



ACTED

Agency for technical cooperation and development.

Primary Education Sector Support Program - PESSP in the pastoral areas of Nakapiripirit (Uganda) and Pokot North (Kenya).

Final Report



Pastoralist at Lokichar Primary School

Submitted to

Assistance Foundation



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Name of Agency:	ACTED Agence d'Aide à la Coopération Technique et au Développement Agency for Technical Cooperation and Development	
Project Code:	25 VI Q9	
Program Title:	Primary Education Sector Support Program in pastoral Areas of Nakapiripirit of Uganda)and Pokot North in Kenya	
Country/Region:	Nakapiripirit District (Uganda) and Kacheliba Division (Kenya)	
Exact Location:	Pokot county of Nakapiripirit District and Kacheliba Division Pokot North District.	
Period of the Programme:	10 Months: 01st July 2007 – 30th April 2008	
Total Euros Amount of Program:	525 000 EUR	
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1. EXECUTIVE SUMMARY

With the project now completed this report is designed to provide a general overview of the programme's completed objectives and to emphasise the specific developments/achievements from its conception to its completion from 1st July 2007 till 30th April 2008. The report includes the following:

- Background information on the programme; this summarizes the main issues identified in the conceptualization of the programme.
- An overview of the programme progress and developments/achievements. It highlights the key issues and challenges/constraints encountered during the past period of the project.
- Lessons learnt in the field, conclusions, recommendations and outlook.

2. Program Background Information:

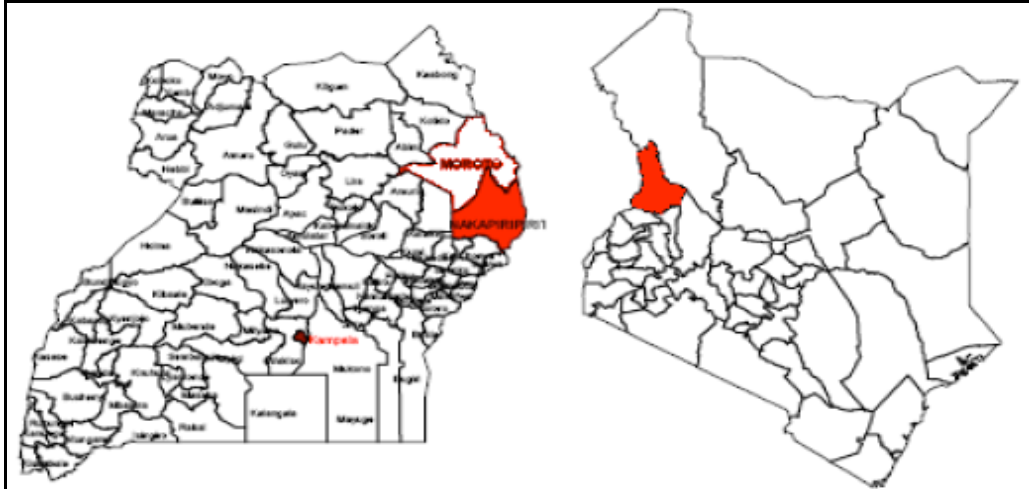
This programme was designed to meet the strategic recommendations from the detailed technical baseline assessment conducted in April 2007 in the region. The assessment results confirmed the dilapidated state of education facilities, particularly:

- **Lack of water and sanitation facilities in schools** (especially latrines, water points). The student-latrine ratio is 164:1, far above the SPHERE and UNICEF recommended 50 people per latrine; only 50% of schools have access to functioning water source;
- **Dilapidated or lack of permanent classrooms, dormitories and administrative offices;** up to 100 students on average share 1 decent, completed class room, and 60 students if including uncompleted/dilapidated class rooms; about 70-80 students usually share a dormitory sleeping on the floor;
- **Lack of accommodation for teachers** contributing to absenteeism; half teachers do not stay overnight at the school and for those staying, there is hardly any decent accommodation (mostly mud-houses);
- **Lack of school furniture:** In Kenyan schools there is a lack of benches and desks, while Ugandan boarding schools lack bedding;
- **Poor hygiene practices among school children:** Less than 50% of schools have a functioning sanitation and hygiene club in place. The lack of basic sanitation facilities has contributed to the low level of knowledge and poor practices among school children regarding water, sanitation, health and hygiene;
- **Poor school management, operation and maintenance** on one hand due to lack of funds, on the other hand due to lack of interest and ignorance among parents and host communities.

The programme was then strategically planned and designed to address the key fundamental education issues at the border regions of Nakapiripirit and Pokot North.



Map: Location Nakapiripirit and Pokot North Districts



Program Goal, Objectives and Expected Results

The overall programme goal is to expand access, retention, equity and quality of pre-primary and primary education in pastoral areas of Nakapiripirit and Pokot North Districts

The specific objectives embedded in the goal include:

1. To improve education facilities for school children and their teachers

This objective is expected to induce the following results:

- Reduced numbers of drop outs through the provision of a friendly and safe learning environment for children;
- Improved enrolment and retention of girls through the provision of a school environment that provides protection and respect;
- Increased retention/commitment of teachers.

2. To improve sanitation and hygiene knowledge, attitudes and practices among school children and the wider community

This objective is expected to induce the following results:

- Improved sanitation levels in schools, and therefore reduce the disease burden, through the creation of health clubs spreading basic hygiene messages;
- Improved sanitation levels within the wider community through a domino effect involving the transmission of hygiene messages from children to their families and friends.

3. To improve school food security

This objective is expected to induce the following results:

- Improved food security and nutritional status among school children through increased dietary intake and dietary utilization.

4. To improve the management, operation and maintenance of pre-primary and primary education facilities

This objective is expected to induce the following result:

- Schools are well managed and maintained.



Project implementation locations (the targeted primary schools)

1. Tokora Primary School located in Kakomongole Sub County, Chekwi County, Nakapiripirit District - Uganda
2. Kalas Girls Primary School located in Amudat Sub County, Pokot County, Nakapiripirit District- Uganda
3. Kalas Boys Primary School located in Amudat Sub County, Pokot County, Nakapiripirit District - Uganda
4. Asilong Primary School situated in Asilong Sub location, Kacheliba Division, Pokot North District, Alale – Kenya
5. Lokichar Primary School, situated in Orolwo Sub Division, Kacheliba Division, Pokot North District, Alale – Kenya
6. Kodich Primary School, situated in Orolwo Sub Division, Kacheliba Division, Pokot North District, Alale – Kenya

3. Program Implementation

Program overview

Overall the programme has progressed very well, and although it has encountered delays it has managed to reach completion within a month of its original deadline. The project's approaches have generally been appreciated and accepted by both the communities, local authorities and the benefiting schools. Progress in terms of implementation has relatively been slower than anticipated due to a combination of factors. These included *force majeure* (flooding in the central regions of Uganda hindered the delivered of the industrial materials (cement, chain link fencing materials, roofing materials etc); the slow pace in the participating communities in providing contributions in kind (this included providing hardcore, aggregate, water and sand); and the post election crisis/violence in Kenya which caused further delays in the supply of construction materials from the suppliers in Kenya.

Community Mobilization/Sensitization Exercise

The Parents' Teachers' Association (PTA) were required to contribute at least 15% to the capital costs of the project, either in form of cash or in kind. ACTED's mobilization team created the necessary awareness among the PTAs and the wider community. Key message conveyed during the mobilization was mainly on peoples' potential to transform their own societies with the local available resources (human and physical).

Community response to the mobilization exercise

In the mobilization exercise the school management and the community unanimously agreed to contribute in kind to the projects, however they were very slow to honour their pledge leading to ACTED having to pay for the collection of the local materials to save on project progress. In general ACTED believes that the community are willing to contribute to activities that benefit them, however, we have come to understand that these activities cannot interfere with daily tasks. Such that task such as the collection of sand and hard core, while aggregates tended to be too labour intensive to easily fall within the various daily chores.

School situational analysis

This exercise was conducted using Participatory Rural Appraisal Methods. Through these ACTED endeavours to mobilize and train the schools' management stakeholders, PTAs, SMCs to become more active in school management, operation and maintenance. In particular, the training has focused on resource mobilization among community members so that urgent school needs can be met. ACTED organised stakeholders consultative workshops where ACTED facilitated/led the participants in the sharing of ideas and identification of the weak points. The participants worked to collectively map the way forward for better management and operation of the schools.

The PTAs of the ACTED's selected schools conducted school situational analysis to clearly understand their current status and problems that are affecting the school learning environment. ACTED's staff
ACTED Uganda: Primary Education Sector Support Programme (PESSP) – Pokot North (Kenya) and Nakapiripirit (Uganda) districts



aided the process of visioning and making the communities realize how good their school could be. Over the course of the project ACTED has found that these plans have been added to and further developed as the school management, PTAs, and SMCs have become increasingly involved in the schools.

Below is a summary of the visioning exercise done in the schools

S/no	School	Current situation	Vision for the school
1	Asilong P/S	No Dormitory for girls and boys, no permanent structure, No headmaster's office, No Library, No staff room, No dining room for the pupils, No Kitchen, the school is not fenced No windows and doors for the temporary structure No Teachers house No Kitchen for pupils No Dining hall for the pupils	→Need at least two dormitories at basic minimum level (with a laundry and pit latrines) for girls and boys →Need good complete permanent structures for classrooms, dining hall, kitchens, teachers' houses with windows and doors
2	Kodich Primary School	The school has two small dormitories that can only accommodate less than 100 pupils, Very limited number of class rooms (some pupils are taught from under the tree during dry season), The school has only two –one stand pit latrines which are almost full, The school does not have a dining hall, No office block, no staff room for teachers, No Library, no Lighting in the school and the school is not fenced	→Administration block/library; the PTAs need a library to provide the pupils and teachers with a good reading environment →Girls' dormitory; The school is experiencing congestion in the girls dormitory; they also believe that poor accommodation has led to low enrolment of girls in pastoral located schools. →Classrooms. There is congestion in the classes. →Dinning hall/food store; the aspect of hygiene promotion has been a problem because pupils still eat under trees and there is poor storage of their food. →Latrines; the existing latrines are few thus hygiene promotion has still been a problem. →Teachers' house; to improve punctuality of teacher and thus improve supervision of the pupils →Furniture; there is little furniture in school; the pupils' have difficulties in writing because they have write on their laps. →Fence /gate and watchman's house; to improve on the security of the school and safety of the school properties. →Lighting system; to enhance the learning of the final class pupils in the late hours of the day and for security purpose
3	Lokichar Primary school	The school is a mixed boarding primary school with no girls dormitory, Not fenced, No staff room and Head teachers' office, Limited class rooms, Only girls have a latrine, no latrine for the gents,	→The school is in need of a dormitory for both girls and boys. → The school lacks furniture (desks) in the classrooms. →The available classroom blocks lack windows and doors. New doors and windows should be fixed in the few classroom blocks. → There are no teachers' houses within the school compound. Teachers stay about 10kms away from the school. Teachers should be accommodated within the school compound. → The school also requested to have a diet supplementary source (Vegetable garden to supplement on the nutritional status of the pupils at school). →The school also requested to have a fence in the future to reduce on the risk associated to insecurity and also retain the pupils at school all the time.
4	Tokora Primary school	The school has dilapidated structures; the H/M's office is in very poor condition with no windows. The Kitchen is in deplorable	→ The school would like to have a well furnished headmaster's office and staff rooms for the teachers. → The school kitchen issue can be solved by constructing a good structure for the school kitchen → School fencing was mentioned by the PTAs as a priority in



		condition. The school is located next to the trading centre and lacks a fence(occasionally when there are cattle raids within the community, the school pupils suffer the consequences, The school furniture is not enough	reducing the risk of insecurity within the school
5&6	Kalas Girls and Boys Primary school.	The two primary schools are located opposite each other. They share the same school management committee and the same PTAs. The schools get some basic support from the catholic church in Uganda	<ul style="list-style-type: none"> →The two schools required proper fences. Lack of a fence has made it difficult for the teachers and parents to retain and monitor movements of children while in school. → Both schools needed staff rooms. →Lack of dormitories. → The two schools needed latrines, dining halls and solar electrification for the school compound. → The PTAs of both schools believe that solar electrification is of great help to the schools. The key reasons for solar electrification are; security lighting in the school compound and reading at night for the final year pupils.

School Development Planning Exercise

The results of the school visioning exercise provided options and long term goals for the schools. The community mobilizers then facilitated the PTAs at all the locations to prioritize their needs. Various lists of problems were offered by the PTA but only the most pressing needs were taken into account. The communities were then later given the opportunities to suggest the problem solving strategies, together with ACTED.

Below is a summary of the top three priorities of each school with the most highly prioritized at the top and the least at the bottom.

Priority	Asilong P/S	Kodich P/S	Lokichar P/S	Tokora P/S	Kalas Girls	Kalas Boys
Allocation USD\$	12,300	31,500	33,900	35,025	38,550	49,650
1 st	Dormitory	Administration block	Dormitory	Fence	Fence	Fence
2 nd	Furniture	Girl's dormitory	Furniture	Dormitory	Solar power	Dormitory
3 rd	Teacher's house	Class room	Class room	Teacher's house	Dormitory	Solar Power

Schools Micro Projects Completed

Each of the targeted school received a grant for the implementation of micro-projects identified in the school development plan. The amount of the grant was proportional to the number of students and teachers in each of the school. (*The grant amount is 75 USD per student/teacher*)

Below a breakdown showing the grant amount to which each school is entitled:

School	Number of Beneficiaries	USD Grant Amount
Kodich Primary School	420	31,500
Lokichar Primary School	452	33,900
Asilong Primary School	164	12,300
Kalas Boys' Primary School	662	49,650
Kalas Girls' Primary School	514	38,550
Tokora Primary School	456	35,025
TOTAL	2,625	200,925

After the schools' development planning exercise and identification of the priorities, the project engineering team developed technical solutions/designs with the respective bills of quantities. With the ACTED Uganda: Primary Education Sector Support Programme (PESSP) – Pokot North (Kenya) and Nakapiripirit (Uganda) districts



funds allocation in mind ACTED and the respective PTAs & SMCs were able to come up with micro projects that were feasible and within the budget.

	Asilong P/S	Kodich P/S	Lokichar P/S	Tokora P/S	Kalas Girls	Kalas Boys
Allocation USD\$	12,300	31,500	33,900	35,025	38,550	49,650
	Dormitory	Administration block	Dormitory	Chain link fence	Chain link fence	Chain link fence
	Dormitory Beds	5 stance latrine	Furniture	Renovation of Teachers' houses	Dormitory	Dormitory
						Solar power

4. Project Progress:

1. Improvement of the education facilities for primary school children and teachers

School	Progress
Kalas Boys Primary School:	Chain link fencing has been completed, along with the dormitory. The windows, doors and dormitory beds have been delivered to the school are now in place for the upcoming school semester. Construction has been completed on the 5 stance latrine, and the solar system has been installed.
Kalas Girls Primary School	Chain link fencing is completed along with the dormitory.
Tokora Primary School:	The chain link fence is completed, but unfortunately funding constraints prevented the complete renovation of teacher's houses. However, the construction of the fence alone has encouraged many teachers to move back into the compound even without the renovation of teacher's accommodation.
Lokichar Primary School	Dormitory construction has been completed. Students will be moving in at the end of this month for the start of the new term. Lokichar was also provided with classroom desks that are currently in place and ready for the coming term.
Kodich Primary School	The administration block has been completed, and is ready to be stocked and occupied for the start of the coming term.
Asilong Primary School	The dormitory is complete and will be occupied for the start of the new term. This school has also received beds.
Additional	The dormitory beds were not planned for, owing to budgetary constraint; however, together with the PMCs ACTED has worked hard to find a way of supplying at least some of the dormitories with bed. Such that Kalas boys and girls have both been provided with beds.



Exterior Dormitory Walls



Interior Walls



Front Elevation of Kodich Administrative Block



Side Elevation of Kodich Administrative Block



Front Elevation of Kalas Girls Dormitory

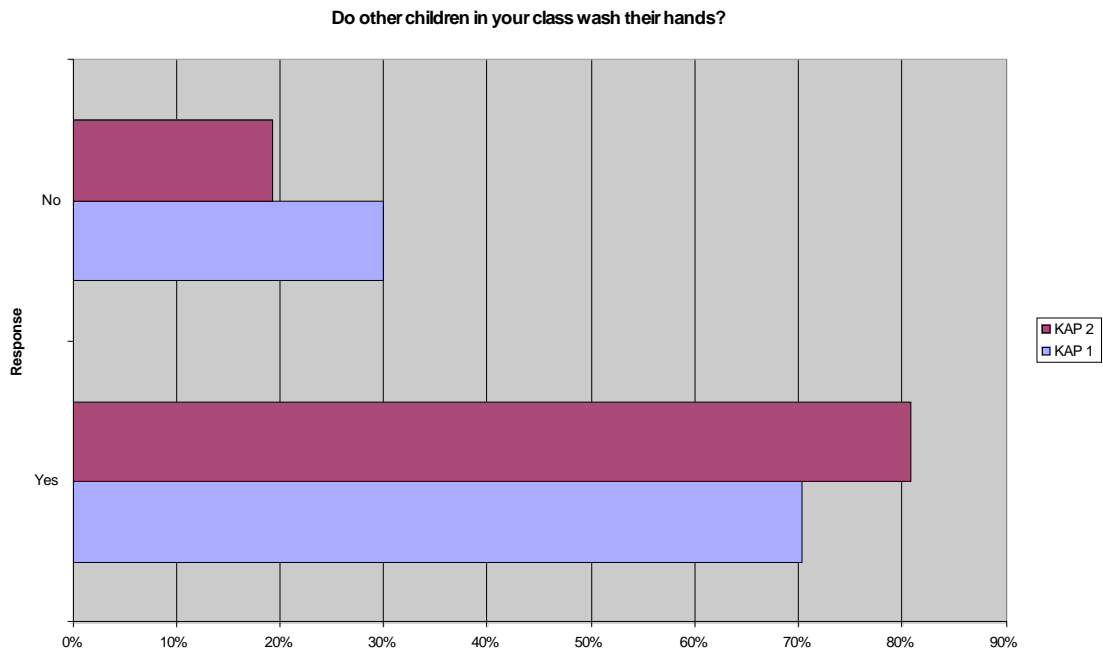


Lokichar Dormitory – before plastering



2. Hygiene promotion/Health Education in schools:

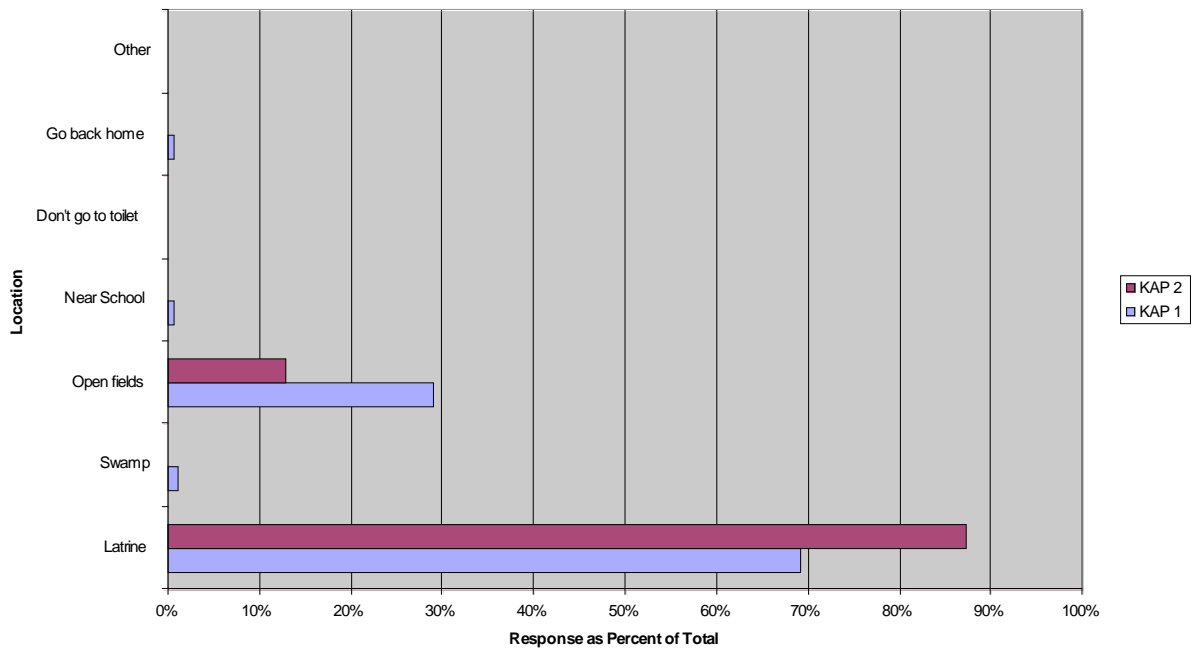
- Hygiene promotion/Health Education clubs have been formed in all the schools and are fully operational. These clubs have generally had a positive impact on the students. Although ACTED's Health Mobilisation team believe that greater success could be achieved through the sustained and increased emphasis on health and sanitation 'software' and a greater provision of sanitary materials.
- Training of teachers on public health and hygiene practices have been conducted in all the schools. These trainings have encouraged teachers to work with the students to disseminate health messages within the school and the community.
- The hygiene activities like digging of rubbish pits, burning of rubbish and the general compound cleanliness in the schools has been accomplished.
- Digging waste disposal pits, soak pits for hand-washing has also been completed.
- The health and sanitation KAP surveys have also been completed and demonstrate some very interesting and positives results. See below:



Note that this chart demonstrates a significant and interesting improvement, with students probably being more honest about their classmates' habits than their own.

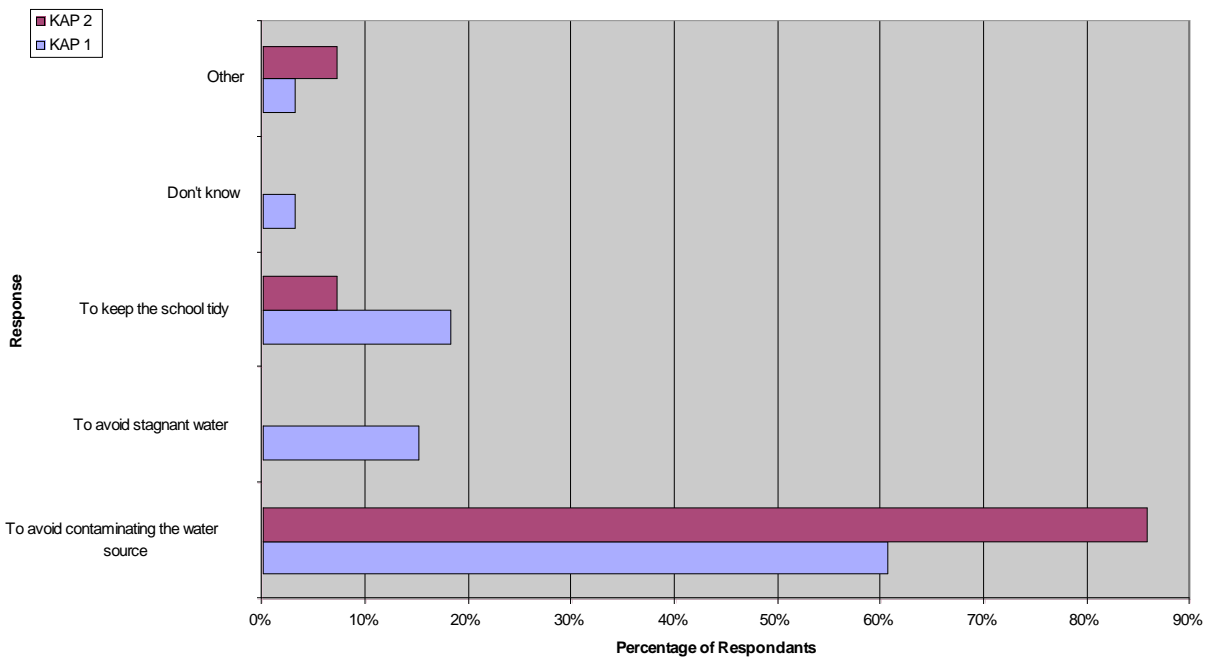


Students - Where do you go to the Latrine?



This graph also demonstrates the improvement in latrine usage. This situation would likely improve more with an increased emphasis on sanitary infrastructure.

Teachers - Why is it important to keep the area around the hand pump clean?



This graph clearly demonstrates a significant improvement in how teachers view the maintenance of the school or community water source.



Furthermore, it should be noted that by the conclusion of the project the following materials had been distributed:

PARTICULAR	PROCURED
Hand Washing Facilities	30 pieces
Dust Bins	14 pieces
Scrubbing brushes	30 pieces
Scrubbing brushes	12pieces
Squeezers	30 pieces
Serving ladles	12 pieces
Bar soap(solid detergent)	6 boxes
Powdered disinfectant	6 cartoons
Sodium hypo chloride	6 jerry cans

3. Food Security:

Food security intervention in primary schools in pastoral areas of Nakapiripirit and North Pokot districts was intended to improved food security and nutritional status among the school children through dietary intake and utilization by provision of food security items i.e. field farming tools, planting of fruit trees, seedlings for vegetable gardens, modern bee keeping and general capacity building among the pupils and teachers on agricultural issues. As the project comes to a close, all of the schools have been provided with improved top bar bee hives, with school clubs also being taught with regard to the maintenance of these hives.



A traditional bee hive, a Top Bar Hive that ACTED has supplied to the schools, and students being taught about the hive.

Modern beekeeping equipments procured:

Kenya top bar hives	120 pcs
Queen excluders	120 Pcs
Catcher boxes	12 Pcs
Bee suits	6 pcs
Smokers	6 Pcs
Gloves	6 pairs
Candles	10 Dozen
Knives	12 Pcs
Pails/buckets	12 Pcs

Field garden tools for crop production:

Pangas	30 Pcs
Slashers	30Pcs
Rakes	30 Pcs
Hoes	30 Pcs
Spades	6 Pcs



Hand pump sprayers	6 Pcs
Wheel barrows	3 Pcs
Empty 20 litre jerrycans	180 Pcs

Software activities:

- Agricultural clubs formed, comprising of thirty (30) pupils members with their leadership structure and one teacher patron.
- Project management committees formed and trained on basic apiary management.
- Setting up of apiaries. Each school has an apiary.
- Pupils, teachers, PTA trained on modern beekeeping technology and crop agronomy in Ugandan Schools.
- Apiculture training manual designed.

We have also procured seeds to be planted during the rainy season, which is only just beginning as the project comes to completion:

Guava tree seedlings	450 seedlings
Mango tree seedlings	50 seedlings
Avocado seedlings	50 seedlings
Oranges (citrus) seedlings	150 seedlings
Cabbage seeds	3 Kg
Sukuma wiki (Kale) Seeds	900 gms
Cow Pea seeds	30 kg
Tomato Seeds	450 gms
Onion seeds	600 gms
Neem tree seedlings	450 seedlings
Cassia spp	450 seedlings

Unfortunately the late start of the rainy season means that while we have worked with the schools and the agricultural clubs to establish school kitchen gardens, and the woodlots we have only just been able to follow these activities up. Fortunately, the determination of ACTED staff has meant that we have been able to being these activities and we believe that they should prove sustainable.

4. Schools' Management, Operation and Maintenance

As the project has reached completion ACTED has organised three school management operation & maintenance workshops.

1. ACTED, in collaboration with the Ugandan Nakapiripirit administration & district education department, conducted a two days consultative workshop for the school management heads (*for the Ugandan schools*) on 10th and 11th December 2007. The workshop was conducted in Kalas Boys' Primary School. The participants included the Head teachers, Chairperson of SMCs, representative from Ministry of Education and representatives from the CAO's office.
2. ACTED, in partnership with the Pokot North district administration & district education department, conducted a three days consultative workshop for the school Management heads (*Kenyan schools*) on 11th, 12th & 13th March 2008. The workshop was conducted in Kacheliba centre. The participants included the head teachers, members of the school management committees and representative from Ministry of Education (DEO & AEO).
3. ACTED, working with both districts held the cross-border exposure workshop on the 23rd and 24th of April 2008. The workshop was conducted in ACTED's Kapenguria office. The participants included the head teachers, and representatives of the Ministries of Education.



Participants of the Cross-Border Operation & Maintenance consultative workshop held in Kapenguria

All of these workshops were extremely beneficial and helped to form various opinions and ways forward for both the districts and the schools. Moreover, the Cross-Border workshop served as a forum in which themes from both workshops could be brought together and discussed to establish board objectives for the schools. Some of the key points raised were:

1. Developing the capacity of the district and schools to lobby NGOs and other development actors to provide services and funding.
2. The importance of income generating activities for schools. These could include school gardens, goat keeping, handicrafts, brick making, wood lots, etc. In general it was felt that these activities could be used to improve school facilities, create sustainable school feeding and reduce school fees.
3. The importance of supporting children to stay in school. Of the suggestions put forward the most supported one was the idea of a take home allowance (students can take food home at the end of term to their family; this food can potentially come from the school garden). Guidance and counselling programmes were also viewed as quite influential, especially for female students, in maintaining enrolment by both sensitising the students and community to the importance of education.
4. The importance of boarding schools and teachers housing was also highlighted as an important way of retaining students and teachers, especially those who have to travel significant distances.
5. Perhaps of the most noted was the emphasis educators placed on the creation of special units, training, and the sensitisation of the community in relation to disabled students. All of the educators agreed that the way forward was to work within the education system to develop capacity to support disabled children. The participants also felt that increased sensitisation of the community would be important to encourage more disabled children to attend school.

ACTED intends to take these points forward into its new projects, with the intention of continuing to support improvements in the school learning environment and overall education within the Karamoja and North Pokot Districts.

5. Survey - Data collection/ monitoring & evaluation

In the last quarter, ACTED Uganda undertook a survey/data collection exercise in the areas of operation on:

- Adult literacy in the neighbouring school communities. (Are the parents of these children literate? What are the needs?)
- School enrolment (Are the children going to school? What proportion goes to school compared to the one left to herd cattle?)
- The schools' dropout trends, especially the trends for female children. (Lower primary enrolment compared to enrolment figures at final years.)
- The number and literacy of the handicapped in the community. (Investigation of the fate of the handicapped in the society.)



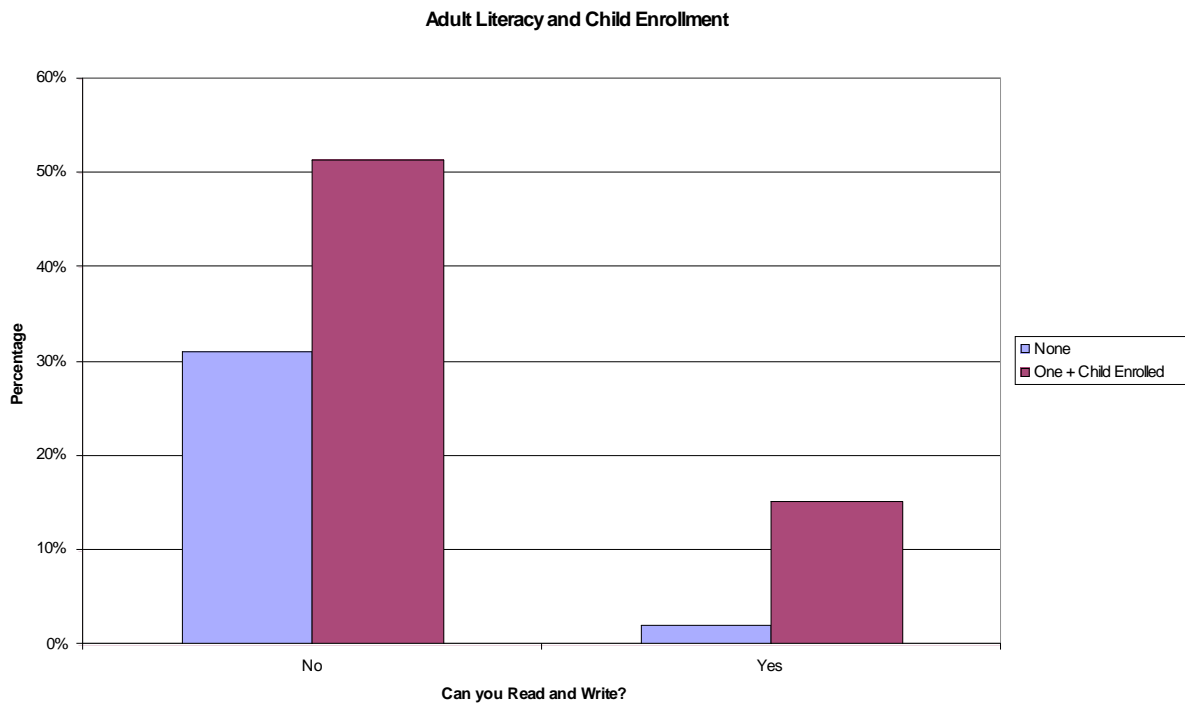
- Capacity building and knowledge enhancement amongst the teaching fraternity. (Are the teachers well equipped to deal with special needs & on cross cutting issues i.e. Special education, HIV – Aids, environmental conservation and general public health education)

A monitoring and evaluation Manager from ACTED DRC (Democratic Republic of Congo) visited ACTED Karamoja operations between 26th January 2008 to 1st February 2008 to assist the community mobilization team in the development of survey methodologies and the subsequent data collection, data entry, data analysis and evaluation exercise.



Lina Myrgard – AMEU Manager ACTED DRC with ACTED community mobilizer Becky Achorchor during training and development of the survey methodologies.

These surveys yielded some very interesting and potentially useful information. For instance the chart below demonstrates a relationship between parents enrolling their children in school and being literate.



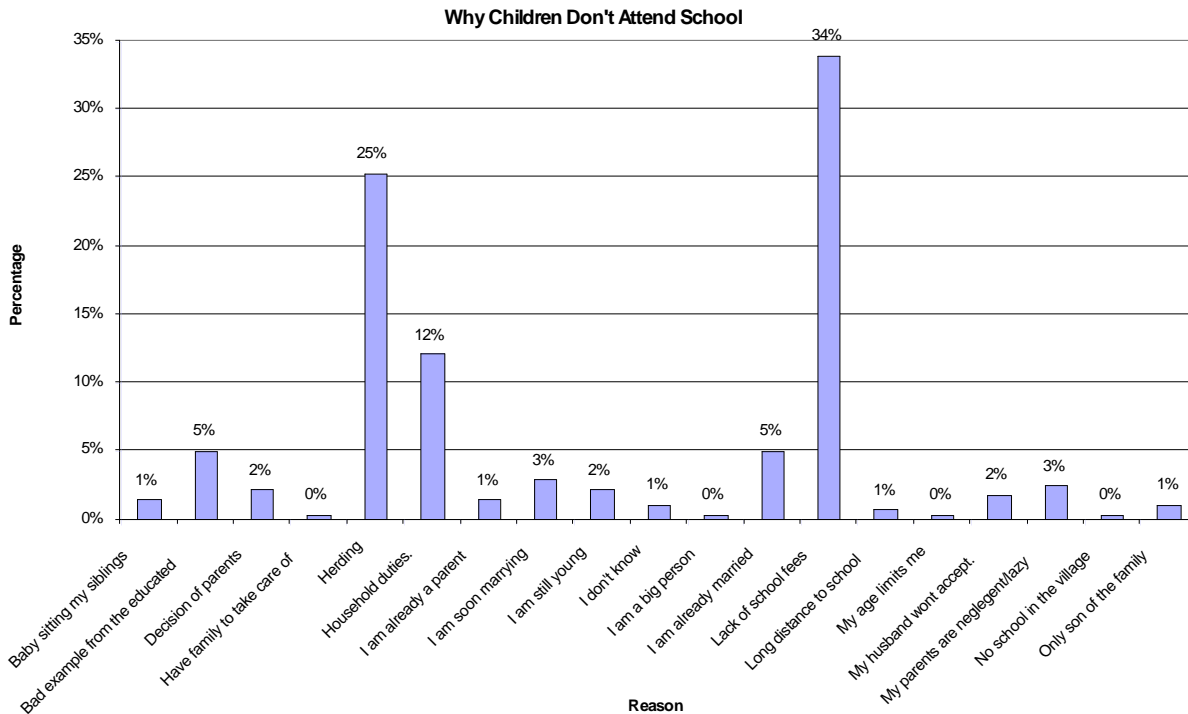
What is significant about this information is that it emphasises the importance of adult education in relation to improving the level of enrolment within the community. This data is supported by verbal feedback from the community which often suggested that parents did not send their children to school

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because they do not understand the documents they receive back, and what their children were doing. Moreover, over the course of the implementation our staff consistently reported an expressed interest within the communities in relation to adult education.

One of the most informative survey questions that ACTED staff posed asked the question as to why children did not attend school. As the chart below demonstrates, lack of school fees and herding are the most inhibitive factor in the intervention area in relation to school enrolment. These figures suggest potential avenues for future interventions and also highlight the importance of interventions that seek to improve the sustainability of schools by developing a school internal economic capacity.

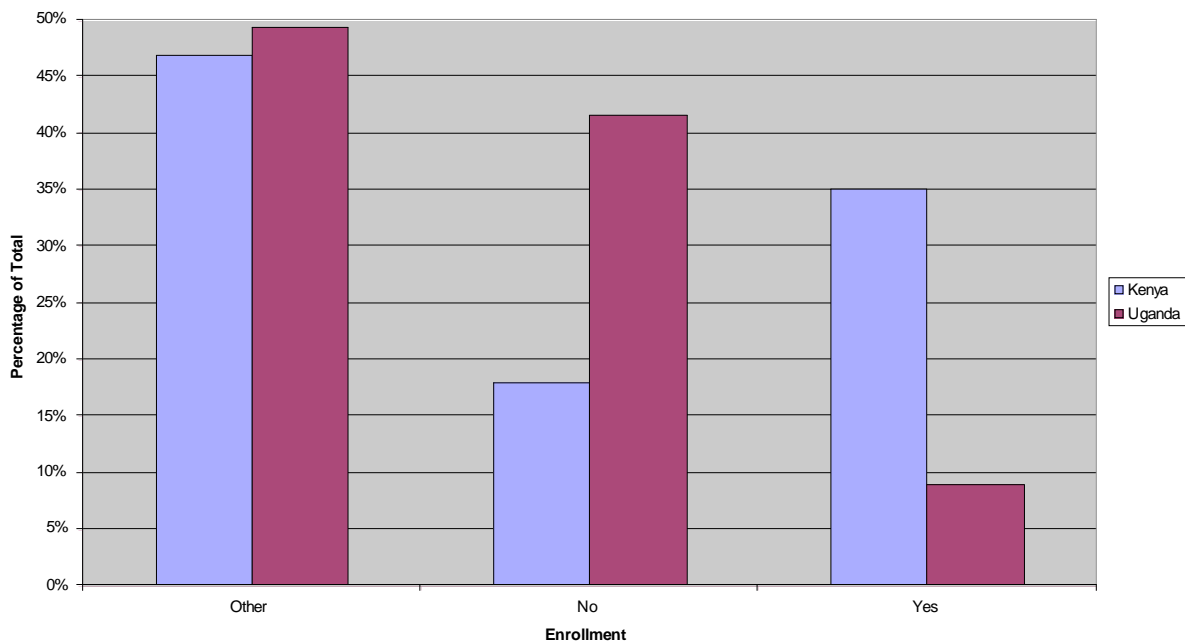


Regarding the disabled survey, our survey teams found that the nature of the handicaps were as follows: In Kenya included blind 25.2% males and 43.3% females, deaf 13.4% males and 10.2%, lame 21% males and 18.8% female, mentally retarded 6.7% males and 8.6% female, hearing impairment 3.3% males and 8.6% females, partially blind 30.2% males and 17.3% females and others like paralyzed, one eye, no lower lips partially deaf which were of low percents. In Uganda the interviewed were blind 13% males and 14.5% females, deaf 29.9% males and 27.7%, lame 31.7% males and 29.1% female, mentally retarded 6.6% males and 6.2% female, hearing impairment 10.2% males and 9% females, partially blind 9% males and 11.8 % females and others.

Our analysis found that school enrolment varied but that in general disabled children did not attend schools, and were generally surrounded by quite a strong stigma. The chart below displays school enrolment for the Kenya and Ugandan Schools. There were several reasons for not attending school. However, the central reasons in both Kenya and Uganda for not attending school was no school for handicapped and lack of school fees and 23% males and 21% females said so, no school for handicapped in village 4.6% males and 5.7% females in Uganda. What should also be noted regarding the chart is the response 'other'. This suggests that there is some other underlying effect, for example alternative education, or extremely minimal attendance.



Disabled Persons School Attendance



Our survey analysis, interactions with the community and the knowledge gained through our Community Mobilisation teams has helped us to better understand the area of intervention and develop recommendations going forward, as stated in the conclusion and recommendations section.

5. Challenges and constraints to general Implementation.

- Poor response/lack of community contribution for the school activities. As noted above the schools' communities were willing to contribute, but they were very slow to provide their contribution to the projects due their unwillingness to interfere with their daily tasks. The delay in the community contribution has had a negative impact on the timely completion of activities as planned.
- Insecurity has also been a major drawback to ACTED's operation in the region. Karamoja/Pokot's insecurity incidences are mainly through road site ambushes, raids and planned assignments. Despite the Cordon and Search Disarmament Operation (CSDO) by the UPDF in the region, there is still risk of ambushes on the roads.
- ACTED field staff movements to project sites has been forced to be under armed escorts (*by UPDF soldiers*) to reduce the risk of roadside ambushes. Moreover, the bureaucracy of getting these escorts from the army barrack delay the staff timely attendance to supervision works in time. This has improved over the course of the project as we have developed relationships with the barracks, and also become more accustomed to working with the UPDF.
- The post election crisis/violence experienced in Kenya caused delays in the reopening of the Area office in Kapenguria and the delivery of construction materials from ACTED suppliers in Kenya.
- Harsh weather conditions prevented crop production activities. As noted above the planting of seeds has been delayed due to weather conditions, and it has only been at the close of the project that ACTED has been able to fully begin to implement this component.
- There was threat of theft /destruction of Kenya Top bar hives by the neighbouring communities; the modern hives that ACTED was putting up in the apiaries were feared to out compete with the local traditional hives. ACTED negotiated with the communities and managed to agree to watchmen for the hives, which reduced this problem, but delayed the implementation.



- ACTED also encountered some difficulties disseminating project information to all of the relevant stakeholders, while stakeholders (such as District Officials) who received this information often made small attempts to manipulate the project to their benefit. As such, moving forward ACTED intends to improve the clarity of information distribution to relevant stakeholders, while also working with these stakeholders to ensure that a consistent message is provided to the beneficiaries.

6. Conclusion and Recommendations:

In spite of the hindrances encountered in the course of the project, the final result has been positive, with the objectives being achieved as planned, with only minor delays.

From the data ACTED collected and analysed it has been observed that:

- Majority of the handicapped in the society are hidden by their parents (denying them of access to education).
- There are no established special schools for the handicapped in these areas, this problem is particularly acute on the Uganda side of the border.
- There are no special facilities for these disadvantaged people in the established schools.
- Most of the girls drop out of school after undergoing initiation rites (Female Genital Mutilation).
- Moreover, the number of in general who attend school is heavily dependent on parents perceptions of the costs and benefits to education, with all families no matter how large often only sending one or two children.
- Most of the youth complete primary school and others secondary schools but this remains redundant; hence many youth turn back to herding and/or raiding.
- There is no vocational training centre on the Ugandan side in the area of operation, whereas there is a polytechnic on the Kenyan side (Kodich Polytechnic) in Kodich Shopping centre which is under utilized.

From this information ACTED believes that increase sensitisation and capacity building within schools and the school communities is required to improve the educational environment for the disabled, females, and male children. It is believed that by changing the focus slightly towards software in future interventions significant improvements in the quality of education can be realised.

This data also emphasised the importance of adult literacy in improving child enrolment in schools; as such ACTED plans to focus on adult literacy in future programmes as a means of improving attendance.

In relation to health and sanitation, ACTED believes that an extended programme that continues to maintain its focus on children can have a significant effect on community practice as a whole. This process will be especially effective with a greater emphasis on water and sanitation 'hardware'.

As the O&M workshops discussed and ACTED's survey's established, there is need to give incentives to those girls who are school going to reduce the drop out rate and encourage more girls to join school. This can be facilitated through an increased process of sensitisation within the community with regard to the importance of education.

In conjunction with the above, as a result of the disarmament exercise being carried out by the army, there is a sense of optimism amongst the people of Karamoja and Nakapiripirit specifically; there is renewed hope and the people within the population and it is expected that more people will take education more seriously. This process can also be encouraged by working with the community to improve the sensitisation towards education, and bringing more local leaders into the fold with regard to this process.



To help these young men and women who are graduating from the primary schools and secondary schools, there is need to encourage enrolment in the vocational training institutions and to create such where there are none.

In relation to food security the software activities on modern beekeeping should continue in the schools to enhance sustainability. It would also be worthwhile to introduce improved goats breeds with twin ability characteristics to schools, these projects could avoid over dependence of weather conditions as in crops; there is a demonstration farm in Namalu (SVI Namalu) where goats are doing well. It was noted by the ACTED staff, the community and the O&M workshops that goats can provide a triple benefit to the schools. This benefit is realised through the provision of a protein source in the meat, milk for feeding, the sale of goat can also provide a source of income to the schools.

7. Outlook

With this project successful completed, ACTED is looking forward to continuing its work in this district drawing on the knowledge it has gained through this initial intervention. As such, we will be sending a new proposal with the view to request the continuation of activities in the current areas of operation, with an increasing focus on the software needs/activities.