2	8	

R	Government should be very strict on when children should begin school	1	2	8	
S	There is need to have strong laws on sexual harassment	1	2	8	
T	Parents should be forced to provide primary school going children with food	1	2	8	
U	It is the duty of government not parent to provide scholastic materials for children	1	2	8	
V	Pregnant girls should be allowed to sit for the primary leaving examinations (PLE)	1	2	8	
W	Boarding facilities should be introduced for boys and girls	1	2	8	
Y	The government should revitalize the PTA	1	2	8	
523	Many groups and people may be involved in the schooling process. Who would you say contributes to making a primary school a goodschool? PROBE: Anyone else? RECORD ALL GROUPS/PEOPLE MENTIONED	GOVERNMENT...................................... A HEADTEACHER/TEACHERS .... B SCHOOL MANAGEMENT COMMITTEE. C PTA ....D COMMUNITY .... E PARENTS AND GUARDIANS .... F PUPILS..G OTHER _____ X (SPECIFY)			
524	Now think of a 15-year-old girl who has completed primary school, and has left school. What advantages does this girl have compared to a girl of the sameage who never attended primary school? PROBE: Anything else? RECORD ALL MENTIONED	FIND (BETTER) JOB.............................. A PROVIDE SUPPORT TO HOUSEHOLD/PARENTS.................... B CHANCE OF GOING ON TO SECONDARY OR HIGHER.................C LEARN TO READ AND WRITE..............D LEARN OTHER LANGUAGES .... E LEARN MATHEMATICS......................... F LEARN VOCATIONAL OR TECHNICAL SKILLS..G DEVELOP MORALS OR VALUES...........H CRITICAL THINKING SKILLS ....I MAKE A BETTER MARRIAGE ....M LEARN TO BE A GOOD PARENT...........N NO BENEFITS..O OTHER _____ X (SPECIFY)			
525	Now I would like you to think about the disadvantages of schooling. What are the disadvantages of sending a boy to primary school? RECORD ALL MENTIONED.	EXPENSIVE .... A LOSE CHILD'S LABOUR......................... B NO DISADVANTAGES...........................C OTHER _____ X (SPECIFY)			
526	What are the disadvantages of sending a girl to primary school? RECORD ALL MENTIONED.	EXPENSIVE .... A LOSE CHILD'S LABOUR......................... B NO DISADVANTAGES...........................C OTHER _____ X (SPECIFY)			
527	Now I would like to learn about how decisions are made in your household. More than one person may be involved in this decision, but who has the final say in your household on whether children attend school?	MOTHER..01 FATHER...02 BOTH PARENTS....................................03 GUARDIAN(S)..04 CHILD HIMSELF/HERSELF ....05 PARENT(S)/GUARDIAN WITH CHILD ...06 SOMEONE ELSE _____ 96 (SPECIFY) DECISION NOT MADE..........................97 DON'T KNOW 98			
528	How do you get information about what is going on at school? **Multiple**	Parents' meeting……………………..A Talking to school staff informally…. B School reports ………………………C Letters from school…………………..D Child tells me or I asks child…………E School Management Council……… F Phone calls…………………………. G Don't know……………………………H Other (specify)………………………Y			

End with an encouraging message for the respondent

Thank you very much for talking with us today, especially about some of these difficult issues. I assure you that the things we discussed today will stay private between you and me. I have finished my questions to you. Is there anything you would like to ask me?

THANK YOU