



Photo: Patongo Akwee Learning Centre: Courtesy of ActionAid Pader

THE STATUS OF EDUCATION FOR INTERNALLY DISPLACED CHILDREN IN NORTHERN UGANDA

COMPILED BY:

**REGIONAL SELECT COMMITTEE COMPRISING
DIS and ActionAid Uganda**

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EXECUTIVE SUMMARY

The crisis situation of conflict and insurgency in the northern regions of Uganda has been persistent over the past 17 years. The districts most affected by direct conflict, insurgency and internal displacement are Gulu, Kitgum, Pader, Lira and Apac while the districts of Masindi, Kotido and Nebbi have served as hosts to thousands of internally displaced children and refugees from the affected districts. The number of displaced pupils and students in the 8 affected districts is estimated at 186,756 [*data inconclusive*].

A concerned group of stakeholders was formed with support from Action Aid Uganda. This group included district education officers, district inspectors of schools, secretaries of education, head teacher representatives and NGOs. Following numerous meetings since October 2002, the group formulated itself into the Northern Region Education Forum [NREF] to address the crisis in education in the Region.

One of the central activities undertaken by NREF was a presentation of the critical issues paper to MOES, Development partners and other stakeholders. This meeting concluded with high praise and acknowledgment of the initiated work by NREF, which was the first reliable document to be received. The meeting recommended modifications and this document is hereby presented.

This document has undertaken to address the following areas and issues:

- Current situation
- Current Interventions
- Key Issues
- Recommendations
- Case studies
- Action Matrix

The data provided is to be up-dated and this document is presented as a working document in progress. In light of the issues and constraints in communication the Northern Region up-dates will be done as further information becomes available. It is hoped that this document is received and acted on in the Spirit of Peace, Development and Reconciliation.

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LIST OF ACRONYMS:

AAU	ActionAid Uganda
ACET	AIDS Counselling Education and Training
AEI	Acholi Education Initiative
AIDS	Acquired Immuno-Deficiency Syndrome
APERSO	Apac Education Reform Service Organisation
CCF	Christian Children Fund
COME	Christian Outreach Ministry and Education
CPAR	Canadian Physician for Aid and Relief
CRS	Catholic Relief Services
CSO	Civil Society Organisation
DDMC	District Disaster Management Committee.
DIS	District Inspector of Schools
EFA	Education For All
GUSCO	Gulu Support Children Organisation
HIV	Human Immune Virus
IDPs	Internally Displaced Persons
IRC	International Relief Care
JAB	Joint Admission Board
LC	Local Council
LG	Local Government
LRA	Lords Resistance Army
MoES	Ministry of Education and Sports
MoFPED	Ministry of Finance, Planning and Economic Development
MoLG	Ministry of Local Government
NGOs	Non Governmental Organisations
NRC	Norwegian Refugee Council
OPM	Office of the Prime Minster
PTA	Parents Teachers Association
SNE	Special Need Education.

STD	Sexually Transmitted Disease
UNEB	Uganda National Examination Board
UPDF	Uganda Peoples Defence Forces
UPE	Universal Primary Education
WFP	World Food Programme
WHO	World Health Organisation

1.0 INTRODUCTION:

Since the inception of rebel activities in Northern Uganda in 1986, Education programs have suffered major setbacks. ActionAid Uganda organized a consultative workshop on Education status of the internally displaced children in Lira White House hotel that brought Education stakeholders from 8 districts of Northern Uganda in October 2002. These were Secretaries for education, District Inspector of schools, District Education officers, Chairpersons of head teachers association and NGOs working in the education sector in the region. A number of critical issues came out but two needed immediate attention of UNEB and MoES. The select Committee comprising of district Inspector of schools met UNEB officials on Examinations that was due in November 2002 but failed to meet the MoES officials on affirmative action as most of them were busy on the Education Sector Review workshop.

During the regional review workshop held in Masindi, Kolping house between 26th and 27th March 2003, the committee gave feed back of their findings to the forum. It was unanimously resolved that the Committee meets MoES officials and discuss further issues on affirmative action and other salient issues affecting education of displaced children in Northern region. Due to data collection constraints, the presentation of some issues will be made more adequate by submission of supplementary data in the most immediate future.

The Chairperson was charged with the responsibility of making appointment with the MoES officials and 16th April 2003 was agreed and confirmed as the most convenient date for the meeting.

2.0 BACKGROUND:

Education in Northern Uganda has been affected by civil strife and conflict for the last 16 years. The war situation has led to internal displacement and impacted negatively on educational services have been affected resulting in poor quality of education at all levels more especially primary and secondary.

The districts most affected by direct conflict, insurgency and internal displacement are Gulu, Kitgum, Pader, Lira and Apac while the districts of Masindi, Kotido and Nebbi have served as hosts to thousands of internally displaced children and refugees from the affected districts.

Officials from the eight districts affected by internal displacement, together with NGOs working in the region have meet twice since October 2002. This was in Lira and Masindi and was focused on discussions about the status of displaced children as well as to share experiences and create a supportive forum.

It was felt that the education experiences and challenges of the internally displaced children and refugees needed to be shared with Ministry of Education and Sports and other stakeholders.

3.0 CURRENT SITUATION:

The war has seriously affected education in the district of Gulu, Pader, Kitgum, Lira, Apac, Masindi, Nebbi and Kotido in the following ways:

Internal Displacement: There has been massive displacement of pupils, students and teachers within the affected districts. Some of the displaced people have moved to host districts increasing school enrolment there and overstretched the already limited school facilities.

Teaching and learning: Internally displaced pupils, students and teachers have often ended in improvised learning centres in the affected districts. Facilities in the learning centres are often inadequate leading to poor academic performance, high drop out rates and high teacher pupil's ratios.

Public examinations: Displacement has affected the candidates who are unable to conveniently sit for their examinations. Special arrangements had to be made in 2002 by the hosts and affected districts with UNEB.

School Construction Programmes: The SFG programme has seriously been constrained and delayed in meeting the targets. Given the current situation in the affected districts, there is need to review the SFG modalities for these districts. More in-dept work is required to investigate how this can best be done to contribute to an improved SFG plan for the next financial year.

Inspection: The war situation has affected local Government revenue collection in affected areas, which in turn has compromised the level of funding by local government of education programme such as inspection. In addition, the insecurity in many sub-counties has constrained the movement of district officials and others, thereby affecting the inspection, monitoring and supervision of schools.

Traumatized pupils, students and Teachers: Many displaced pupils, students and teachers in the affected districts have been affected psychologically by being traumatized. Those in the host districts as well as affected district lack skills of handling victims of trauma.

4.0 CURRENT INTERVENTIONS:

In a bid to respond to the situation facing the communities in Northern Uganda, different stakeholders are engaged in different interventions within their means. ActionAid Uganda is currently supporting the Northern Regional Education Forum. The District Local Governments are providing some little financial and coordination support to the education of the IDPs. These interventions are well received and valuable, however given the magnitude of the problems facing the North these are inadequate. Therefore, strategies to address education problems in the region will benefit from building on them.

Table 1: Current Interventions by different stakeholders:

District	Intervention	Organization
Kotido	Construction 4 dormitories – on going	Oxfam
	Provision of scholastic materials, clothing, bedding – October 2002.	Oxfam.
	Partial fencing of 4 primary schools – on going.	Oxfam
	Provision of Food – on going	World Food Programme
	Trained 50 teacher in psychosocial skills – January 2003	Save the Children Norway
Pader	Construction of temporary structures, still not adequate	UNICEF, ActionAid
	Provision of sanitation facilities, not adequate	UNICEF, ActionAid
	Provision of water sources 10 boreholes being drilled – not adequate	UNICEF
	2 Portable blackboards per learning centre – not adequate	UNICEF
	Psychosocial support skills	AVSI
	Peace Building, on-going	Acholi Religious Peace Initiative
	Child Protection Initiative – based in Gulu.	UPDF
	Provision of security to the learning centres – on going.	UPDF
	Bursaries to 66 secondary students	AEI
	Peace education in 15 primary schools – on going	ActionAid
Nebbi	No programmes, except participation in the regional forum activities.	

Apac	Psychosocial support skills only to the formerly abducted children and Community Based Resource Persons in 9 sub-counties.	Save the Children Norway and Concerned parents Association
	12 Crest Tank for water harvesting	UNICEF
	Advocacy on girl child education (war affected areas) in the whole district	Apac Education Reform Service Organization (APERSON)
Gulu	Construction of temporary classrooms 2002 inadequate	Save the Children Denmark, Norwegian Refugee Council, UNICEF
	Scholastic materials in May 2002	Save the Children Denmark, UNICEF, World Vision, GUSCO, CRS, COME
	Psychosocial and rehabilitation support skills on going. Over 2000 teachers trained and tutor in addition to 2 education staff.	NRC, Save the children Denmark, GUSCO, CRS, CPAR, AVSI, Social Rehabilitation Office, Education Department. Gulu PTC
	Feeding, bedding and clothing on going but not in all schools.	World Food Programme, NRC, CRS, Red Cross
	Fees to the disadvantaged students – on going.	Acholi Education Initiative, World Vision, GUSCO, AVSI
	Water and Sanitation facilities – 2002.	UNICEF, World Vision,
Kitgum	School feeding programme	WFP
	DATA collection on IDP	Local Government, Red Cross
	Recruitment and support to home guards to provide security to learning centres	Local Government, UPDF
	Psychosocial support and HIV/AIDS/STDs programme	AVSI, ACET, Meeting Point
	Provision of plating seeds	World Vision
	Peace Building	Acholi Religious Peace Initiative
	Child Protection Initiative	UPDF
	Provision of security to the learning centres	UPDF
	Temporary classrooms – on going	UNICEFF
Lira	Temporary and permanent pit latrines – on –going but still inadequate	UNICEF
	Scholastic materials – February 2003 but still inadequate.	UNICEF, IRC, Save the Children Norway

	Provision of tapped water	UNICEF
	Food items	OPM, Save the Children Norway, CCF, World Food Programme
	Provision of non-food items – March 2003.	IRC, Red Cross
	Agricultural input in rural camps – March 2003.	Caritas
Masindi	Construction of temporary and permanent classrooms – 2000, inadequate.	ActionAid, UNICEF
	Protection of water sources – 2000, but inadequate.	ActionAid
	Provision of scholastic materials – 2000; problem still there	UNICEF
	Provision of scholastic material to the refugee camps – on going.	IRC
	Training refugee teachers in psychosocial skills	IRC

5.0 KEY ISSUES:

5.1 Capitation Grant for Primary, Secondary and Tertiary Institutions:

The Committee notes with appreciation Government effort to maintain the support through provision of capitation grants to the districts that have been affected by the insurgency in the North in form of School Facility Grants (SFG) to primary schools as part of UPE programme and capital development grants to other education institutions. However, increased rebel activities have resulted in massive displacement of school pupils, students and teachers within the affected districts as well as movement from the affected district to host districts. The internal displacement of school pupils, students and teachers has increased the capitation needs of the receiving schools and centres that are currently supporting the Internally Displaced Persons (IDPs). The categories of pupils and students in primary and institutions affected are shown as in the tables below:

Table 2: IDP pupils in other districts

District	Enrolment							
	P1	P2	P3	P4	P5	P6	P7	TOTAL
Masindi	1618	1099	1258	1379	1207	1208	426	8016
Nebbi	78	53	32	44	49	27	22	305
Kotido	871	777	783	643	507	414	272	4267
Lira	N/A	N/A	N/A	N/A	N/A	N/A	N/A	2343
TOTAL								14931

Note: N/A means data not readily available.

Table 3: Ugandan pupils in refugee camp primary schools in Masindi and refugee pupils in UPE schools in Nebbi:

District	Number of children							
	P1	P2	P3	P4	P5	P6	P7	TOTAL
Nebbi	49	55	15	05	04	01	-	129
Masindi	29	12	17	22	20	17	42	159

** DATA as of 16 April. Data is not conclusive and the plan is to update this by the end of term ie 16 May 2003 and data will be disaggregated by gender.*

Deeper analysis shows that the capitation grant needs for both host and the directly affected districts differ as given below:

- Host districts are being under capitated as a result of the influx of pupils and students to their schools.

- Pupils and students studying with the refugees are left out of the capitation grant benefits requiring their parents therefore to meet all the costs of their educational requirements.
- Refugee children of the Congolese origin are not being catered for by the UNHCR as well as UPE and yet they put a lot of strains on the utilization of available funds to the district and host schools.

5.2.0 Learning centres/School facilities:

5.2.1 Learning centres and host schools

The MoES is applauded for continued support to provide education facilities for primary and secondary schools through capitation grants. The learning Centres have emerged out of the crisis situation as a result of the need for some organised learning. Community members who have registered concern about the safety of their children/ youth have initiated these learning centres. The districts have responded by creating space, supporting them by deploying teachers and networking with NGOs.

However, the construction of classrooms does not take into consideration the influx of IDP pupils and students or the crisis in the Learning Centres. In Districts affected by conflict and insurgency, school facilities have been constructed in primary schools, which have never been utilized by the children, as they are all displaced to learning centres outside such schools.

The number of children in the learning centres is very high leading to congestion. The congestion has induced vulnerability in the health and learning of the pupils and students, which includes non-participation in class activities, conflicts in classrooms and disease outbreak. Apart from contribution from Civil Society Organizations (CSOs), which has not been adequate, Government does not have any clear policy on temporary structures for IDP pupils and students. Lack of education facilities at the centres is responsible for poor performance in examination and high drop out rates.

Table 4 gives the number of pupils and students in the learning centres. However, the figure for Gulu is drawn from Municipality only.

Table 4. Pupils and students displaced internally within the district of origin.

Pader	97,511	-	-	97,511
Lira	5,700	2,298	390	8,388
Kitgum	49,332	606	-	49,938
Gulu Mun.	14,907	NA	NA	14,907
TOTAL	167,450	3,985	390	171,825

5.2.2 School facilities

For secondary, the learning facilities are inadequate hence affecting performances of children in the region. Due to the inadequacies of learning facilities, Government efforts to provide textbooks, laboratory equipment and chemicals are not being utilized. It is a common occurrence in the districts to find textbooks are stored in tiny rooms in school without proper use while other books have become old quickly due to lack of proper library facilities.

Further more, most secondary schools do not have laboratories. In some instances students travel over 50 km to other secondary schools looking for functional laboratories. This means that students do not take practical subjects seriously, as they are not exposed to practical science subjects during their course of studies. There are instances of schools in Apac, Masindi and Lira where MoES started constructing laboratories, but these have since stalled without explanation. Tables 5 and 6 show the availability of laboratory and library in secondary schools, and tertiary institution facilities (libraries, laboratories and workshops) respectively in the Northern Region affected by the current insurgency. A complete list by district of the affected institutions is attached as appendix 3.

Table 5. Secondary School Facilities

District	No. of schools	Schools with Laboratories	Schools with Library	Remarks
Gulu	15	4 have adequately stocked and 2 fairly	5	The rest do not have these facilities.
Kitgum	8	2	2	All are poorly stocked
Pader	9	0	0	The books are kept in stores
Nebbi	11	5	3	Both are ill equipped.
Masindi	11	1	2	All are not well equipped
Lira	26	5 have laboratories building with poor equipment	7	The rest do not have.
Apac	22	3	1	Rest do not have
Kotido	4	0	1	Rest do not have

Table 6: Tertiary Institutional Facilities (Libraries, Laboratories and Workshops)

District	Number of Institutions	Laboratories	Libraries	Workshops	Remarks
Gulu	5	1 out of 4	3 out of 5		
Kitgum	2	None	1 out of 2	1 out of 1	
Pader	2	NA	None	1 out of 2	
Nebbi	4	None	1 out of 4	2 out of 2	

Masindi	5	1 inadequate	4 out of 5	2 out of 5	
Lira	6	1 out of 2	3 out of 6	4 out of 4	
Apac	6	None	2 out of 6	None	
Kotido	4	None of the 3	1 out of 4	NA	

Other facilities required to support education of students include dormitories, classrooms, furniture, and sanitary facilities such as pit latrines, urinal shelters and water sources. Lack of these facilities continues to affect the education of displaced pupils and students negatively leading to poor performance in examinations and drop out.

Table 7: Sample data on performance:

PLE 2002 RESULTS							
District	Div I	Div II	Div III	Div IV	U	X	Total
Kitgum	161	1472	766	625	873	513	4410
Kotido	79	656	86	58	17	7	903
Apac	153	3314	2693	2112	3605	913	12790
Gulu	373	2974	1104	713	875	692	6731

5.3.0 Instructional Materials

Both secondary and primary schools continue to suffer from lack of instructional materials despite government efforts to provide these materials. Textbooks, charts, scholastic materials, games equipment and other co-curricular activities are not easily available for IDP children.

Pupils - book ratio is still high in both learning centres and host schools as instructional materials provided have either been destroyed in schools where they have been displaced from or are being shared with host children hence IDP children are not benefiting from the stock wherever they are displaced. For instance, 9 schools in Kitgum, 30 in Lira, 7 in Pader are completely displaced and 151 in Gulu districts are displaced in various centres but left all the materials at original sites. Cases to site include a learning centre for the displaced at the Starch Factory in Lira Municipality where are no textbooks. The only books used by teachers at these centres are borrowed from the neighbouring schools. While in host districts, Nebbi has the ratio of 1:10 and Masindi 1:15 in lower classes, the pupils and students displaced outside their districts face even lower pupil-book ratio as compared to the national accepted ratio of 1:3.

All displaced children do not have capacity to provide scholastics materials for themselves. Their parents are equally impoverished and find it difficult to contribute to the education of their children. This has affected the marginalized children even more especially those with disabilities, orphans, child headed households and formerly abducted children. Learning centres have imbalanced education, as facilities for co-curricular activities are inadequate.

5.4.0 Teacher Pupils ratio

The teacher pupil ratio is still very high. In Kotido, where children from Pader have moved to without equivalent number of teachers, pupils - teacher ratio stands at 1: 200. For Masindi and Nebbi the ratio is 1:120 and 1:100 respectively affecting the lower primary. In Pader, which is a case of a district badly affected by war, the ratio still stands at 1:100. Similarly, children who have moved from rural areas to Gulu Municipality schools reflect a ratio of 1:150 in lower classes and 1:80 in upper classes.

For secondary schools, there are not enough teachers due to the current ban on recruitment. The major effect has been increased school fees bills in form of PTA contribution in order to sustain the excess wage bill. Kitgum district for instance requires a total of 265 secondary teachers. Currently, the district has only 142 teachers posted and on payroll leaving a vacuum of 123 vacancies who are locally recruited and paid out of school collection. Due to inadequate trained teachers and high fees, most children from the displaced families fail to join government schools in the districts. Low enrolment in and high drop out rate from the secondary schools has led to under utilization of school facilities.

5.5.0 Status of displaced children.

The IDPs in the camps are living under harsh social, economic and security conditions with very little means to meet their basic needs. The effects of the prolonged war have destroyed the community's coping mechanisms. The intensity and type of life challenges faced by children and adults depend on the location of displacement (rural, peri-urban and urban). Increased intensity of poverty, food insecurity, housing problems, loss of control and care for children by parents, breakdown of social fabrics and cultural values, effects of HIV/AIDS, abduction, brutality by rebels, death and trauma resulting from the overall effects of each of the factors above have aggravated the problems faced by the IDPs. The children particularly face even bigger survival challenges since they are directly targeted by the rebels, sell labour to earn money and food, create time for studies, and protect themselves from abduction and exploitation. Some children have moved to urban areas and become street children and commercial sex workers. Other children are target street children, bar attendants and commercial sex workers in town therefore keep moving from the IDP camps to town. The typical daily life of a child in an IDP camp is contained in table 9.

Table 8: Typical Life of a child in an IDP camp:

Morning	Afternoon	Evening/night
Leave the camp for urban and peri-urban centres works to earn money or food.	Attend learning centre	Continue playing around
Go to learning centres	Attending to young ones	Petty businesses (selling drinks and mandazis)
Attending to young ones	Playing around the camp	Work in the bars and lodges
Play around in the camp	Prepare for work in bars and lodges in urban areas	Begging in the semi urban areas
Head families	Head families	Go for discos and sex work
Carryout domestic chores	Carryout domestic chores	Loose sex in the camp
		Use learning centres for reading
		Carryout domestic chores
		Head families

A case showing life of an IDP children camp in Lira:

‘The displacement to town areas and the need to keep meeting their educational needs subjected IDP children to environment which were challenging and even dangerous. Two children from Otuke County who were IDPs were knocked dead by high speeding vehicles in Lira Municipality as they were going to school. Other children and parents were traumatised by these events and threatened to completely stop the IDP children from studying. In order to provide safer learning opportunities, they created learning centres within the St. Augustine camp.

Eight children died as a result of acute shortage of food in the Starch Factory IDP camp in December 2002. Food rationing frequency is very low with meagre quantity (about 2.5 Kgs of beans and about 10 Kgs of maize meal for a family for per month) yet the most IDP families are larger than the normal average family size in the North’.

The IDP pupils and students are experiencing poor health condition, inadequate sanitation facilities, lack food hence poor nutrition; high prevalence of HIV/AIDS and STDs which some times have resulted to death for both children and teachers. Poor accommodation, clothing and bedding and congestion have led to early sex encounters and marriages resulting to high dropout rate. Other children have been abducted, raped and forcefully distributed to rebel commanders. They continue to suffer psychologically their health

have remained poor, still lacked counselling and an appropriate non-formal education to meet their educational aspirations. (Ref., appendix 1: **Case Study emphasising need for non-formal education/training programme featuring Rose Lakica**).

Due to poor learning environment and living conditions, most children who stay in camps do not go to schools. Few who go report late and leave early for fear of abductions causing a big gap in curriculum as most school time are spent in monitoring security situation. (Ref., appendix 2: **Case Study showing risks of abduction children face on their way to school**).

Recent survey carried out in two camps in Gulu district reflect that that majority of children are malnourished, e.g. 31% and 18% of children are suffering from malnutrition in Anaka and Pabbo respectively. This confirms the WHO estimate that malnutrition accounts for 20% of childhood disability. Considering the above causative factor as an example, there is high prevalence of childhood disabilities. Yet there is inadequate focus on intervention, prevention and inclusion in education of differently abled children with special educational needs.

There is high need for institutions located in the region to address children's special educational needs that have developed due to the difficult circumstances that the region has faced. These needs include psychosocial support, rehabilitation of different forms, and vocational skills development. For the special needs to be addressed there is need for an inclusive education/rehabilitation and vocational community-based institutions that will enhance healing and reintegration of the children into their communities with strong practical skills development. Locating such institutions in the region will provide opportunities for community-institution support mechanisms.

5.6.0 Status of Displaced Teachers

The normal teaching is negatively affected by constant fear of rebel attacks, trauma, lack of basic instructional materials, and isolation from the district education office, which could provide support to the teacher. The host teachers share the limited teaching-learning resources in their schools with the displaced teachers making the teaching very hard. This is evident in Lira and Kotido Districts.

Due to insecurity teachers displaced in camps further face fear of abduction or being killed while travelling to and from school. In Pader for instance, six teachers were abducted and four killed between June and October 2002. In Lira a teacher was abducted but escaped in December 2002. These are just but a few cases that are on record.

Displaced teachers are accommodated in very poor conditions. Meanwhile they face difficulties in accessing salaries from banks that are located far from the learning centres, they are expected to pay for accommodation, buy basic households requirements, meet medical bills, buy food, and support their families and many dependants. Pader salaries, for instance, are accessed only from Kitgum Town, which involves travelling a distance of about 70 kilometres at risk of abduction or even death resulting from rebel ambushes.

The displaced teachers who are traumatised have low moral in delivery, highly irritable to children with low tolerance level, low creativity and innovation in preparation and delivering of lessons, and lack peace required for critical thinking. Therefore, the overall teacher performance in the learning process is very low.

While the security is provided by UPDF around the camps (learning centres), the displaced teachers find it hard to access the district offices for support services since the security along the roads to the district headquarters is not guaranteed. Similarly, the district officers cannot easily reach the learning centres especially in rural camps in order to provide support to the displaced teachers.

5.7.0 Inspectorate

The district inspectorate of schools in the Northern Districts are poorly facilitated, lack access to the IDPs campus (learning centres) and the headquarters, and lack the support from a strong district administrative system. The prolonged insecurity in the districts has lowered the district tax base and therefore revenue collection. The district capacity to support the districts to facilitate the inspectorate is very low.

The inspectors based at the district headquarters and the counties cannot easily reach out to the learning centres due to low facilitation from the district and the prevailing insecurity. The inspectorate therefore cannot provide guidance and counselling to the teachers based on particular needs of the teachers, children, parents and community leaders. The inaccessibility to the learning centres is responsible for inadequate data on IDPs. Most inspectors are now desk officers rather than field workers. At the same time, the inspectorate is not directly linked to the Ministry of Education and Sports, which could provide monitoring support. Similarly, the whole of district education office finds it hard to access support from the MoES headquarter due to the insecurity on the roads.

The quality of support that the district local government offers to the inspectorate depends on the quality of time that district administrators gives to the issues. The districts that are directly affected by the insurgencies do not have the peace and security required for the administrators to concentrate on their work. As a result, the district governance is weakened and therefore the inspectorate cannot get quality administrative support and governance.

5.8.0 Access to Post-Primary Schools/Institutions

The access to post-primary, post-secondary and other tertiary institutions by IDP children is very low. The low access is due to high incidence of poverty, poor performance in examinations, location, special needs of differently abled children, curriculum irrelevance, child parenthood, child labour, non-competitive courses, and inadequate school/institution facilities. The IDPs' level of poverty has intensified over the years of insurgencies making it difficult for them to afford access beyond primary level especially private sponsorship.

The performance of pupils and students is compromised by poor learning environment, inadequate facilities and instructional materials, ineffective teaching leading to the curriculum gap (ref., table 8: sample data on performance). As a result, they fail to compete for admission and marketable course.

Inappropriateness of location of secondary schools and tertiary institutions in relation to IDPs convenience affects access. The schools and institutions that are within the districts are difficult to access due to insecurity, low enrolment capacities, and inadequate facilities (ref table 6 and table 7). Even the children who are admitted to schools and institutions outside the district hardly take up the offers due to insecurity on the roads, high transport costs and fees beyond the abilities of the IDPs. Some parents in Kitgum town endeavour to painstakingly pay for air tickets for their children to Gulu in order to access schools and institutions.

Like any other parts of Uganda, the districts in the North had cases of disabilities that had not been handled. With the insurgencies which lead to disabilities resulting from anti-personnel landmines, mental and physical torture, mutilation of different body parts by the rebels, rape and defilement, bullet wounds, HIV/AIDS/STDs, living in crowded IDP camps and malnutrition to mention a few. The institutions and personnel to handle physical and psychological rehabilitation alongside inclusive education are either inadequate or lacking.

There is curriculum gap resulting from ineffective learning due to incomplete syllabus coverage, ineffective teaching, unsupportive learning environment, and shortened school hours. The resultant poor performance in examinations makes the children from these districts not competitive with the rest of students from other parts of Uganda.

Rape, defilement, forced and early marriages have lead to high number of child parents who can not continue with their education due to added responsibly of parenthood in the difficult IDP environment. The child-parents especial girl mothers carry heavier responsibilities of parenting that obstruct them from accessing higher institutions of learning.

The increased number of orphans, poverty levels and child headed households has lead to increased demand for child labour. This has denied the affected children opportunities to access the schools and institutions for higher learning and skills development.

The data below reflect the reality from Kitgum and Masindi. In Kitgum, a total of 511 students were admitted in 12 secondary schools but did not report due to various reasons. Similarly, 110 students were admitted for A level in 4 schools but did not report. In Masindi district, 23 students admitted to Kabalega SSS did not report for their A level studies. In Apac 62 students were admitted to Aboke High for A level but only two have reported. The situation is even worse in other district were statistics was not easily available to show the trend.

6.0 RECOMMENDATIONS:

Considering the above observations, the committee has come up with the following recommendations and suggestions:

1. Given the different categories of disadvantaged children with varied educational needs and rights, implementation of alternative education would provide them with opportunities for access life skills. We therefore recommend that the policy for the disadvantaged children is passed and the following include in the budget for 2003/2004 financial year:
 - i. Consider designing a special alternative education and training programme tailored to address the educational needs and rights of the disadvantaged children and young adults in Northern Uganda. This response programme should be developed in a participatory manner to include all the main players. Also, this should be included in the national budget as an urgency;
 - ii. Inclusion of the payments of alternative basic education programme facilitators in (i) above and (ii) developing an up-grading curriculum for the development of these facilitators within the existing Primary Teachers Collage;
 - iii. Develop a clear management procedure and accountability system for management of the capitation grant to include funding of alternative education and training centres.

We are convinced that the implementation of the policy will enhance opportunities for access to basic education by the disadvantaged children, increase participation of stakeholders in education reforms, strengthen linkages between formal and non-formal education, improve quality of delivery by ensuring appropriate infrastructure as well as curriculum content and methodology, provision of appropriate learning materials, elimination of disparities and ensure retention of beneficiaries.

2. The committee strongly feels that locating the school for the Formerly Abducted Children in Luwero District as proposed by the Government isolates and further dislocates the traumatised and vulnerable children & youth. Furthermore, this initiative may not provide an effective healing environment and instead may stigmatise them. There is intense dissatisfaction voiced by the community members in the affected districts, to this proposed initiative. Moreover, it should be recognised that the Government policy of inclusive education will be seriously compromised. Therefore, the committee recommends that the proposed school be relocated from Luwero District to the North. The committee further recommends that the number of such schools be retained at 3. In addition, special well resourced psycho-social, conflict resolution and peace education programmes be integrated into the schools & learning centres.

3. MoES and OPM should immediately consider using capitation grant and provisions in the draft IDP policy to benefit all the IDP children by constructing additional learning centre structures (libraries, laboratories, workshops, dormitories and classrooms) sanitary facilities (latrines, urinals, bathrooms, sanitary pads, water sources relevant for girls and boys), instructional materials (text books, non-text book materials, chalkboards), science equipments, workshop tools, agricultural implements, co-curricular equipments and furniture for both host and displaced schools in the respective districts. The draft IDP policy and the draft policy for the education of the disadvantaged children should be used to provide institution framework for enabling an immediate incorporation of above items into the national budget for 2003/2004 financial year. The draft polices above should be used to draw a medium term budget provisions for the rehabilitation and reconstruction of the North within the ESIP, PEAP and Northern Uganda Reconstruction Programme.
4. Having experienced war for the last 17 years and the current trend, future generations are at risk of loosing out if the human resource requirement is not developed today. MoES through affirmative action should provide additional bursaries on top of the two given to each sub-county and give compensatory points to IDP children to enable them access secondary and higher education and training. Universal secondary education implementation must also start with the North. We hereby strongly recommend that compensatory points, bursaries and universal secondary education must be treated as equalisation development policy to fasten the rehabilitation and development of Northern Region within the context of proposed Northern Uganda Reconstruction Programme, PEAP, ESIP, Policy for education of the disadvantaged Children, Orphans and Vulnerable Children Policy (OVC) draft and ESR.
5. MoES in collaboration with OPM and Ministry of Health should strengthen the public health services like health education; HIV/AIDS education, curative services and nutrition education and assessment, camp planning and maintenance. WFP and OPM to continue with provision of school feeding programmes for areas covered and expand to other learning centres and institutions in need in the region.
6. Recognising the level of trauma affecting children, parents, guardians, teachers and leaders, we recommend for institutions that will be based in the region to provide psychosocial support services. As part of the curriculum revision for PTCs and NTCs, psychosocial support skills development and peace education should be included. The current work on the revision of Ordinary Level syllabus to include environmental and developmental education should be expended to capture the psychosocial skills development and peace education. This process should be made participatory, used to inform the revision of curriculum of PTCs and NTCs, and involve other stakeholders (e.g. UPDF).

7. MoES should lift the ban on recruitment of secondary school teachers and upgrade the staff established ceiling for the affected schools and institutions in Northern Uganda given the pathetic situation on the ground.
8. There is need for the MoES to provide support to the Northern Region Education Forum to continue with the review of the IDP situation and information required for guiding the planning processes. For effective follow-up on the recommendations and their implementation, the committee recommends that a separate percentage for inspection activity be provided as a conditional grant to the affected district to enhance performance of the department.
9. There is need to ensure that each of the recommendations above and all Government and donor supported programmes be well coordinated. This is need to ensure that the specific focus on the educational needs of the girl child and young women in all the categories of the disadvantaged children and young adults in Northern Uganda is in line with EFA goals and well supported.
10. The committee recommends that the Minister, Ministers of State and Officials of MoES, and the donor community visit the learning centres in both the host and the affected district as part of the pre Education Sector Review field visit.
11. The committee recognises that there is need for PEACE as a pre-requisite for the rights of children to education to be adequately and sustainably met. There is need for commitment and participation of all stakeholders including women, children (boys and girls), men, cultural institutions, youth (male and female), faith based institutions, CSOs, and Government in peace initiatives for immediate and long-term strategies.

7.0 Conclusion:

The committee is grateful for the positive response by all the MoES officials, Donor Agencies, education NGOs and ActionAid Uganda for initiating and facilitating the process. Special appreciation goes to the Director of Education for identifying and extending invitation to the concerned stakeholders in and outside the MoES. The committee foresees that expression of commitment expressed by action on the recommendations above by Government and other stakeholders. The magnitude and the complexity of the educational needs and rights of IDP children in Northern Uganda requires combined efforts of all Government Ministries, Donor community, Civil Society Organisations and the District Local Governments.

Northern region education forum: Committee members

Name	Title
1. Ms Margaret Ekwang	Chairperson/ For DIS Masindi
2. Mr.Odwar Simon Peter	Ag. DIS Kotido.
3. Mr. Lamakio Celest Odong	For DIS Kitgum,
4. Mr.Okila J.G.	DIS Nebbi.
5. Ms Tamali Edinyu	DIS, Lira
6. Obot Robinson	For, DIS Gulu.
7. Mr. Ogwal Simon Peter	DIS Apac, Secretary.
8. Ms Apio Grace Ogaba	For DIS, Pader.
9. Charles Businge	Regional Facilitator, AAU
10. Oola McWalter	Team Leader, AAU Pader
11. Nickson Ogwal	Coordinator - CEF

8.0 Appendices:

8.1: Case Study emphasising need for non-formal education/training programme featuring Rose Lakica:

'I am called **Lakica Rose** aged 16 years old and a pupil in Primary seven and a resident of Arum Trading Center, Pader district. It was on 1st November 2002 at 112:00 pm when the LRA rebels invaded our village. Eight of us were abducted and made to walk for six kilometers before we camped for a night. During the night, we were forced to have sexual intercourse in exchange for our lives that were at stake. On the second day, the 7 girls were released but for me, I remained with the overall commander of the group as his wife.

As an initiation process, I was forced to kill four people. I started to experience hard life as water became scarce; daily attacks by UPDF, fear of being killed and lack of freedom to move. I managed to escape during one attack by UPDF helicopters. Unfortunately, I ran into another group who again abducted her after pleading for her life.

I took another one week with this new group and managed to escape when we reached a village near my village. I reached the office of the LC 111 of Lira Palwo Sub County. From there, I was reunited with my sister who is married in the place for about a month before I joined my parents.

At the moment, I am not mentally sound because I don't feel easy when I am among people. Worse still I am doubting my condition because ever since I came back from the bush, I feel abdominal pain, burning urine, yellowish urine and the colour of my menstrual discharge is not pure.

All the above made me very traumatized such that I can't master anything people tell me and this made me not to continue with my studies but I am still willing to go back to school after sometimes.

Normally when I remember what I under went in the bush, I always try to avoid it by going to friends or just sleep'.

8.2: Case Study showing risks of abduction children face on their way to school featuring Christine Lamwaka:

'I am called **Lamwaka Christine**, aged 18 years old and a resident of Kal Odoko Nyero Village, Patongo Sub County, Pader District. On the 12th Dec 1998 at 8: 00 am when I was going to Ogong Primary School, I was abducted by the Kony rebels with my brother and taken to a place in Adilang Sub-County. We were forced to walk for five days without rest, which made my foot to become swollen, but I was coerced to continue moving under threats of death. After seven days of tracking, we were taken to the Sudan. We found many abducted children from Northern Uganda in the Kony rebel camps being trained in military drills. These unfortunate children were going without food.

After one year of hardship in the Sudan, I was given away to a brigade commander as his 35th wife. Unfortunately, Kony ordered for the persecution of my forced husband together with Otti Lagony for planning to a hold cease-fire with Uganda Government. My forced co-wives and me were threatened to be killed but thank God - Kony forgave them.

In May 2002, we entered Uganda and I was assigned responsibility to man a mobile sick bay for the rebels. I later requested my commander to allow me to join a mobile rebel group assigned to travel to Pader. This was granted. I joined the convoy in October 2002 and traveled to Pajule where I hatched a plan to escape. When UPDF attacked our group in Pajule, I finally got a chance to escape. An elderly man took me to the LC1 Chairperson of the village who later took me to UPDF Barracks and eventually to Gulu World Vision Rehabilitation Center.

In the Rehabilitation Centre, I was given clothes, basins and was kept there for three months before being reunited with my parents. At the moment, I can't go back to school because I was abducted when I was young and was still in lower class but now I am a big girl and can't go back again to the same class. Looking back to the experiences in the bush traumatizes me. At times I try to overcome my problems through prayers and visiting friends who care to share my problems'.

Note: There are very many children like Christine in Northern Uganda who need support to access quality alternative education that will make them useful in future.

8.3: List of Institutions:

District	Name of Tertiary Institutions
Apac	<ol style="list-style-type: none"> 1. Minakulu Technical Institute 2. Loro Core Primary Teachers College 3. Abilonino Community Poly-technique 4. Uganda College of Commerce – Aduku 5. Acaba Technical School 6. Apac Technical School
Gulu	<ol style="list-style-type: none"> 1. Gulu University 2. Unyama National Teachers College 3. Gulu School of Clinical Officers 4. Gulu Primary Teachers College 5. Atiak Technical School 6. Bobi Community Polytechnic
Nebbi	<ol style="list-style-type: none"> 1. Uganda College of Commerce – Pakwach 2. Paidha Primary Teachers College 3. Ora Technical Institute 4. Pacer Community Polytechnic
Masindi	<ol style="list-style-type: none"> 1. National Teachers College Masindi 2. Kamurasi Primary Teachers College 3. Kiryandongo Technical Institute 4. Uganda Cooperative College – Kigumba 5. Nyabyeya Forestry College
Pader	<ol style="list-style-type: none"> 1. Kalongo Technical Institute 2. Pajule Technical Institution
Kitgum	<ol style="list-style-type: none"> 1. Kitgum Primary Teachers College 2. Kitgum Technical Institute 3. Kitgum Polytechnic Institute
Kotido	<ol style="list-style-type: none"> 1. Kotido Primary Teachers College
Lira	<ol style="list-style-type: none"> 1. Uganda Technical College – Lira 2. National Teachers College – Ngetta 3. Canon Lawrence Teachers College 4. Nurses Training School – Lira 5. Amugo Agro Technical Institute 6. Dokolo Technical School 7. Namasale Technical School

8.4.0 ACTION MATRIX.

SITUATION	PRIORITY PROBLEMS	SHORT TERM ACTION	MID TERM ACTION	LONG TERM ACTION	RESPONSIBILITY
1. INSECURITY	Limited protection in the camps and learning centers.	Provision of security in the camps and learning centers	Establishment of Peace Education in Schools and Peace building within community	Advocate for Everlasting Peace.	
	Food shortage	Initiate school-feeding programme.	Initiate school-feeding programme.	Initiate school-feeding programme.	
	Trauma	Training of stakeholders on psychosocial skills.	Train educational stakeholders on psychosocial support skills	Institutionalize psychosocial support training	
	Child abuse	<ul style="list-style-type: none"> ▪ Sensitization and mobilizations of the masses on child rights. ▪ Formation of child right clubs 	Enforcing of laws governing child rights.	Enforcing of laws governing child rights.	
2. INADEQUATE PROVISIONS FOR WELL-BEING OF CHILDREN /YOUTH	Inadequate sanitation facilities (High latrine pupils ratio)	Provision of mobile latrines	Construction of sanitary facilities	Construction of sanitary facilities.	MoES, UNICEF ,Local Government and other donors
	Inadequate safe water.	Health education to Pupils/students	Provision of clean and safe water sources.	Drilling of boreholes.	MoES, Water Development and Donor.
	Food shortage	Initiate school-feeding programme.	Initiate school-feeding programme.	Initiate school-feeding programme.	MoES, WFP and OPM.

	Inadequate health Provision.	<ul style="list-style-type: none"> ▪ Provision of mobile health services. ▪ HIV/ADS awareness. 	<ul style="list-style-type: none"> ▪ Training science teachers on health education. ▪ Life skill education on HIV/AIDS. ▪ Establish HIV/AIDS clubs in schools. 	<ul style="list-style-type: none"> ▪ Construction and rehabilitation of health centers. ▪ Advocate for sexual reproductive health rights. 	MoH, MoES, LG and Donors.
3.TRAUMA	Lack of psychosocial support mechanism	Training educational stakeholders on psychosocial support skills	Train educational stakeholders on psychosocial support skills	Institutionalize psychosocial support training	MoES, Local Government and Donors.
	Inadequate support to abducted and traumatized school children	Provision of guidance and counseling services.	Integration into communities and schools.	Support life skill Training.	MoES, Local Government and Donor.
4. OVERCROWDING IN SCHOOLS	In adequate learning space (Classroom/teacher ratio and classroom /pupils ratio)	<ul style="list-style-type: none"> ▪ Integration of IDPs children to host schools during annual school census. ▪ Construction of temporary structures 	<ul style="list-style-type: none"> ▪ Construction of permanent structures. 	Resettling in IDPs.	MoES, Local Government and Donors.
	Inadequate scholastic materials (High Text book ratio)	<ul style="list-style-type: none"> ▪ Supply of scholastic materials. 	Continued supply of scholastic material	Continued supply of scholastic materials	MoES, Donor and Local Government.
	Inadequate furniture (High desk pupils ration)	Provision of locally available materials	Supply of furniture	Supply of materials.	MoES, donor and Local Government
	High teacher pupils ratio	Redeployment of teachers	Recruitment of Teacher	Recruitment and training of more teachers.	MoES and LG.

5. FUNDING - UPE CAPITATION/GRANT	Inadequate funding in host district.	Negotiation between districts of origin and hosts to release funds to host district.	Include IDP children in UPE/ Capitation grant release during new financial year	Advocacy for policy change on UPE/Capitation Grant utilization.	MoES, LG, MoFPED, CSOs and MoLG.
6. PERFORMANCE	Lack of libraries, laboratories and workshops.	Provision of mobile laboratories, libraries and workshops.	<ul style="list-style-type: none"> ▪ Provision for book banks, science equipment and tools. ▪ Completion of structures already started. 	Construction of libraries, laboratories and workshops.	MoES, MOLG, District Local Government, Donor agencies and CSO.
	High drop rate	Sensitization and advocacy.	Alternative education for disadvantaged children.	Construction of vocational institutes.	Education stakeholders, Local leaders, MoES and CSOs.
	Admission to higher level.	Affirmative action on entry to secondary, vocational and tertiary institutions.	Government to implement the quota system.	Improvement of the learning and teaching process to improve performance.	MoES, JAB, UNEB and MP.
	Inadequate data for decision making and management	Training on data collection and management skills (Computer)	Institute institutional capacity process. (Computers, motorcycles and vehicles).	Establish a functional data bank.	MoES, Local Government and Donor

7. DISADVANTAGE CHILDREN.	Low focus on inclusive education.	<ul style="list-style-type: none"> ▪ Sensitization to the local communities and stakeholders on disadvantaged children. ▪ Early interventions to children with SNE needs and other Disadvantaged children. 	<ul style="list-style-type: none"> ▪ Initiate Alternative Basic Education for Disadvantaged children. ▪ Provision for interventions for all (Equipment and learning kits both SNE and Disadvantaged children). 	<ul style="list-style-type: none"> ▪ Implement policy on Disadvantaged children. ▪ Develop Curriculum that is relevant for Disadvantaged children in the North. ▪ Training of teachers and tutors on Disadvantaged children including SNE. 	MOLG, MoES, District Local government, donor agencies, national curricular center and OPM.
8.INSPECTION; MONITORING AND SUPERVISION	Lack of facilitation for monitoring and supervision	Re allocate funds to enhance supervision	Provision of conditional grant for inspectorate activities	Provision of conditional grant for inspectorate activities	MoES, MOLG, District Local Government, Donor agencies and CSO.
	Insecurity along roads	Security to be provided during inspections.	Contribute to Peace Building in the region	Peace Returns.	MoES, MOLG, District Local Government, Donor agencies and CSO.
	Inadequate data for decision making and management	Training on data collection and management skills (Computer)	Institute institutional capacity process. (Computers, motorcycles and vehicles).	Establish a functional data bank.	MoES, MOLG, District Local Government, Donor agencies and CSO.