

Children in Abject Poverty in Uganda

*A study of criteria and status
of those in and out of school
in selected districts
In Uganda*



**CHILDREN IN ABJECT POVERTY IN UGANDA:
A STUDY OF CRITERIA AND STATUS OF THOSE
IN AND OUT OF SCHOOL IN SELECTED DISTRICTS
IN UGANDA**

United Nations Educational, Scientific and Cultural Organization (UNESCO)
Ministry of Finance, Planning and Economic Development (MFPED)
and Ministry of Education and Sports (MOES), Uganda

The consulting firm that prepared this study is responsible for the choice and the presentation of the facts contained in this document and for the opinions expressed therein, which are not necessarily those of UNESCO and do not commit the Organization.

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ABBREVIATIONS

AIDS	– Acquired Immune Deficiency Syndrome
ABEK	– Alternative Basic Education for Karamoja
CAO	– Chief Administrative Officer
CBO	– Community-based organization
CHAI	– Community HIV/AIDS Initiative
COPE	– Complimentary to Primary Education
CSO	– Civil society organization
DDHS	– District Director of Health Services
DEO	– District Education Officer
EARS	– Education Action Resource Services
ECCD	– Early Childhood Care and Development
FGD	– Focus Group Discussions
HIV	– Human Immuno-Deficiency Virus
ICT	– Information and communication technology
KII	– Key Informant Interview
MFPEd	– Ministry of Finance, Planning and Economic Development
MGLSD	– Ministry of Gender Labour and Social Development
MOES	– Ministry of Education and Sports
MTEF	– Medium Term Expenditure Framework
NCC	– National Council for Children
NGOs	– Non-governmental organizations
PEAP	– Poverty Eradication Action Plan
PRA	– Participatory Rural Appraisal
PWO	– Probation Welfare Officer
RDC	– Resident District Commissioner
UBOS	– Uganda Bureau of Statistics
UNESCO	– United Nations Educational, Scientific and Cultural Organization
UNFPA	– United Nations Population Fund
UNICEF	– United Nations Children’s Fund
UPE	– Universal Primary Education
UPPAP	– Uganda Participatory Poverty Assessment Process

EXECUTIVE SUMMARY

This study on children in abject poverty in Uganda was undertaken to identify the problems hidden by the fact that the children in poverty are invisible; yet by the very nature of their situation, they are included among those that are classified as the poor in Uganda. Children are subsumed within the poverty categories most often referred to such as households, communities, people – which means that there is a high tendency to focus on adult-related poverty while child poverty is ignored, partly because children have little power and influence within a group that contains adults. Interventions such as universal primary education (UPE) face monumental challenges reaching children in abject poverty.

The study on children had four related, specific objectives:

- 1 To establish criteria for identifying and monitoring children in abject poverty in Uganda.
- 2 To carry out a census and, on the basis of this, to develop a databank on children in abject poverty in three districts, Kampala, Kumi and Ntungamo.
- 3 To conduct a case study to identify how children in abject poverty cope in school, how they progress in school and how education is perceived as the vehicle for breaking their cycle of poverty.
- 4 To develop a plan for targeting the out-of-school children in abject poverty within the framework of Uganda's Poverty Eradication Action Plan (PEAP).

The study benefited from a combination of methodologies. For Objective 1, for example, participatory and quantitative survey methods were used. This saw the extensive review of literature that culminated in a draft set of criteria that could be ranked by importance. Since this was more of action than basic research, a more flexible but iterative study design and process was preferred because we were keen to learn from both the process and substance-related aspects of the research. The hope was that, in future, research work on children in abject poverty would benefit from the insights provided by this study.

Findings reflect that children in abject poverty can be recognized by rather elementary (as opposed to sophisticated) criteria. Top on the list is absence of basic necessities such as shelter, food, clothing and water. Equally important is the 'human condition' in terms of physical health and parental care and protection. Schooling is high on the list as a critical criterion in determining who is extremely or modestly a poor child.

There are a few issues that should be noted:

- This study supports the view that the indicators be analysed within the framework of PEAP since it is within this framework that government policy, budgetary and institutional support is provided.
- While there seems to be national consensus among donors, the public sector and civil society that the government has made commendable progress in implementing PEAP as flexibly as possible, its evolving nature, due to the participatory and consultative reviews it undergoes regularly, does not address many of the development challenges poor children face today. It would take lobbying and advocacy interventions to ensure that the needs

and demands of children in abject poverty are met. Knowledge of the role of the stakeholders such as the Secretary for Children at local council level may also lead to better identification, articulation and targeting of children in abject poverty. This could assist in establishing criteria for use by local institutions and structures in identifying the poorest children.

- More children were identified in Kampala than in Kumi and Ntungamo, the indication being that more children in Kampala met the criteria for selection as compared to those in Ntungamo and Kumi. It should be noted that the population size of Kampala is greater than that of Ntungamo and Kumi, and Kampala is, therefore, likely to have more children in abject poverty than the other two districts.

The summary of the child poverty census findings offers staggering revelations as pointed out below:

- In Kampala (from the statistics of household heads) the percentage of females living in abject poverty is almost three times greater (71.8%) than that of males (28.2%). This is the reverse of the scenario in the other two districts, Kumi and Ntungamo, where the percentages of males (66.2% and 76%) living in abject poverty is much higher than that of females (33.8% and 23.1%).
- The majority of the abject poor are self-employed, a trend seen in all the districts. Surprisingly, only a smaller number of these poor heads of household are unemployed.

The study revealed that:

- Ill health and inadequate health services remain critical challenges for children in abject poverty. This is aggravated by the living conditions of children in almost all the districts studied.
- On a positive note, over three quarters of those who fell sick sought some kind of modern treatment; very few resorted to traditional healers.
- School-related costs have been the major obstacle for children in abject poverty to access education.

From the case study of Ttula: Despite the perceived benefits of schooling for the poorest pupils, it was noted that attendance was affected by:

- i) Low participation by the parents in school visits (especially the parents/guardians from poor socio-economic backgrounds).
- ii) Difficulties in mobilizing and sensitizing the community.
- iii) Lack of teaching/learning materials, for example textbooks, pens, pencils, exercise books, sharpeners, rubbers.
- iv) Lack of basics such as uniforms, food (generalized), shoes, socks.
- v) Poor children with special needs, lacking special facilities and services (e.g. spectacles to enable them to see correctly).
- vi) Geographical pockets of crisis and adversities such as civil instability, floods, drought, etc., all contribute drop-out. A few aspects were singled out as particularly critical for ensuring that children in abject poverty are retained in school.

Plan for targeting out-of-school children

Several stakeholders expressed the views that the issues and options for identifying and assisting the poorest children who are out of school with education services lay in:

- Identifying the ‘excluded categories’, often children engaged in income generation, street children, child mothers, etc., and developing strategies to attack the problems that underlie their situation.
- Initiatives for inclusion such as manipulation of the circumstances mentioned above and customizing education packages to suit their needs.
- Planning programmes through institutional arrangements.
- Designing principles for educational inclusion through innovative delivery models.
- Planning for educational inclusion through integrating social support systems by networking service providers and social service delivery systems.

The recommended intervention measures include but are not limited to:

- 1 Support a starting point for prioritization of and targeting support to children in abject poverty in the national planning framework in PEAP.
- 2 Develop a national equity promotion strategy focusing on the protection of vulnerable children and those in abject poverty.
- 3 Develop a national capacity-development plan for supporting central, but more so local, governments to promote child-related equity and the protection of vulnerable children.
- 4 Develop a national monitoring and evaluation system or structure for monitoring child poverty. This may include monitoring and evaluation initiatives by local council structures, civil society organizations (CSOs), donors and the private sector.
- 5 Marshal stakeholder support (CSOs, local councils, communities, donors, etc.) to government towards the protection of children in abject poverty.

If measures such as lobbying and advocacy for direct and targeted funding of programmes focusing on children in abject poverty are to be supported and seen as relevant, the above interventions need to be undertaken with and through children (whether organized — in advocacy groups — or unorganized). This is very critical and prudent.

1. INTRODUCTION

1.1 Background

The education of the world's children is high on the global agenda. In the context of education for all (EFA), all children should receive free, good quality education. The reality is that millions of the world's children are too poor to benefit from the declaration, unless there are special interventions that target their development. Unfortunately, such children do not form a special social category in poverty eradication intervention programmes. Thus, their inclusion in the achievement of EFA appears to be a hit-or-miss phenomenon. Recognizing the central role of poverty eradication in wider global agendas¹ and acknowledging the need to reach out to the poorest children with the objective to break the poverty cycle for them, UNESCO embarked on a programme of education and poverty eradication. Within the framework of this programme, UNESCO, together with ISESCO and the Government of Uganda, organized an International Workshop on Education and Poverty Eradication – Breaking the Poverty Cycle for Children (Kampala, Uganda, 2001). The present study was undertaken by Uganda, with the support of UNESCO, as a follow-up to the recommendations of the workshop.

1.1.1 Poverty trends in Uganda

The well-being levels and trends in Uganda are mixed. While reports indicate that the country had one of the highest economic growth rating worldwide (6 % GDP growth rate), as well as in Africa, between 1990 and 1999, it is still ranked by the United Nations Development Programme (UNDP) among the 49 least developed countries (UNDP, 2000). Another United Nations report ranks Uganda favourably regarding income distribution (fifth of the 23 countries covered by the survey in Africa). Yet again, survey data in Uganda demonstrate that the northern and the eastern regions of the country are lagging behind their central and western counterparts. Whereas the end of the 1990s saw falling poverty levels, nevertheless more people remained in poverty, both in absolute and relative terms². More recent evidence demonstrates poverty levels increasing to 38% in 2002/2003 (Uganda Bureau of Statistics (UBOS, 2003)).

Even in the face of the above apparent contradictions, the policies, plans and provisions pursued in Uganda have tended to emphasize 'visibility'. Attention was given to helping the 'active poor, those who can quickly move out of poverty. The 'passive poor' are often left to fend for themselves. Children have tended to be part of the latter category and it does not come as a surprise, for example, that the trend of child poverty is aggravated by the HIV/AIDS pandemic which brings with it increasing numbers of orphans; child-headed households and street children as well as by children traumatized as a result of to armed conflict.

Several staggering data about the children demonstrate the need to deepen the understanding of child poverty critical and urgent. Information on the proportion of children living in abject poverty is scanty though it can be inferred from available statistics (UBOS, 2000). Table 1.1a. summarizes statistics on several variables in the different environments (rural and urban) in order to illustrate the proportion of children living in poverty.

1. Millennium Development Goals (MDGs), Poverty Reduction Strategy Papers (PRSPs) and the United Nations Decade of Education for Sustainable Development as cited in many current international and national policy documents on poverty and development.
2. The percentage of Ugandans living in poverty dropped from 56% in 1992/93 to 35% 1999/2000; the actual number of people living below the poverty line increased in absolute terms (about 700,000). Note that at 56%, about 7 million Ugandans lived in poverty when the population was about 16.7 million. Assuming that the poverty head count remained at 35% of the total population, for a population of 24.6 million (UBOS, 2002), about 7.7 million Ugandans live below the poverty line – representing an increase of about 700,000 people.

Table 1.1 a. Proportion of children living in abject poverty by rural-urban residence

Variable	Residence	
	Rural (%)	Urban (%)
Birth registration	3.4	11
Poor people	96 ¹	4
Orphans	4	8 ²

1. Majority are female; most of the males migrate to urban areas in search of employment opportunities.
2. Population Secretariat and the United Nations Population Fund (UNFPA) 2000. UBOS reports a higher proportion, 14% of the population in Uganda under 18.

Only 11% of urban births and 3.4% of rural births are registered, meaning that the majority of children are denied this basic right. Approximately 96% of the poor, the majority of whom are women, live in rural areas (UBOS, 2000, 2003). A UNICEF project document (2003) on orphans and vulnerable children indicates that approximately 2.1 million children in Uganda are orphaned and, of these, 80% come from poor families.

Table 1.1 b. Proportion of child-headed households, by sex, by rural-urban residence

Sex	Residence		
	Rural (%)	Urban (%)	Total
Male	49.6	10.5	40.8
Female	30.3	9.6	59.2
Total	79.9	20.1 ¹	100.0

1. UBOS (2000).

The child-headed household trend in Uganda is such that rural areas have 79.9%, of which 49.6% are male-headed and 30.3% are female-headed. The trend in urban areas is that of the 20% child-headed households, 10.5% are male-headed whereas 9.6% are female-headed (UBOS, 2000).

Children's vulnerability to poverty, adversity and HIV/AIDS is largely contextual but also indicative of the widespread situation in protecting them. Table 1.2a categorizes different situations; the small percentage of children with access to pre-primary education may instantaneously imply that the majority are illiterate thus excluded from receiving someservices.

Table 1.2 a. Vulnerability to poverty, adversity and HIV/AIDS

Indicator	Category/number	Percentage
1. Access to pre-primary education	3-5 years ¹	15.0
2. Children in absolute poverty	Under 15 years ²	30.7
	Under 18 years	62
3. Orphans	2 100 000	80 ³
4. Economically active children (10 – 14 years)	1 162 600 ⁴	Girls – 48.2
		Boys – 51.7

1. The modes of delivery of HIV/AIDS awareness interventions are such that the illiterate are excluded.
2. 52% of the population are under 15; of these 59% live in absolute poverty.
3. Come from very poor families (UNICEF project document, 2003).
4. 45.31% of the age group, ILO and UBOS (1995).

It is estimated that 800,000 people live in camps, 50% of whom are children. These are not only ill-housed, ill-clothed and ill-fed; they are also frequently exposed to ill health. Consequently, while the acute malnutrition rate of the under 5-year-olds has decreased (see Table 1.2b), chronic malnutrition and stunting has increased (*Uganda Poverty Status Report*, 2003). Causes of this include low food intake, ignorance, poverty, taboos and high prevalence of HIV/AIDS.

The child mortality rate (CMR) and the infant mortality rate (IMR) have stagnated over the years or increased due to HIV/AIDS, with falling vaccination rates increasing the burden of other diseases (see Table 1.2b).

Table 1.2 b. Trends of vulnerability to poverty, adversity and HIV/AIDS

Indicator	1995 (Percentage)	2000 ¹ (Percentage)
Acute malnutrition (under 5 years)	6.0	4.0
Chronic malnutrition	36.0	39.0
Infant mortality rate	8.1	8.8
Child mortality rate	14.7	15.1
People living in poverty	56.0	35.0 ²

1. UBOS, 2000.

2. Remember that, as noted above, while the percentage of Ugandans living in poverty dropped from 56% in 1992/93 to 35% in 1999/2000, the number of those living below the poverty line increased in absolute terms (about 700,000). Note that at 56%, about 7 million Ugandans lived in poverty when the population was about 16.7 million. If the poverty head count remained at 35% of the population, for a population of 24.6 million (UBOS, 2002), about 7.7 million Ugandans live below the poverty line, representing an increase of about 700,000 people.

Uganda currently has over 2 million orphaned children, the majority of whom were orphaned by HIV/AIDS (*Uganda Poverty Status Report*, 2003). The number is expected to rise in the next decade and this will increase the risk of children turning to the streets, and becoming beggars and thieves.

The rise in the proportion of child-headed households and child labourers means a rise in percentages of the illiterate, early pregnancies, and related consequences such as infant and maternal mortality rates, increased incidence of those who are infected by sexually transmitted diseases (STDs) and HIV/AIDS, and drug abuse. While the Government will continue to increase spending on reproductive health services, it will also be losing valuable human resources. The cycle of child poverty will thus be passed on to next generation and become chronic. It is evident that the HIV/AIDS scourge is increasingly taking its toll on those who should otherwise be enjoying childhood in Uganda.

A large proportion of deprived children have acquired psychopathological behaviour, increasingly becoming involved in crime, drug abuse and violence. Many, too, are vulnerable to HIV/AIDS and yet enter the labour market at very young ages, all of which seriously affects their growth and well-being. Children under this category experience extreme poverty, which is compounded household, community and national poverty.

The 2001/2002 participatory poverty assessment by the Uganda Participatory Poverty Assessment Process (UPPAP), and Save the Children UK studies on child poverty confirmed that children are a vulnerable category of the population, and that policy and institutional frameworks are taking longer to cope with changing sources of crisis and adversity. A link between large/polygamous families with poverty, and the high level of household population (six to eight members), increases the difficulty of providing adequate coverage and quality of public services such as education, health and housing for families, especially for children. Poor

health reduces the productive capacity of households and limits children's access to their basic needs.

The magnitude and complexity of the problem of child poverty in Uganda is large and growing, and cannot be ignored when designing national development and poverty reduction strategies. Unfortunately, children and young people continue to be marginalized in spite of interventions, especially where assumptions are made that interventions that address adult and household needs are also good for all children, including boys and girls of school-going and non-school-going ages. This partly explains why child poverty is underrepresented in most studies on poverty in Uganda (Save the Children UK, 2003). Because sometimes children need more targeted interventions, the present study on children in abject poverty (commissioned by UNESCO and executed by the Government of Uganda) focused largely on examining the question 'Which child is mostly in need, who is the abject poor and why?' The objectives of the study were specific as indicated below.

1.2 Objectives

The study on children in abject poverty in Uganda had four related specific objectives:

- ❶ To establish criteria for identifying and monitoring children in abject poverty in Uganda.
- ❷ To carry out a census and, on the basis of the results, to develop a databank on children in abject poverty in Kampala, Kumi and Ntungamo districts.
- ❸ To conduct a case study to identify how children in abject poverty cope in school, how they are progressing in school and how education is perceived as the vehicle for breaking their cycle of poverty.
- ❹ To develop a plan for targeting the out-of-school children in abject poverty within the framework of the Poverty Eradication Action Plan (PEAP).

1.3 Justification

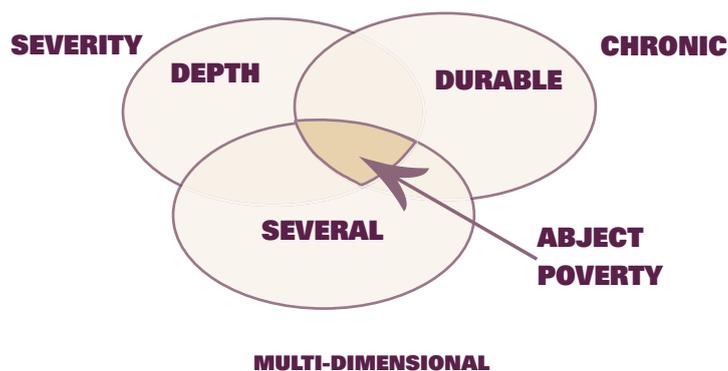
The rationale for carrying out this study on children in abject poverty in Uganda is based on the problems resulting from the fact that children in poverty are invisible, yet they constitute a disproportionately large section of the (poor) population. Children are subsumed within the most referred to poverty categories: households, communities and people; yet among these they always occupy a position of least power and influence (Save the Children Fund UK, 2003), and focus tends to concentrate on adult-related poverty. Children are vulnerable to shocks and adversities and, consequently, are hardest hit by poverty. Given that childhood is the most crucial developmental period in an individual's lifetime, any damage at this stage can lead to a perpetuation of the cycles of poverty, resulting in intergenerational and/or chronic poverty. Interventions such as universal primary education, and maternal and childcare mitigate against the monumental odds.

1.4 Conceptualization

Child poverty can be defined as occurring when a young person under 18 years of age has limited chances of survival, development, protection and participation in those areas of decision-making that would allow an adequate standard of living. In general, such a child has little or no access to resources, services, assets, emotional care, livelihood and human development opportunities, and social capital (family, community and societal support structures). Note that this conceptualization emphasizes just a few of the aspects that informed this study.

- Child poverty is seen to go beyond commonplace notions of poverty that presuppose that the poverty suffered by children is a sub-set of that suffered by the entire population in the country (Save the Children Fund UK, 2003). Children are dependent for their care, development and protection on several stakeholders including the mother, parents, family, community, civil society organizations, international agencies and the State. The absence of these and the support they are meant to provide result in child poverty.
- As depicted in Figure 1.1, child poverty is seen as multi-dimensional, dynamic and locally specific (UPPAR, 2001). Indeed, in a similar study carried out by Save the Children Fund UK, children revealed different dimensions of child poverty, broadly categorized into several domains (personal, emotional and spiritual; family and social; political; physical; financial and material; and environmental). This definition of child poverty goes beyond the conventional description of poverty which focuses on income poverty and downplays other aspects of child well-being, including other forms of deprivation such as powerlessness and lack of voice (Save the Children Fund UK, 2003). Other misconceptions of child poverty abound.³
- That the concept of ‘children in abject poverty’ denotes extreme poverty in terms of time spent under it, the factors at play (cause or effect) and intensity of poverty (its severity and depth) as outlined in the Figure 1.1.

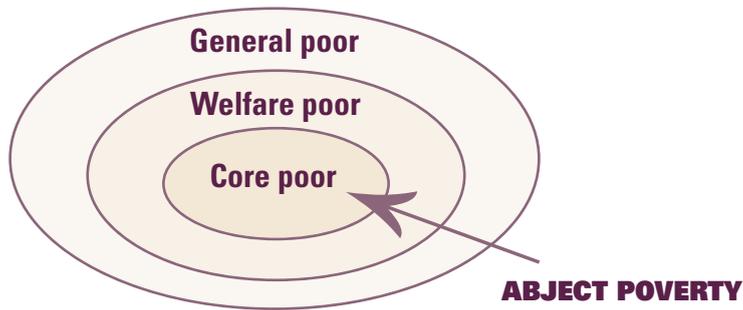
Figure 1.1. The children in abject poverty concept and relationship of variables



3. For instance, the view that poor children are those who need protection (from sickness, hunger and violence) seems to have led to perpetuation of a ‘charity model’ conceptualization of child poverty and support services. Again, by targeting poor households with poverty reduction strategies, the belief by some policy-makers has always been that all children therein would be beneficiaries. To some, child poverty is sometimes confused with the rights of the child and child indiscipline (Save the Children UK, 2003).

Children, both boys and girls, are poor if they grow up without the said opportunities that help them fulfil their potential in life. Moreover, if they are powerless and dependent on adults for safety, security and well-being, they are in effect vulnerable. This highlights the intra-household and intra-community variations of poverty. In addition, they suffer *abject* poverty if their vulnerability is extreme. The concept of 'children in abject poverty' can best be understood when we take child poverty to be occupying concentric circles: the widest circle comprising all the poor children, an intermediary circle including the 'welfare' poor children and an innermost circle made up of the children in abject poverty (Figure 1.2).

Figure 1.2. Visualizing the depth of poverty of children in abject poverty



This study was concerned with the poorest children, in this report referred to as children in abject poverty.

2. METHODOLOGY

2.1 Design and approach

The study benefited from a combination of methodological approaches. For Objective 1, participatory and quantitative survey methods were used. There was a review of literature that culminated into a draft set of criteria that could be ranked by order. This was a research action, hence a more flexible but iterative study design and process was preferred. Here we wanted to learn from both the process and substance-related aspects of the research. The hope was that in future, research work on children in abject poverty would benefit from insights such as those outlined below.

2.2 Combining research techniques

To ensure that the results of the study were comprehensive the strategy adopted was to combine methodologies, personal interviews and consulting stakeholders. To achieve this, quantitative data were sought, especially as regards Objectives 1 and 2 of the study. This included:

- a) Ranking child poverty criteria/indicators, again used as a screening tool focusing on leaders in community visited by enumerators;
- b) A structured questionnaire, aimed at households with children in abject poverty; carrying out a census (not sample survey) of all children who were perceived by local leaders to be meeting the criteria of 'abject poverty' in Kampala, Kumi and Ntungamo districts. The questionnaire was administered by interviewing household heads or adults about the plight of children in their homes. Some of the results of the census are presented in Table 3.3 and Figure 3.1. Note that for these, the number of children (identified to be in abject poverty in each district) varied from district to district. This is not because the sample sizes varied. For example, it could be noted that the number of children identified in Kampala was greater than in Kumi and Ntungamo.
- c) Combining census and participatory research techniques;
- d) Data were collected to establish a databank that would include the various categories of the children in abject poverty.

Qualitative data were sought especially to cater for Objectives 3 and 4 of the study. This included: synthesis of literature on child poverty in Uganda; Participatory Rural Appraisal (PRA) used to complement survey techniques (participatory, visual and counting); and in-depth case study and focus group discussions (covering school administration, school-going children, parents and communities). Key informant interviews were also undertaken to provide insight for targeting planning.

2.3 Implementation process

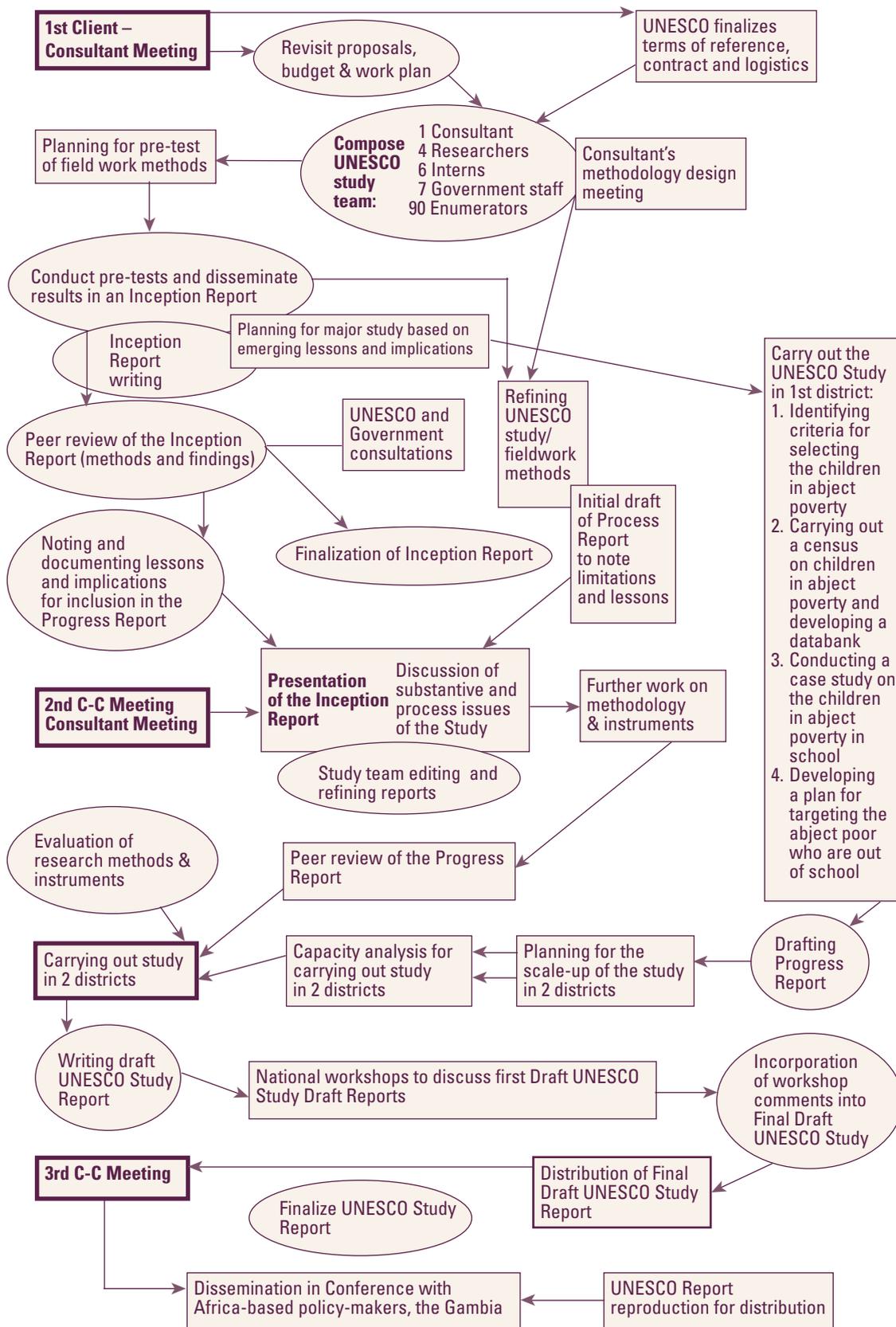
The implementation process included:

- Literature review and stakeholder consultations about information needs regarding children in abject poverty;

- Developing and pre-testing research methods and instruments. This meant piloting and refining the study design and approach;
- Developing and submitting an Inception Report to help reach consensus on procedures and modalities;
- Orientation of the research team through training and brainstorming about process and substantive issues;
- Fieldwork in two phases: the first covering one district (Kampala) and the second taking two districts (Kumi and Ntungamo);
- Data processing, analysis and synthesis of study findings;
- Dissemination of study findings in local and international forums (for review).

Figure 2.1 shows the implementation process followed in the course of undertaking this assignment. Note that the process emphasized and allowed iterative and mutual learning so that the findings that emerged and the conclusions we reached are based on triangulated sources, methods and pieces of knowledge. The period of work between inception and completion stretched for over one year. Feedback on the report was made in local and international forums (the Gambia and Lebanon). Additional feedback was sought and received from UNESCO, the Ministry of Education and Sports and the Ministry of Finance Planning and Economic Development (Poverty Monitoring and Analysis Unit (PMAU) and the Uganda Participatory Poverty Assessment Project (UPPAP).

Figure 2.1. Process flow chart for the Children in Abject Poverty in Uganda Study



Phase II: Scaling up (Uganda) planning

2.4 Poverty grading techniques

The poverty grading techniques aimed at minimizing reductionist measures (e.g. household income or consumption expenditure as a proxy for poverty) in favour of more composite measures for poverty measurement and monitoring (i.e. several criteria used). This study is a follow up of one carried out by Kayiso in 2001 that used a poverty grading matrix (PGM) to rank districts into poverty categories. This involved using seven criteria: illiteracy rate, lack of access to safe water, lack of access to health care, per capita GDP expenditure, human poverty index (HPI), household size (district level) and dependency ratio (district level).

The poverty grading matrix employed several criteria: socio-economic, demographic, health, etc. With data from secondary sources, it was easy to determine how each district fared specifically (per criteria) and overall (combining all criteria). The total score of each district was thus derived for each variable or criterion and these were summed up to form a composite figure that would later be used to determine how districts ranked in terms of poverty. Table 2.1 below provides a summary of the results of the PGM Study.

Table 2.1. Poverty-grading matrices for identifying poverty

Poverty levels	Quintiles in rank	Range of scores	Numbers of districts	Sampled districts
Poorest districts	1 st	-14	0	N/A
Poor districts	2 nd	15 – 28	16	Ntungamo and Kumi
	3 rd	29 – 42	26	Nil
	4 th	43 – 56	2	Nil
Most privileged districts	5 th	57 – 70	1	Kampala
TOTAL			45	3

Albeit PGM did not use weights to indicate the importance of each criterion, it was helpful to this study, as far as the selection of districts was concerned. Kampala was selected to represent the rich districts, and Kumi and Ntungamo to represent the poorer districts. Wide consultations were conducted among local leaders at the village level (by over 1,000 local leaders at LC 1 level) to ensure that they are involved in establishing ranking and criteria for identifying children in abject poverty in Uganda (see Appendix 9, the screening tool). Note that the leaders were given a similar list which they used to rank the criteria and, based on their rankings, scores were tallied for computing the final ranks (see Table 3.1).⁴

A databank users' manual (Appendix 9) has been developed to explain the use of the databank, its reports and basic illustrations. An option to export data to other data analysis tools for deeper analysis has been integrated into the databank. The databank is located in the Ministry of Finance, Planning and Economic Development (at the Poverty Monitoring and Analysis Unit). The questionnaire in Appendix 9 can be used to collect additional data to update the databank. Figures 2.2, 2.3, 2.4 and 2.5 are samples of the forms used for loading data into the databank.

4. Further funding and work still needs to be done on this task with respect to making the criteria robust (valid and reliable). Indeed, the criteria above are not definitive or exhaustive but would continue to be enriched by further monitoring, interaction with stakeholders and research. For example, the classification and/or criteria could be compared with similar studies such as study on child poverty and the budget in South Africa, Child Poverty and the Budget in South Africa, by Shaamela Cassiem, Hellen Perry, Mastoera Sada and Judith Streak, Budget Information Service, Institute for Democracy in South Africa (Idasa), November 2000.

Figure 2.2. Sample databank view showing form to collect household information

The screenshot shows a software interface for data collection. At the top, it is titled "CHILDREN IN ABJECT POVERTY". Below the title are two tabs: "Part A: Household Questionnaire" (selected) and "Part B: Childrens Questionnaire". The form contains several input fields and dropdown menus. On the left side, there are dropdowns for "District", "County", and "Sub county". On the right side, there are dropdowns for "Parish", "Village", and "Household Number". Below these is a section titled "A2.1: NAME OF HEAD OF HOUSEHOLD" with a text input field. Further down are fields for "Age", "Sex" (dropdown), "Employment status" (dropdown), "Level of Education" (dropdown), and "Does Household own dwelling" (dropdown). Below these are three dropdowns for "Roof", "Wall", and "Floor". At the bottom left, there are four text input fields: "Number of roofs for sleeping", "Major source of income", "Expenditure on..." (with a "Click" callout pointing to it), and "Average number of meals". An "Ok" button is located at the bottom right. At the very bottom of the window are two buttons: "New household" and "Close".

Figure 2.3. Sample databank view showing activated control for identification particulars

This screenshot is identical to Figure 2.2, showing the same database form. However, a red callout bubble with the text "Activated control" has an arrow pointing to the "Expenditure on..." input field. The rest of the interface, including the title, tabs, dropdowns, and other input fields, remains the same as in Figure 2.2.

Figure 2.4. Sample databank view showing reports generating form

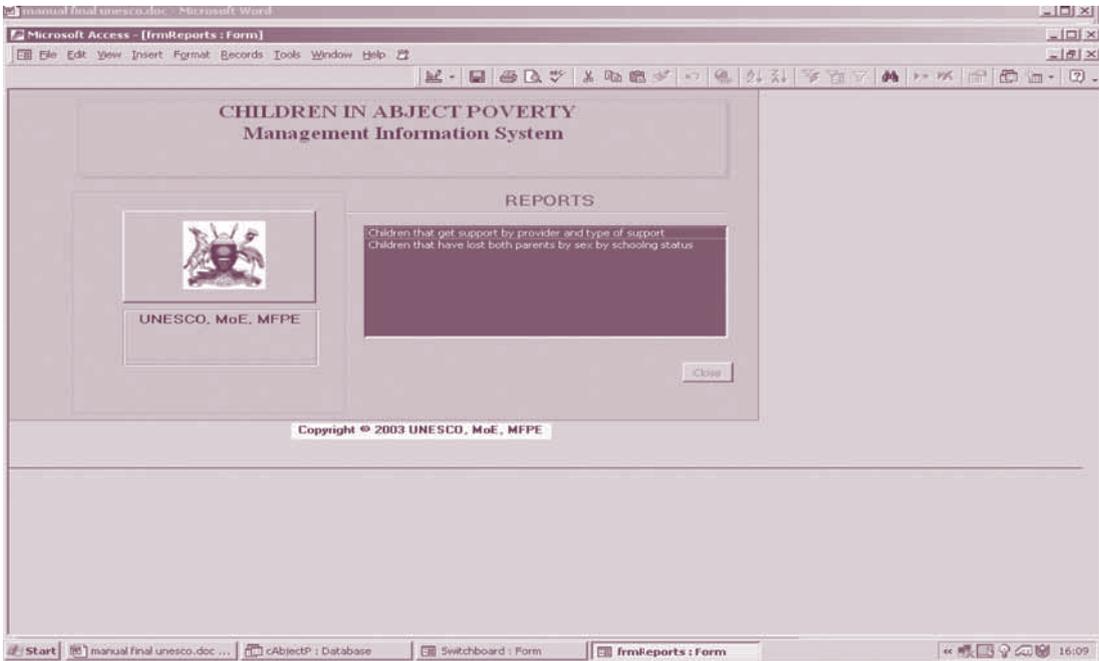
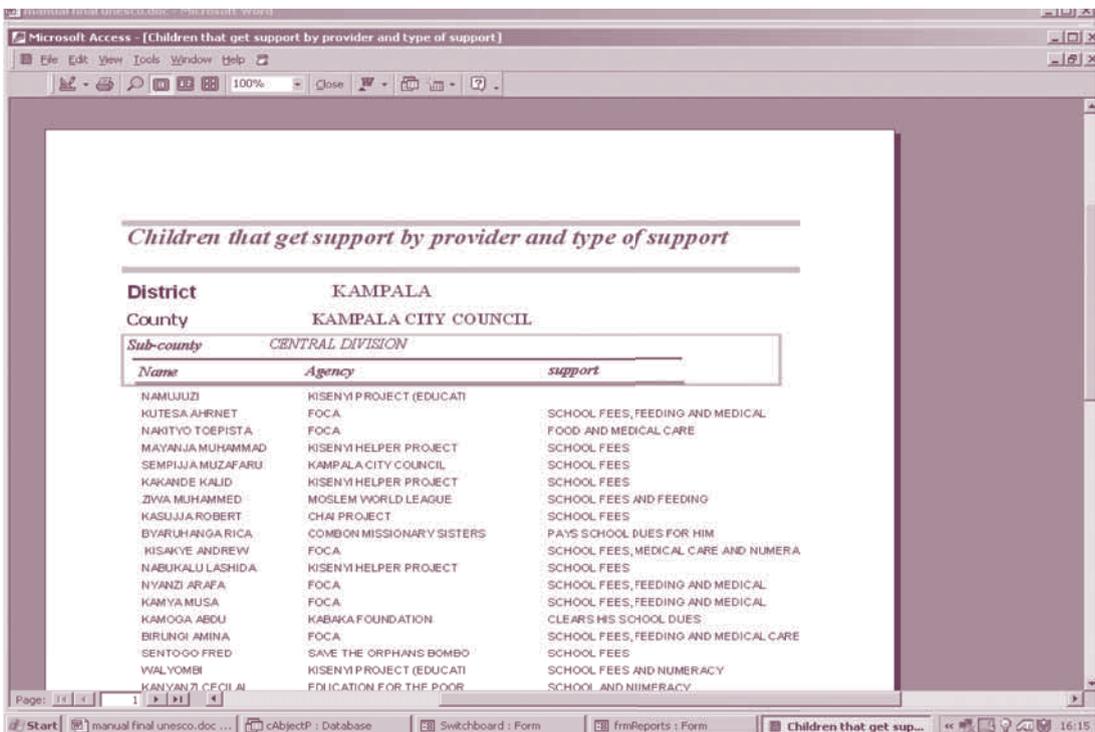


Figure 2.5. Sample databank view showing specific child characteristics



2.5 In-depth case study

This study also drew on case study material. A list of 83 primary schools was used to aid the identification and selection process. The process of selecting the schools where the case study was undertaken was transparent, participatory and guided by four agreed criteria that required each school to be on the Ministry of Education (Kampala District Inspector of School) list of deprived schools; combine accessibility barriers (characteristic of urban, peri-urban and rural services and infrastructure); be a public (government-funded) school; and be a mixed school in order to include gender issues.

Table 2.2. Case study of the abject poor among school children

Introduction and background	<p>Case study objectives</p> <ul style="list-style-type: none"> • To establish what mechanisms are in place to attract and retain the poorest children so that they can compete on equal footing with their better-off counterparts • To assess the constraints that school-going children in abject poverty face as they progress through formal schooling • To determine what would be needed in content and delivery of education to ensure that their experience of education breaks the poverty cycle for them that is, how can education make a difference to the lives of the children in abject poverty? <p>Selection process</p> <ul style="list-style-type: none"> • On the Ministry of Education (Kampala District Inspector of School) list of deprived schools • Accessible (infrastructure and location) • A public (government funded) school • A mixed school
Methodological approach	<p>Field missions</p> <ul style="list-style-type: none"> • Conducted 2 Field visits (1st for initializing the process and 2nd for focus group discussions) • Conducted interviews (administration; teachers; abject poor pupils; parents; independent individuals) • Observed classroom setting; learning in action; pupil interaction at school • Extracted data from documentation in the Administration Office; Ministry of Education; Kampala District Inspector of Schools • Synthesized and analysed data collected <p>Study limitations</p> <ul style="list-style-type: none"> • Participants' responses placed more emphasis on positive aspects of learning than on the challenges • Longitudinal study could have enabled study subjects to be profiled over time • Sampling of participants did not include abjectly poor pupils who had completed school
The case study on Ttula primary school	<ul style="list-style-type: none"> • Total population in March 2003 (262) • Substantive teachers (8) • Non-substantive teachers (3)

Along with evidence from the case study, the results were triangulated by ensuring that evidence is corroborated by: documentation, physical inspections and site observations, group interviews of a cross-section of stakeholders, use of a semi-structured interview checklist to target several stakeholders of the in-school children in abject poverty and use of validation forums to verify information.

2.6 Stakeholder consultations

Participatory and stakeholder consultation methods were employed to investigate and seek perspectives on education inclusion and targeting of children in abject poverty in Uganda. Appendix 5.8 provides the list of agencies that were visited. Representatives of these agencies offered insights as to the key strategies that could be used identify, target, reach out to and attract children in abject poverty into school so that education can break their poverty cycles.

2.7 Limitations and lessons

There were some process limitations faced and lessons learnt which could be used to inform the scaling up and replication of the study:

- 1 **Insufficient mobilization:** Limited early-on communication, introductory letters that were only addressed to higher-level officials, i.e. Resident District Commissions (RDCs), and 'irresponsible' leaders (drunkenness, negative attitude to voluntarism in the course of research) halted the progress of the study. For a study of this nature, communication needs to be given sufficient technical and, in particular, administrative attention; it must be well planned and financed, including disseminating the results/feedback on completion of the study. For ease of access to databases of organizations providing support, the National Commission for UNESCO should make direct contact with heads of these organizations to which an explanation of the purpose of the exercise and benefits will be made. Enumerators should be presentable in all circumstances (among the wealthier and poorer households) and that this is useful for on-spot mobilization for the participation of leaders and lay people.
- 2 **Barriers to accessing** households with children in abject poverty were experienced and this led to delays and costs. These barriers could be attributed to research fatigue, suspicion towards enumerators and the stigma the poor felt, mobility (of respondents such as street children, working leaders and household heads), natural factors (e.g. rainfall), physical factors (e.g. fenced houses and distance) and security-related factors (fierce dogs and security protocol).
- 3 **High expectations** especially by local leaders, community members and enumerators reduced the pace of work. Explanations had to be given to those who were used to allowances provided by previous studies. Demands for allowances, fees and bribes were a key problem faced by the enumerators who had little room for maneuver.
- 4 **Response errors** were apparent due to factors such as: the inability of some enumerators, who made some research instruments appear rather technical or complex; the presence of on-lookers guiding the enumerators to the identified households and respondents who provided data based on their expectations for assistance. A one-day orientation programme was organized; the enumerators in fact needed two forms of orientation, requiring a minimum of two days: one about conceptual/substantive issues and another about operational and process issues, including the rationale of the methods and research instruments to be used. This requires sufficient logistical and financial support. Similarly, it may be necessary to reach some consensus as to the minimum requirements or standards that would inform the conceptualization and characterization

of a child referred to as one in abject poverty. This would provide valuable input for designing methods and research instruments, and for valid and reliable information. A longitudinal study design will be useful in future. This requires a more extended, extensive and systematized monitoring and evaluation system in place, rather than a one-off study.

As pointed out above, systematizing process lessons of such a study should be useful, informing future study designs regarding content and form, measuring and monitoring poverty.

3. FINDINGS

3.1 Identifying children in abject poverty

3.1.1 Criteria and indicators

This study attempted to establish the criteria for identifying and monitoring children in abject poverty, but the question that had to be answered was which criteria or combination of criteria would be most useful in identifying children in abject poverty. Table 3.1 summarizes the findings. Using a draft set of variables, leaders from each of the five administrative divisions were asked to rank the variables (see Appendix 4). These rankings were totaled for the district. The scores and priority position (ranking) are indicated in Table 3.1.

Table 3.1 Prioritized and/or ranked criteria of child poverty

List of child poverty criteria	SCORES	BANKS
Homeless child	403	
Child either with no mother, no father or missing both parents	4 404	2
Child affected by HIV/AIDS	6 989	3
Child having problems with meals	7 857	4
Child has never attended school	8 930	5
Child frequently drops out of school	9 136	6
Child left school	9 542	7
Child not in possession of a blanket	10 476	8
Sickly child	10 861	9
Child in early marriage	10 913	10
Child possessing less than two pairs of clothing	11 105	11
Child sex worker	11 431	12
Child acting as a household servant	11 560	13
Child heading a household	11 649	14
Child labourer	11 889	15
Child with disability	11 895	16
Child mother	11 978	17
Street child (day and night)	12 868	18
Child affected by conflict (domestic, community and society)	12 962	19
Child beggar	13 173	20
Child from an assetless households	14 901	21
Child from a landless household	14 992	22
Formerly abducted child	15 703	23
Child in area prone to epidemics	15 785	24
Child in camp	15 804	25
Child in area prone to drought and famine	16 256	26
Child in area prone to floods	16 392	27
Child soldier	16 659	28
Child in area prone to land degradation	19 241	29
Child in area prone to landslides	19 565	30
Child in area prone to deforestation	20 205	31

Findings so far reflect that children in abject poverty can be recognized by rather elementary (as opposed to sophisticated) criteria. Top on the list is the absence of basic necessities such as shelter, food, clothing and water. Equally important is the 'human condition' in terms of physical health, and parental care and protection. Schooling is high on the list of critical criteria in determining who is extremely or modestly a poor child.

3.1.2 Comparisons of studies and child perspectives

Child poverty can be analysed both subjectively and objectively. Studies such as the Save the Children UK 2003 study have analysed child poverty indicators on the basis of how they relate with institutional frameworks through which monitoring would be effected. Table 3.2 shows children’s perspectives of child poverty indicators. Note that the indicators used compare than contrast with those presented in Table 3.1.

Table 3.2. Characteristics of child poverty in key domains

<p>Personal, emotional and spiritual well-being</p> <ul style="list-style-type: none"> • Lack of parental guidance, care and love • Not having the means to get what one wants • Inability to solve daily problems, both as a result of lack of money as well as lack of initiative and innovation that results from financial poverty (‘poverty of the mind’) • Being dependent on others • Lack of religious grounding • Discrimination and deprivation¹ • Alcohol abuse by parents 	<p>Physical well-being</p> <ul style="list-style-type: none"> • Lack of access to health care (medicine, immunization) • Vulnerable to disease, especially HIV/AIDs and malaria
<p>Family and social well-being</p> <ul style="list-style-type: none"> • Lack of one or both parents • Being forced to live on the street because parents cannot support all/any of children • Family breakdown • Polygamous family • Households with many children and with no use of family planning • Inability to enrol in school or to pursue education on an on-going basis as a result of school costs, uniform, books, pens, etc. • Lack of protection from abuse, exploitation 	<p>Financial and material well-being</p> <ul style="list-style-type: none"> • Lack of money, clothing, food, accommodation, material goods such as bicycles, books, bedding, cooking • Lack of land • Lack of skills • Lack of opportunities and sources of income • Child labour exploitation • Lack of access to transport and communication facilities.
<p>Political well-being</p> <ul style="list-style-type: none"> • Lack of freedom of speech • Living in a war-affected area • Lack of security 	<p>Environmental well-being</p> <ul style="list-style-type: none"> • Living in an area susceptible to land slides, floods and drought • Lack of clean and safe water • Lack of latrines

Source: *Silent Majority: Child Poverty in Uganda*, Save the Children UK, 2002.

1. Kasese, a girl 11 years old, with disability, hidden and not allowed to be with other children and not receiving care from those who are supposed to provide it.

The Tables 3.1 and 3.2 could be subjected to further analysis using the following analytical framework:

- 1 An approach based on the Convention on the Rights of the Child (on provisions, protection and participation, etc.). Notwithstanding the indivisibility of rights, this study indicates that local leaders favour the provision of survival and development requirements (provisions and to a large extent protection) as a primary mandate of stakeholders supporting children in abject poverty. In other words, the right to participation in affairs that affect them is secondary to a child who is extremely or severely in need.
- 2 The sector approach (e.g. education, health and housing, etc.). Most of the existing indicators are designed to fit needs in specific sectors, such as water and sanitation, health, education, etc. Again, this study indicates that local leaders attach value to housing, health

and education, apparently in that order, and feel that stakeholders supporting children in abject poverty should consider as more critical shelter as they grapple with the provision of services in other sectors.

- 3 Sustainable livelihoods approach (assets and capital, etc.). Physical, human and social capital seems to be given prominence among the criteria for identifying children in abject poverty. Material, financial and natural capital are not given as much importance as the former.

This study supports the view that the indicators be analysed within the framework of PEAP (Uganda's Poverty Reduction Strategy Paper, PRSP) since it is within this framework that government policy, budgetary and institutional support is provided. PEAP is hinged on five pillars.

- 1 Rapid and sustainable economic growth and structural transformation by ensuring macroeconomic stability and growth; private sector development; external trade and investment promotion; improving infrastructure such as transport and communications; energy; and promoting sound environmental and natural resources management.
- 2 Good governance through the promotion of transparency and accountability in public sector management; strengthening decentralization and local governance; public service reforms; and strengthening the justice, law and order sector.
- 3 Increased ability of the poor to raise their incomes through increased access to financial services (micro-finance) and rural development (mainly focusing on agricultural modernization and labour-intensive programmes).
- 4 Enhanced quality of life of the poor through increased access to basic social services, i.e. education, health, prevention of HIV/AIDS, water and sanitation.
- 5 Security.

Going by the above framework, it becomes clear that the leaders' criteria largely fall in the fourth pillar, quality of life. While there seems to be consensus among donors, public sector and the civil society that the Government has made commendable progress in executing PEAP as flexibly as possible with its evolving nature, and the participatory and consultative reviews it undergoes regularly, it does not address many of the development challenges poor children face today. It would take lobbying and advocacy interventions to ensure that the needs and demands of children in abject poverty are met. Knowledge of the role of the stakeholders such as the Secretary for Children at local council level may also lead to better characterization, articulation and targeting of children in abject poverty. This could render criteria of use in this case to local institutions and structures since they see that they are meant to be accountable.

A number of quantitative and qualitative indicators exist and are in use. However, collection of the indicators is patchy and sometimes inconsistent; and the extent to which the indicators are used for monitoring or informing decision-making is less systematic and targeted.

3.1.3. The experience of the study

This study demonstrated that:

- The different levels of governance (village, subcounty and district, etc.) and management (planning, implementation and review, etc.) need to be considered while conceiving appropriate and relevant criteria that would be used at these various levels. Establishing criteria must be systematic and logical because different localities and levels may need to target or monitor different problems of children. The criteria and/or indicators for identifying children in abject poverty seem to be location- and level-specific
- Relevance, consistency and complementarity of criteria for identifying and monitoring children in abject poverty are key issues. The criteria may challenge the tradition of collecting only quantitative and not qualitative indicators. An urgent need exists for developing sets of criteria and indicators, both quantitative and qualitative. Quantitative and qualitative criteria/indicators need to be read and used jointly to make a more holistic sense of children’s realities such as behavioural change, proper nutrition, hygienic practices, etc.

3.2 Profile of children in abject poverty

3.2.1 Situations and characteristics of abject poverty

One objective of the study required the consultant to carry out a census and, on the basis of the results, establish a databank on children in abject poverty. To undertake this task, quantitative survey methods were used, in combination with participatory methodologies. Specifically, local leaders were consulted in their respective areas to identify households they perceived to contain children in abject poverty. It was these households and children that were profiled by the researchers. Table 3.3 outlines the preliminary findings emerging from the census in Kampala District, specifically focusing on characteristics of the poorest children.

Table 3.3. Summary of findings from the census on children in abject poverty

A. General household-related characteristics (in percentages)

Characteristics	Variable	Kampala	Kumi	Ntungamo
Sex (head of household)	Male	28.2	66.2	76.5
	Female	71.8	33.8	23.1
Education of head	No education	14.6	4.8	9.8
	Primary	49.0	62.8	49.4
	Secondary	36.4	7.6	1.2
Wall of shelter	Thatched, mud and poles or unburnt bricks	46.8	26.5	86.1
Roof of shelter	Grass/papyrus	0.53	96.4	93.4
	Iron sheets	94.31	2.8	5.3
Floor of shelter	Earth, earth and cow dung	44.37	97.3	26.3
	Cement	54.00	0.9	0.8

B. Specific child-related characteristics¹

Variable	Kampala		Kumi		Ntungamo	
	Number	%	Number	%	Number	%
Number of households	4 759	-	2 004	-	229	-
Number of children identified	13 685	-	4 151	-	462	-
Number of child headed households	14	0.3	34	1.7	2	0.8
Married children	27	0.2	237	5.7	19	4.1
Children working as servants	55	0.4	29	0.7	1	0.2
Child orphaned	9 744	71.2	1 034	24.9	99	21.5
Child has never attended school	1 902	13.9	702	16.9	86	18.7
Child takes only one meal	10 715	78.3	-	-	-	-
Child has less than two sets of clothes	7 773	56.8	1 162	28.0	187	40.4
Child temporarily out of school	3 859	28.2	25	0.6	4	0.8
'Bad' house	55	0.4	843	20.3	251	54.4
Child left school	1 245	9.1	411	9.9	38	8.2
Child has no blanket	11 372	83.1	3 919	94.4	345	74.6
Child left school due to marriage	96	0.7	-	-	-	-

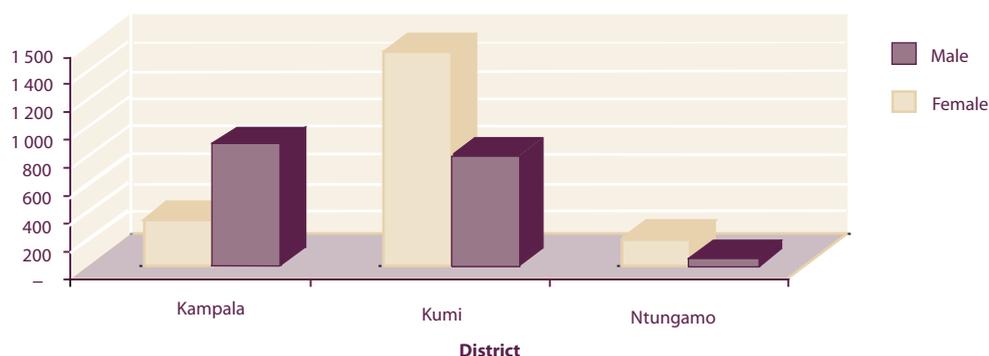
1. In some places absolute figures are used here because the study aimed at a census of all children perceived and identified to be in abject poverty (not sample survey of children) in Kampala, Kumi and Ntungamo districts. Note that the number of children varied from district to district; it was not that it was the sample sizes that varied.

The figures in the tables represent the number of households and children actually identified and perceived by community leaders as those in abject poverty. More children in Kampala were identified than in Kumi and Ntungamo, indicating that many children in Kampala met the criteria for selection compared with those in Ntungamo and Kumi. This does not mean that children in Ntungamo or Kumi are better off than their counterparts in Kampala, but may be that the population of Kampala is greater.

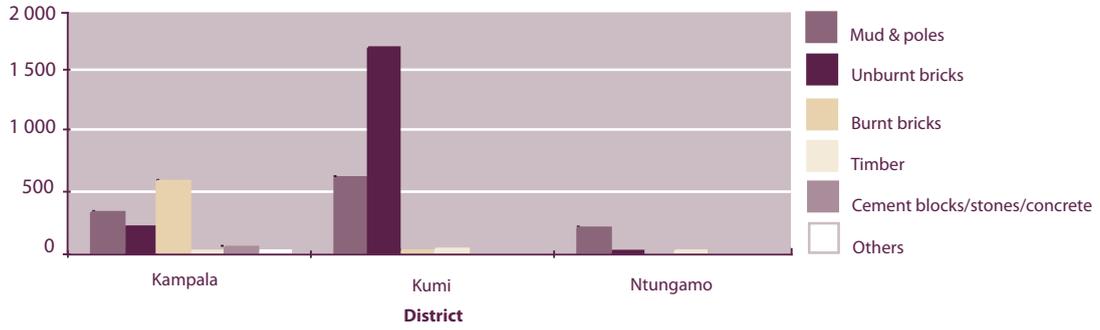
District-specific comparisons: The key similarities were that: a) The majority of children in abject poverty lacked a blanket (see Table 3.4) and Figure 3.1. b). Also, most of the heads of household in which the children in abject poverty lived had modest education backgrounds (Primary 7 and below, as seen in Figure 3.1), although Kampala and Kumi had a few with secondary-level education. However, the following differences emerged overall. First, most households in Kampala were female-headed (unlike the other two districts) and in many cases such women did not have sufficient education, income and access to services). Second, Kampala had better housing conditions compared with the other two districts where no households reported burnt bricks as the wall type (again see Figure 3.1). Third, Kampala recorded the greatest percentage (57%) of children without at least two sets of clothes.

Figure 3.1. Household characteristics

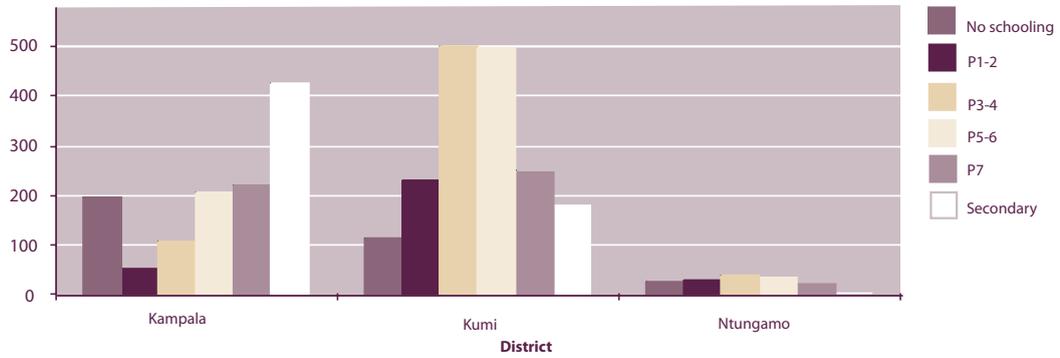
A. Sex of household head



B. Housing conditions (type of wall)



C. Number of household heads by education level



D. Distribution of children by sex



About households and household heads: Unlike other districts, almost three quarters of the households with children in abject poverty are female-headed in Kampala (where only 14% of the household heads have not had any education, only 36% have had education up to secondary level, more than half are self-employed and 34% are unemployed).

On the situation of the children: The survey revealed that 71.2% of the children identified in Kampala are orphaned as compared with 24.9% and 21.5% in Kumi and Ntungamo respectively. Child-specific issues are worth paying attention to in terms of understanding the situation of the children. Respectively, note that both girls and boys who are considered to be abjectly poor lacked blankets and sufficient clothing. Ironically, this is especially so in Kampala and Ntungamo Districts that are considered more socially advantaged. The schooling of children in abject poverty appears to be more stable in rural (Kumi and Ntungamo) than urban districts (see Table 3.4 and Figures 3.2 and 3.3).

Table 3.4 The test on whether the child possesses a blanket and at least one set of clothes

Sex District	Yes		No		Total	
	Frequency	%	Frequency	%	Frequency	%
Kampala	1 729	50.3	1 706	49.7	3 435	100
Kumi	2 084	48.8	2 185	51.2	4 269	100
Ntungamo	244	48.2	262	51.8	506	100
Blanket						
Kampala	750	21.9	2 674	78.1	3 424	100
Kumi	182	4.3	4 034	95.7	4 216	100
Ntungamo	123	24.4	381	75.6	504	100
One set of clothes						
Kampala	1 487	43	1 948	57	3 435	100
Kumi	3 039	72	1 207	28	4 246	100
Ntungamo	299	59	205	41	500	100

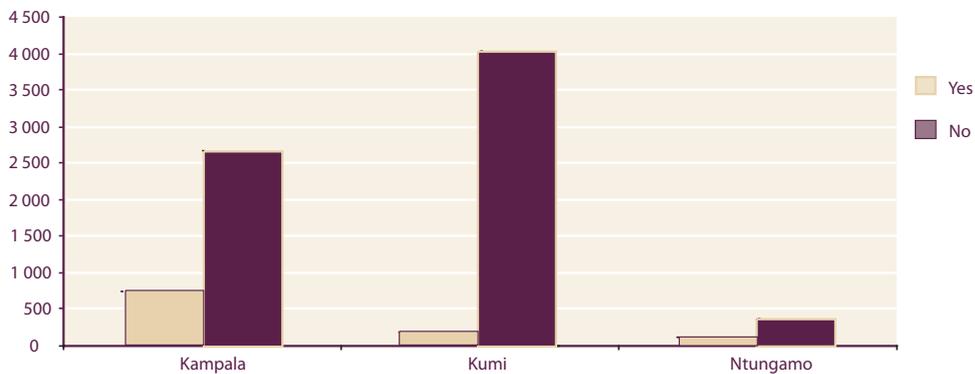
3.2.2 Child/social welfare

Ill health and inadequate health services remain critical challenges for children in abject poverty.

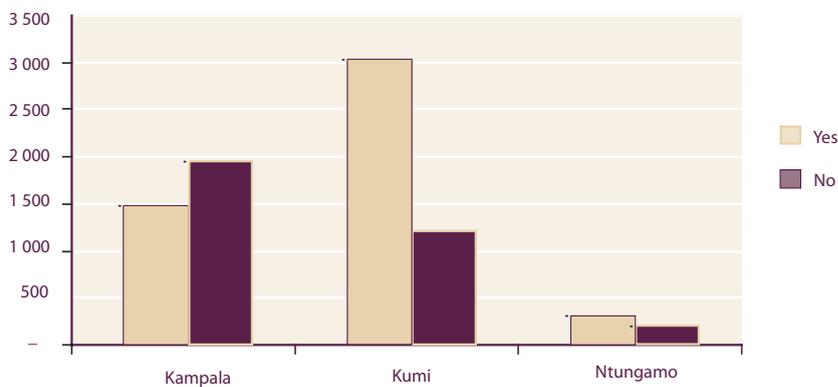
- In Kampala, for example, more than half of the children had fallen sick at least once in the 30 days before the study. However, almost three quarters of those who fell sick went to a hospital, clinic or a health centre for treatment. Almost 90% of those who didn't seek professional treatment were self-treated, and very few of them went to traditional healers.
- The living conditions of children in abject poverty contribute to their health situation in all the three districts. Again, in Kampala, which is believed to be a well-to-do district, nearly all the children identified lived in households roofed with iron sheets, implying that type the of roof is not a good indicator of poverty in Kampala. However, almost 50% of the households have bare earth floors, very few of these improved with cow dung.

Figure 3.2. Welfare characteristics

A. Does the child have a blanket?

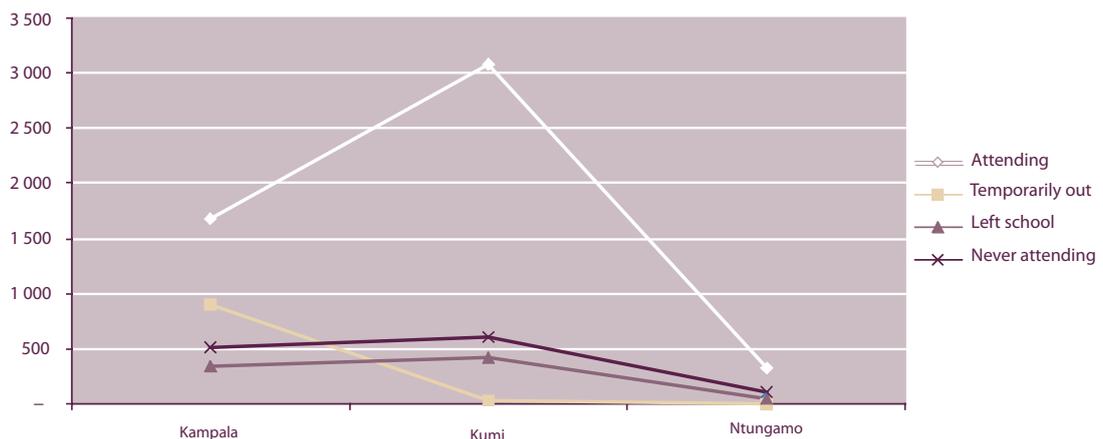


B. Does a child possess at least a change of clothing?



About education: The study indicates that lack of funds to pay school costs has been the major hindrance to access to education for children in abject poverty. For the few who are in school, a good number of them are unstable at school due to school costs. It should be understood that while the Government abolished nominal school fees as a part of the national UPE policy in Uganda, money collected from parents as payment for utilities and other incidentals is seen by the poor as school fees and cost remains a barrier to education.

Figure 3.3. Schooling status for the poorest children in three districts¹



1. Absolute figures are used here because the study aimed at a census of all children perceived and identified to be in abject poverty (not sample survey of children) in Kampala, Kumi and Ntungamo districts. Note that the number of children varied from district to district – it is not that it was the sample sizes that varied.

About children identified	Kampala		Kumi		Ntungamo	
	No.	%	No.	%	No.	%
Temporarily out of school	1 217	9.1	27	0.6	4	0.8
Left school	3 805	28.4	416	9.7	39	7.7
Not attending	1 855	13.8	600	14.0	102	20.0

District-specific differences: Figure 3.3 points at the following contrasts an attempt has been made to draw the attendant inferences of the contrasts:

- a) Ntungamo has the least number of children in abject poverty who have never attended school. Ntungamo registered fewer children in abject poverty so this could explain why it had the least number of children who had never attended school. However, it is also possible that education is emphasized among households in the district.
- b) Kumi has the highest number of children in abject poverty who are attending school but at the same time the highest number who have never attended school. The Kumi scenario is rather difficult to decipher. However, the graph indicates that the district had very few children in abject poverty who were temporarily out of school. It is, therefore, plausible to assume that these numbers got displaced into the remaining two categories (left school and never attended).
- c) Kampala has the highest number of children in abject poverty who are temporarily out of school. Apart from the fact that Kampala has the highest population and had the highest number of children identified as being in abject poverty, it is possible that the vagaries and dynamics of city life put demands on the poorest households requiring children to contribute to domestic labour or support the households' survival livelihoods such as petty trade.

Databank of children in abject poverty: Deeper analysis of the above findings could be made with use of a databank that has been developed (located in the Ministry of Finance, Planning and Economic Development at the Poverty Monitoring and Analysis Unit). The figures presented above are mere samples of the forms of analysis that could be used in illustrating the plight of children in abject poverty. This implies that the databank is neither exhaustive nor conclusive in the analysis of child poverty. However, room has been provided for it to be easily upgraded.

3.3 Breaking the poverty cycle for the poorest children in school

3.3.1 Presentation of the situation

One of the requirements for the consultant was to conduct a case study to identify the support available to children in abject poverty in school. Children in abject poverty and their stakeholders in the school were asked to state and explain the practical challenges faced by the poorest children vis-à-vis their well-to-do counterparts. Ttula Primary School in Kawempe Division, Kampala District, was selected because it presents urban, peri-urban and rural area features. The case study investigated the mechanisms in place to attract and hold children in abject poverty in school, with a hope that education can be used to break their cycles of poverty and that education makes the difference in their lives. Table 3.5 summarizes the findings from Ttula Primary School. Note that the explanations synthesized below include those of children (pupils of Ttula) and adults (stakeholders that variously support Ttula).

Table 3.5 Case study of the abject poor in-school children, Ttula Primary School

The respondents' perceived benefits of schooling	<ul style="list-style-type: none"> • To acquire knowledge for work in future • To become prominent/honorable individuals in society • To know how the world is developing • To study about humanity • To put the country (Uganda) on the 'world map'
Challenges of staying in school for children in abject poverty	<ul style="list-style-type: none"> • Low turn-up to school by parents/guardians from poor socio-economic backgrounds in response to monitoring child performance • Orphaned children staying with relatives who are less appreciative of the value of education (majority of the parents/guardians are not even primary seven graduates) • Lack of learning materials inhibits efforts to compete in school • Difficulty in paying for school meals causes hunger and reduces concentration in class • Lack of access/provisions for children with special needs • Associated costs of universal primary education (UPE)
Role of the community/school (<i>contributing factors</i>)	<ul style="list-style-type: none"> • Majority of the parents/guardians of abjectly poor children are not well mobilized/sensitized on the value of education • The pockets of political instability in Uganda and relocation of pupils: social and cultural shock contribute to the push factors (drop out) • Contextual demands and needs for communities, households and children
Efforts by the school and community to improve education and process of the abjectly poor children (mechanisms that attract and hold abjectly poor children in school)	<ul style="list-style-type: none"> • Greater involvement of pupils in school administration/affairs • Provision of health services that address problems beyond first aid • Identifying and locating abjectly poor households/families and engaging the parents/guardians in the child's education • Widening strategies that secure donations of food for free meals to poor pupils • Vigorous counselling to pupils as a strategy to reduce drop-out rates • Create more opportunities for greater parental responsibility and involvement • Involve local councils to enhance community mobilization and sensitization to the situation of poorest children to solicit their support • The critical role of Government in identifying and supporting needy pupils • More linkages between the school, the families of the poorest children and civil society organizations

3.3.2 Enabling children to get education in order to break their poverty cycle

Studies have indicated that with education the cycle of poverty can be broken. However, this study's findings revealed that the poorest children need more than books and teachers to help them to stay in school. According to the findings of the case study, and other studies undertaken on the situation of the poorest children, education can make the difference in the lives of the children. The school administration emphasized that the following points have to be considered.

Access to food and better nutrition practices: The respondents passionately indicated how significant food is to their concentration at school. The greatest challenge for the administration is to provide meals for the needy children who cannot afford to pay for them. The school occasionally depended on food donations, which were used to provide meals for the abjectly poor. The Uganda Participatory Poverty Assessment Project report (UPPAP, 2003) cites numerous examples of hunger at school being a key de-motivating factor for child enrolment, even with the universal primary education programme.

Personal hygiene and school sanitation: Regular school monitoring, during assembly time, where teachers inspected all the pupils and their environs, helped educate the children about the importance of being clean⁵ as a wider scheme or strategy to ensure that children do not drop out

5. Covering aspects such as cutting finger nails, bathing daily, combing hair and shortening hair, to mention a few.

of school due to preventable diseases. It was highly recommended that the Ministry of Health (MOH) should always link up with the Ministry of Education and Sports (MOES) to provide appropriate surveillance systems and interventions in case of outbreaks of epidemic diseases such as Cholera. As regards water supply, plans were reportedly underway to get water tanks with facilities for chlorination. Cups for drinking water could be given to the poorest pupils.

Health and hygiene: The Save the Children UK 2003 study on child poverty indicates that access to services by marginalized categories of children was identified as one of the possible determinants of school retention. For example, access to and utilization of health services by children with disabilities and children affected by HIV/AIDS was found to be generally lacking. As regards sanitation, in urban and rural areas no separate sanitary facilities are provided for younger children and those facilities available are often unsuitable for use by smaller children. In areas bordering lakes or rivers or islands, digging latrines is problematic because of the low-lying water table. Here people simply defecate in and around the lake, with more serious consequences for children than for adults. Water borne diseases affect these children (e.g. skin rash, and diarrhea).

Water and sanitation: A recent study on health in Uganda revealed that 41% of rural communities can have access to water, but that up to 51% of the population of rural areas cannot have access to safe water.⁶ In urban areas, most poor families can hardly afford the cost of water, resulting in children from poor families being sent on long treks in search of water, often having to stand in long queues and consequently being late or absent from school.

The respondents took the view that child welfare at school as the determinant of child retention puts the issue squarely on the rights of the child, specifically the right to survival. This incorporates the rights of children to adequate living standards (shelter, nutrition, health care, water and sanitation services that are vital for child growth and development). This finding substantiates several other studies on poor children.

3.3.3 Involvement in decision-making and in leadership

Many of the poorest children do very well in school, despite the odds, and to ensure that they are kept in school, stakeholders think that these children need to participate in their life at home, school and community. Indeed, as a retention mechanism, the administration at Ttula Primary School promoted and encouraged the outstanding poor pupils to take on leadership positions at the school. The argument is that this encourages them to become more interested and as a result committed to staying in school. The responsibility they hold in turn enables them to command respect among their better-off counterparts. In other words, schooling is not simply about books and teachers, but also about the respect and status that a pupil commands.

This subject introduces one of the rights of the child, child participation, a subject that is extensively discussed in the Save the Children UK 2003 study on child poverty. The right to participation – expressing opinions and having a say in matters affecting children's lives – is an area that is still weak in Uganda⁷ yet one that needs focus and attention. There are many (and sometimes complex) practices that are associated with this anomaly. These involve threats, withholding information and over-protecting children. Actual implementation of these practices varies from place to place and to level.

6. *Chronic Poverty and Health in Uganda. Evidence from Existing Data Assets*, by Stella Neema, February 2003.

7. For instance, see the finding in Section 3.1 where child participation does not feature prominently as a critical child poverty indicator. Based on findings of the UPPAP-coordinated child poverty study (led by Save the Children UK), there is clear evidence that children's involvement in household and community decision-making processes in Uganda, both formal and informal, is still very limited.

- Notably, at both formal and informal levels, the near universal assumption that children's issues are automatically taken care of by the responsible adults seems to underlie most belittling of, or resistance to, children's participation. In a historical context where adults have limited capacity to listen or to promote child participation, a situation where children feel that adults have already made up their mind about certain situations or issues, be they good or bad, for their schooling or general well-being is perpetuated. This ignores the facts that the quality of children's lives is very much a function of the relationships they have with the adults (parents, leaders and officers) and other children around them, and that their access to good services depends on how well barriers are discussed or negotiated with these stakeholders.
- Generally, at a governance level, formal institutions such as the local councils rarely involve children in their discussions, despite having the Vice-Chairperson as the Secretary responsible for children's affairs.⁸ In extreme cases, some local council officials were simply dismissive of the idea of child participation, only referring to the legal age for marriage, voting, or qualification for paying graduated tax.
- Overall, at household level, children in most Ugandan societies were expected to be obedient to and to follow instructions as given by their parents. A tight regime of gender- and age-specific domestic chores is socially designed and culturally protected in a way that does not allow for confusion between children's and adult family members' activities.

This implies that while children contribute greatly through their labour-based participation, the role they play in decision-making is not promoted early in childhood. As such, poor children in particular often feel shy about expressing themselves confidently and relaying their feeling on issues that affect their growth and development, especially regarding environmental factors that may bar them from progressing with formal education.

3.3.4 Identifying and targeting children in abject poverty with assistance

The study found that some of the parents and guardians of children in abject poverty, when faced with fees and scholastics supplies problems, went to the school and negotiated with the school administration to share certain costs. For instance, in one case, the school agreed to provide uniforms for one child who was particularly in need, while the parent of the child met the Parents, and Teachers' Association (PTA) fees (Shs. 10,000/= per head). The respondents (parents and guardians) argued that this arrangement was better than waiting for the Government to provide bursaries. Besides, if the bursary provision were to occur, the respondents argued that Government would need to give first priority to the pupils whose parents frequently came to the school administration to seek for assistance in support for their children.

The study noted that payment of primary leaving examination (PLE) fees for all candidates by the Government, a policy implemented in the academic year 2000, eased the burden of paying this money, especially for the poorest parents/guardians. The case study also found that the school is faced with the problems of drop out of children in abject poverty. This was attributed to several causes including:

- Negative attitudes of some parents/guardians who even do not bother to send or follow up the progress of their children in school;

8. Local Council Statute.

- High incidence of poverty amongst the parents and guardians who have good intentions to educate their children but cannot do so due to demanding and costly requirements, despite the 'free' universal primary education;
- Cultural norms and expectations such as early marriage that make the older boys and girls drop out of school;
- Orphaned children often heading households and being compelled to assume the demanding responsibilities of looking after their younger siblings.

Encouragement should be given to children who are poverty-stricken to continue studying, while the administration should provide counselling services for them. Counselling is critical, as it helps them to endure and persevere despite the push-out factors confronting them.

While it is noted that education is a child development issue, many measures tended to concentrate on education-related interventions. For instance, skills in using self-targeting, group-targeting or geographical-targeting to ensure it is only those children in need who are given welfare support at school are largely low, if not absent, among schools administration or any other groups responsible for education provision. Four important considerations may need to be noted if targeting is to be made effective:

- A large number of poorer families and children opt for school on account of availability of support that is practical and strategic in nature. For instance, a good school lunch encourages children in abject poverty to stay in school, leading to a better life, including the acquisition of livelihood skills for the future.
- Requirements that parents meet basic costs, such as the cost of uniforms or exercise books, before their children are permitted to attend school are insensitive and operate against children from poorer families.
- Vulnerable categories of children, for example the orphaned, sometimes drop out of school in order to look after and provide practical support to their families. As the Save the Children UK child poverty study rightly observed, there are specific categories of children for whom the declaration of universal primary education is yet to be translated into a practical reality. Direct support to the guardians or families of these categories of children would mean direct support to the children so that they do not drop out of school. For children with disabilities, for whom either school facilities are inappropriate or trained special education teachers are unavailable, the prospect of remaining in school and acquiring education still remains rather distant. Similarly, children living in isolated island communities where child numbers are too small to warrant the construction of a fully-fledged school, or transport is too expensive or risky for the children to be sent to another area where a school may exist, are excluded from mainstream education programmes. (Of the children in these categories, the abjectly poor are the most disadvantaged for they cannot afford special/better services and opportunities.)
- The level of education of parents has a direct bearing on which opportunities are offered to their children. The education and literacy levels of parents or guardians could still be used as proxy indicators to show which children in abject poverty need support for such children may be unable to continue attending school when their parents make out the opportunity cost of keeping them there. For these parents, income-generating opportunities⁹ and other forms of welfare support may help them retain their children in school.

9. *Understanding Poverty in Uganda: Children's Perceptions of Child Poverty, its Causes and Implications*, Save the Children, 2002.

In brief, there may be no simple criteria for identifying abject poverty and targeting mechanisms for such a complex issue. This should be a challenge to be taken up, particularly in the light of education for all. Currently used education indicators regarding ratios (such as net primary school enrolment ratios and pupil-teacher ratios, calculated nationally for government schools; pupil-textbook ratios, for P1 – P3; and pupil-classroom ratios, calculated nationally for government schools)¹⁰, may be useful to a certain degree in providing the education sector with the right information to minimize inclusion and exclusion errors while targeting children in abject poverty with education.

3.3.5 Stakeholder involvement in the welfare of children in abject poverty

The respondents' voices in the case study were clear on the performance of roles and responsibilities by three groups of stakeholders.

- **Parents and communities as caregivers:** Parental responsibility and involvement in the affairs of abjectly poor children is critical to their progress at school. However, not all parents shoulder this responsibility: when school meetings are called, reportedly most do not turn up. Parents'/guardians' school visitation day motivates children. However, poor families view this as a luxury they can hardly afford! The majority of the parents only come to school to pay fees; few come deliberately to monitor the progress of their children. Community mobilization and sensitization, possibly through the local council system in their constituencies, could help to encourage poor parents to participate in the lives of their pupils at school.
- **Non-governmental organizations as support groups:** The study noted the critical role NGOs play in the social development and welfare sector, that this must be pursued in a rather holistic manner. Children in abject poverty not only need education or services – they lead lives that have a wider range of needs. The parents of these children need income-generating activities as well as a holistic package enabling them to enrol and keep their children in school. In the case of Ttula Primary School, Plan International was supporting some extremely poor children. However, providing a holistic package would stretch the mandate of an NGO to networking or working in partnership with the Government. This approach would significantly improve assistance and service delivery to the poorest children.
- **The critical role of Government:** Ensuring equity and access to all levels of education has remained one of the Government's overriding priorities. Emphasis has been placed on tackling regional and gender imbalances, and on children with special education needs. This is evident from the training of specialized teachers, the production of special books, and the on-going construction of accessible classrooms and toilets for the pupils with disabilities. Access to education for children with special learning needs has been identified as needed by the Ministry of Education and Sports. More important, there is provision of grants (capitation, conditional and equalization) to help poor parents/guardians at certain levels, including following completion of primary seven. However, while the policy for promoting equity and protecting the vulnerable is largely favourable, implementation has been insufficient, particularly now that it falls under the domain of local governments. It had been argued that the poor performance of local governments is due to the fact that the central Government has not effectively delegated the responsibilities to these new

10. Uganda Poverty Status Report, 2003.

actors. In Ttula Primary School, it was reported that no local government leaders (political and technical) or officers had visited the schools to monitor the plight of the children in abject poverty.

Breaking the cycle of poverty for children in abject poverty is a function of push and pull factors as well as supply and demand side incentives. School retention is possible if and when the children are supported in their progress at school and perceive the benefits of schooling.

3.4 Plans for targeting the out-of-school children in abject poverty

3.4.1 National background on poverty reduction

National statistics on poverty reduction have been mixed; they are impressive and worrying at the same time. Income poverty fell from 56% in 1992, through to 44% in 1997 down to 35% in 2000; however, it is reported to have increased recently. There has been a percentage decline in the proportion of people below the poverty line from 9.3 million in 1992 to 7.8 million in 2000. However, with total population of 24.7 million (UBOS, 2002) and a rapid population growth rate of 3.4 % per annum, the absolute numbers of poor people in Uganda may have risen. Consequently, people living in abject poverty remain a substantial proportion of the population; this in turn affects access to primary schooling for children coming from abjectly poor households. Over the period 1992-2002, the country has realized a rapid primary school enrolment from 2.3 million in 1992 to 7.3 million in 2002, with no corresponding increase in facilities to cope with this expansion. Attempts have been made to meet the increased needs, but these are not yet adequate. The absolute figures of children who are out of school are not established, but current estimates of the proportion out of school range between 16.3% to 10% (UBOS, 2002). Some education practitioners and donors maintain that these are conservative estimates and that reality may lie between 20% and 30%.

This study recognizes that education is not a panacea for breaking the poverty cycle for children. Nonetheless, it proposes a tool to provide a road map, assuming that all factors are held constant.

3.4.2 Institutional framework for targeted education for the poor

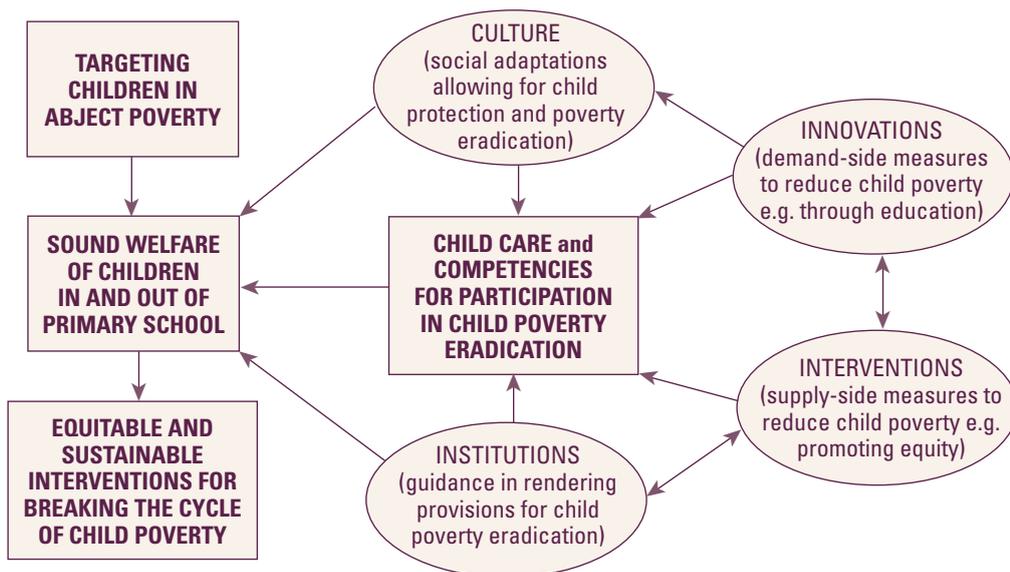
Several opportunities presented by the existing institutional framework regarding education for the out-of-school children in abject poverty in Uganda are described below (see Figure 3.4).

- In 1997, the election pledge of free primary education in 1996 moved education issues higher up the policy agenda in Uganda.
- This policy reform, coupled with various supportive reforms in the public services arena, especially in mid-1980s and the 1990s, aimed to implement poverty eradication programmes in a decentralized governance framework.
- The changing policy framework was met with changes in the operational frameworks along with the introduction of sector-wide approaches (SWAPs) to public sector development planning and investment. The local governments implementing the universal primary education policy were also meant to implement such approaches. Since the decentralized service delivery was itself a new approach, issues of capacity (especially the

capacity and innovations for promoting equity and protecting the vulnerable yet excluded children)¹¹ to implement universal primary education came to the forefront.

- The government of Uganda, through the Ministry of Education and Sports, commenced the implementation of Education Strategic Investment Plan (ESIP), a five-year medium-term plan formulated in 1998 and undergoing regular review. It was designed to provide a basis for policy-based sector planning and management, incorporating short-term universal primary education initiatives and detailing medium-term developments in primary and secondary education, while charting out the way forward for post-secondary and higher education. One of its broad priority objectives was to enhance the management of education service delivery at all levels, particularly district level. Its investment portfolio would also include measures meant to ensure effective and efficient development of targeted education sector services. ESIP heralded the introduction of SWAPs that were meant to ensure that budget support is sectoral and that the sector's priorities are given urgent attention. Many of the above-mentioned policy reforms and other initiatives are silent on the extent to which they are meant to promote equity and protect the vulnerable children.

Figure 3.4. Understanding targeting within the framework of a conducive institutional setting



Source: Results of the pre-test, 2003.

What is still unclear is whether there are specific measures to address the plight of children in abject poverty or those in the non-formal education sector. Their plight could be addressed by continuously and sustainably targeting them with support. It is then for educational planners to seek out the opportunities to assist the poorest children in their approaches and strategies. This study places emphasis on the need for a relevant institutional set-up and measures anchored in a sound base for alternative strategies for basic education for the abjectly poor, especially those who find it particularly difficult to participate in formal education.

11. UPE is open to four children from every family.

3.4.3 Innovations in improving access to education

In Uganda, there are many good practices targeting children in difficult circumstances. The challenge is to sustain and replicate them on the scale needed. The Government, with its development partners, has undertaken innovations that demonstrate some commitment to make education available to those children who are outside the school system, including those outside the school-going age. This is being achieved through provision of alternative education programmes. Several examples are described below.

- **Complementary Opportunity to Primary Education (COPE):** Under COPE, 50 district council officials were sensitized in Kisoro and Kalangala. At the same time, 20 COPE supervisors in Kisoro and Kalangala and 60 in Bushenyi, Kamuli, Masaka, Nebbi and Arua were selected and trained. A total of 160 COPE learning centres, with approximately 8,000 pupils, were established, while 320 COPE instructors/teachers were recruited, trained and deployed.
- **Basic Education for Urban Poverty Areas (BEUPA):** This programme is funded by the Government of Uganda and assisted by GTZ (German Agency). It currently operates in Kampala, with plans to spread out into other major urban centres. It is now being piloted in four parishes with 2,380 children enrolled in 29 centres. Owing to some delays by Kampala City Council to put in place implementation modalities for this programme, it was not possible to utilize Government funds. Instead, only the GTZ funds were used for the programme in 2002.
- **Alternative Basic Education for Karamoja (ABEK):** This programme focuses on mobile schooling to meet the needs of the nomadic lifestyle of the Karimojong (in the districts of Kotido, Moroto and Nakapiripirit). The programme initiated a curriculum responsive to Karamoja's needs and environment. By 2002, there were about 5,500 children and adolescents learning simple numerical and literacy skills in their homesteads. Two additional parishes have been identified and mobilized to establish new centres in each of the two districts (bringing the number to a total of four parishes each). Trainers or supervisors have been trained to implement the ABEK curriculum and relevant refresher courses have been conducted. Facilitators or instructors (equivalent of teachers) have been trained. In monitoring, and supervision has been carried out. New monitoring officers have been recruited at the subcounty level.
- **Other programmes:** These include ELSE in Masindi district, NFE in Mubende district, CHANCE and Multi-Grade Teaching in Kalangala. For isolated communities with small numbers of children of different ages, multi-grade teaching, implemented on the islands of Kalangala district, is an innovation supported by the Government. In the meantime, Educational Assessment Resource Services (EARS) operates countrywide and a policy on Orphans and Vulnerable Children is currently being developed under the auspices of the Ministry of Gender, Labour and Social Development (MGLSD). This policy will, inter alia, promote a holistic approach to addressing the needs and concerns of orphans and vulnerable children, combining a focus on their psycho-social needs and concerns with issues of child poverty.

The existing good practices and partnerships demonstrate the Government's commitment to addressing children's issues and enhancing their well-being. What is lacking is an overall monitoring institutional framework that would enhance the outreach and impact of these practices.

Within the existing possibilities, it is expected that policies will be set, and resources mobilized and allocated to address children in abject poverty with special needs and priorities, and, generally, to focus on addressing children's rights. In this respect, the role of PEAP as the

framework needs to be evaluated. One possibility is that the National Council for Children’s Child Statute 1995 could offer direct prospects; however, it is not a medium for marshalling stakeholders’ support to a national cause.

The option of using PEAP would require engaging stakeholders at the national and district levels to focus on key identified PEAP-related child poverty priorities and possible poverty-reduction interventions.

3.4.4 Effectiveness of innovations

The extent to which the innovations described above are themselves inclusive has not been evaluated or studied. These innovations need to be evaluated in terms of a) being alternative basic education initiatives, b) whether they are being managed as an educational question and c) how they interface with the formal sector and the benefits thereof to the children in abject poverty. Are they complementary or competing?

Total education inclusion means tighter measures for targeting. Below is an indicative framework within which targeting the children in abject poverty would need to be conceived. It is derived from the many insights provided by stakeholders during the discussions on targeting child poverty. Table 3.6 outlines and summarizes many more insights provided by the stakeholders in the discussions about targeting child poverty.

Table 3.6. Categories of vulnerability and children in abject poverty

Individual / idiosyncratic vulnerability	Contextual / co-variate vulnerability		
Categories of vulnerability	Location-related poverty	Adversity-prone areas	Conflict-prone areas
<ul style="list-style-type: none"> ▪ Children looked after by assetless widows and widowers ▪ Children from female-headed households ▪ Children looked after by assetless widows and widowers ▪ Children from female-headed households ▪ Orphans and abandoned children ▪ Children heading households ▪ Child labourers ▪ Street children ▪ Illiterate children ▪ Children with disabilities ▪ Chronically sick children ▪ HIV/AIDS infected and affected ▪ Victims of domestic abuse ▪ Ethnic minority children ▪ Homeless children ▪ Child mothers ▪ Child sex workers ▪ Formerly abducted children, child soldiers, children in conflict areas ▪ Internally displaced children ▪ Refugee children 	<p>Urban</p> <ul style="list-style-type: none"> ▪ Urban unemployed children ▪ Low paid children ▪ Children of the informal sector ▪ Beggars’ children ▪ Squatters’ children <p>Rural</p> <ul style="list-style-type: none"> ▪ Children from landless households ▪ Children from nomadic/pastoralist homes ▪ Plantation workers/ children 	<p>Children living in areas prone to:</p> <ul style="list-style-type: none"> • Conflict / insecurity • Natural disasters • Drought • Landslides • Pests and vermin • Floods • Epidemics 	<ul style="list-style-type: none"> • Refugees • Internally displaced persons • Abductees • Traumatized • Household living in or near conflict zones

Source: Adapted from *Social Protection in Uganda: Phase 1 Report: Vulnerability Assessment & Review of Initiatives*, prepared for the Social Protection Task Force.

Targeting a child: Reaching and touching the children who are out of school requires sensitivity with regard to who these children are, and this should be interpreted holistically. Children may fall within combined categories, outlined in Table 3.6, but they mainly fall under the idiosyncratic category of vulnerability. The child becomes the unit of support.

Targeting a causative factor: Factors that bolster abject poverty situations by way of prohibiting access and creating circumstances that make it difficult to attend school should be targeted. These factors are varied and may result in a mix of pull-in and push-out factors. They may fall within or combine the attributes/categories outlined in Table 3.6, but they are largely of a co-variant category of vulnerability. The factors that make the child vulnerable therefore become the area of support, not necessarily the child per se.

Targeting places where children in abject poverty live: Children living in or near areas of conflict/insecurity, drought, floods, landslides, attack from pests, vermin and epidemics, to cite a few, require much more attention and support than those living in less shock-prone areas. Again the areas of support fall within or combine the attributes/categories outlined in Table 3.6, but they are largely of a co-variate category of vulnerability. The circumstances that make the child vulnerable, therefore, become the area of support, not necessarily the child per se.

Targeting media of delivery: Despite various initiatives for inclusion of disadvantaged children, (BEUPA, COPE, ABEK, etc.) in Uganda, many children still remain out of school. An education inclusion plan should therefore give special attention to the extent to which the interventions reach the children in abject poverty (and the successes and failures involved). Targeting in this respect means thinking about both the spaces for targeting and actors for delivering the services. In Uganda, these would need to go beyond the MoES and MFPED. As such civil society organizations, communities, the private sector, etc. should play a part or form a partnership for this purpose. Delivery mechanisms need to be flexible, conversant with institutional learning and combining modes of delivery.¹²

This study sought insight from a cross-section of stakeholders and looked at prevailing views on how to reach the out-of-school children. The following was proposed for preparing an education inclusion-targeting plan:

- Organizing a forum to brainstorm about the issues and options for targeting the out-of-school children in abject poverty in his study.
- In that forum, agreement should be reached on a Key-Steps Road Map for carrying out the identified actions and tasks (Table 3.7 attempts some preliminary steps).
- Formulate and develop guidelines for child poverty aimed at helping a cross-section of stakeholders in their education programming.
- Allow for use of a multi-pronged strategy that falls in line with the multi-dimensional and locally specific nature of vulnerabilities of the children in abject poverty.
- Link interventions to PEAP and Government's Medium Term Expenditure Framework so as to tap resources.
- Be clear on the time frames of implementation as per delivery modes, including utilizing and integrating ICTs, as well as social support systems for the educational inclusion plan.

12. Which may include school and non-school-based educational programmes and second chance school, equivalence programmes for drop-outs, remedial educational programmes, programmes for educationally-at-risk or disadvantaged children, locally-specific curricula and skills development, etc.

3.4.5 Protection of children in abject poverty

Children in abject poverty and out of school are a child-protection issue. Possible indicators of such protection, therefore, may include:

- The proportion of children of school-going age who are in abject poverty and others who are not;
- Policies at national and sub-national levels that aim to support children who are vulnerable in abject poverty;
- Laws banning discrimination against children in abject poverty; revised and harmonized inheritance laws that recognize the right of children in abject poverty, such as orphans, girl children and the disabled who require assisting devices;
- The number of local councils with by-laws that preclude the employment of children in abject poverty.

Many more indicators could be formulated or identified to assist in the targeting of children in abject poverty.

Table 3.7. Plan for targeting out-of-school children

Issues	Manifestations	Options
Excluded categories	<ul style="list-style-type: none"> ➢ Street children (day and night) ➢ Children engaged in income generation ➢ Homeless children ➢ Children living in areas prone to disaster ➢ Child mothers ➢ Children affected by HIV/AIDS ➢ Orphans ➢ Children heading households ➢ Children in transient households ➢ Children with disabilities ➢ Child sex-workers ➢ Child soldiers ➢ Formerly abducted children ➢ Children in conflict situations and IDP camps 	<p>Focus on:</p> <ul style="list-style-type: none"> ➢ Circumstances that underpin their situations ➢ Contextual environments in which they live ➢ Geographical areas in which they are found ➢ Disaggregated statistical information on them ➢ Their current engagements ➢ Any crosscutting factors that affect their schooling and livelihoods
Initiatives for inclusion	<ul style="list-style-type: none"> ▪ Framework for Basic Education for Educationally Disadvantaged Children ▪ Basic Education for Urban Poor Areas ▪ Complementary Primary Education ▪ Alternative Basic Education for Karamoja ▪ School Mapping Exercise 	<ul style="list-style-type: none"> ▪ Democratization of service delivery ▪ Generic and universal planning ▪ Classroom-based delivery ▪ Focus on those accessing education (in-school) ▪ Unreliable statistics
Institutional arrangements	<p>Targeting for functional inclusion:</p> <ul style="list-style-type: none"> ▪ Places where abject poor live ▪ Reaching and assisting actual children in abject poverty ▪ Factors that underpin abject poverty situations that inhibit access to education ▪ Programmes that support children in abject poverty 	<ul style="list-style-type: none"> ▪ Programmatic planning addressing contextual circumstances ▪ Multi-sectoral planning and delivery mechanisms ▪ CSO-public and private-public partnerships in service delivery ▪ Poverty-targeting focus ▪ Educational relevance/quality to keep the children in school

<p>Design principles of education inclusion</p>	<ul style="list-style-type: none"> ▪ Delivery of education both in school and out of school or through distance education ▪ Delivering education electronically (radio, television, correspondence and other media) ▪ Administration/control of CSO and private sector delivery of service by MoES ▪ Flexible and adjustable education ▪ Democratized education service delivery ▪ Taking stock of cost implications of inclusion ▪ Drawing upon studies and/or experiences of problem-focused planning ▪ Minimizing in-built exclusion mechanisms 	<ul style="list-style-type: none"> ▪ Innovative delivery models ▪ Flexibility of education system ▪ Quality outcomes of education emphasized ▪ Provision of production skills ▪ Targeted selection for inclusion ▪ Monitoring inclusion on-going ▪ Well-costed plan
<p>Planning for educational inclusion in Uganda</p>	<ul style="list-style-type: none"> ▪ The Key-Steps Road Map – a multi-pronged strategy ▪ Educational inclusion delivery models ▪ Utilizing and integrating ICTs ▪ Integrating social support systems ▪ Monitoring educational inclusion 	<ul style="list-style-type: none"> ▪ Multi-pronged programmatic strategy ▪ Widening opportunities for education and innovation ▪ Integrating investment in technology with national goals ▪ Utilizing a variety of delivery models and technology ▪ Networking service providers and social service delivery systems ▪ Monitoring quality outcomes

3.4.6 PEAP/PRSP as a plan for targeting the out-of-school children in abject poverty

The Poverty Eradication Action Plan (PEAP), Uganda's equivalent of the Poverty Reduction Strategy Paper (PRSP), has been in place since 1997. Originally designed around the four pillars of sustainable economic growth, good governance and security, as well as increased ability of the poor to raise their incomes and enhanced quality of life for the poor, PEAP is Uganda's overall planning framework.¹³ It commits the government to tackle poverty through improved governance and security, better access to basic social services, decent housing with acceptable living standards, enabling the people to read and write, increased incomes at family level, and a reduced threat from hunger and famine in the next twenty years.¹⁴ Until recently, apart from direct interventions in health and education, which are spelt out by PEAP, the Plan fell short of specifically addressing child poverty within its framework. As already indicated, part of the problem seemed to be with the common assumption among economists and planners that the poverty experienced by children and young people is directly linked to that experienced by their families and communities. The consequence of this assumption has been the evolution of 'household-focused' and 'community-focused' poverty reduction programmes. The introduction of social protection and the human development pillar in PEAP has to be accompanied with a change in attitude and capacity-building at central and local government levels.

Targeting child poverty and/or child protection within the PEAP framework was only relevant to a limited extent. For instance, for years PEAP did not provide for guarding against all forms of child exploitation, cruelty, arbitrary separation from family, and abuse, criminal

13. Ministry of Finance, Planning and Economic Development, 2001.

14. Ministry of Finance, Planning and Economic Development, *Learning from the Poor: A Summary of Key Findings and Policy Messages*, UPPAP Report, June 2002

harm and injustice. This and similar studies have observed that there are certain categories of children whose rights and entitlements are more threatened than others, either because of circumstances under which they live or their sheer powerlessness. Categories of vulnerable children not mentioned above include children who come into conflict with the law and who often come from poor families.¹⁵

While guidelines for handling cases of children in conflict with the law are stipulated in the Children's Statute, 1995, our consultations with stakeholders and the PEAP review indicated limited awareness of such children or those that are vulnerable to adversity. One consequence of this is that the practice of targeting the children in abject poverty with education via PEAP may be limited. There is no evidence, for example, that poverty is disaggregated by age and gender in PEAP and this suggests, for example, that supporting errant (formerly abducted children not treated as captured rebels and thus receiving rebel treatment in military prisons) may not be the priority, even if this arises out of their being out of school.¹⁶ The implication for inclusive and targeted education is to directly engage the formulation or review of PEAP itself, as opposed to assuming that a good targeting plan will be automatically bought in by the PEAP policy actors and in the policies determining its implementation. The proposed revision of PEAP provides an opportunity for revisiting the position of child poverty in the country's overall planning framework. This is important not only for purposes of addressing the poverty of children living within poor households, or that of children who live outside of households, but also those conditions and processes that perpetuate and intensify child poverty. Given current estimate of 7.4 million children living in absolute poverty,¹⁷ this is a significant proportion of the Ugandan population that cannot simply be ignored.

The picture is not entirely hazy about the potential impact of the new initiatives outlined in PEAP. For instance, PEAP discusses government commitments to:

- Quickly proceed with implementation of the policy and plan for orphans and other vulnerable children, due to be finalized.
- Support further identification of children in difficult circumstances, particularly those in areas of conflict as a special group that will receive targeted multi-sectoral interventions.
- Favour a school-feeding programme expanded to address the problems of children, especially the poor, who cannot bring lunch to school. These will embrace health, hygiene and sanitation programmes to enhance the learning ability of these children.
- Address child labour (although the measures for this remain illusive).

Appendix 1 provides some cost estimates and proposed time frames for targeting children in abject poverty who are out of school. Note that the census in the three districts indicated that, 4,384 such children were out of school. Several promotional/preparatory activities are required to ensure sustainability.

15. See Sophie Witter, 2002: *The Silent Majority: Child Poverty in Uganda*, Kampala Save the Children.

16. *Deprivation of Basic Needs as a Motivator for Criminal Activities among Children*, p. 22.

17. Uganda National Bureau of Statistics, 2000.

4. CONCLUSIONS AND RECOMMENDATIONS

This study confirms the urgent need to focus on child poverty issues and the justification for targeting children in abject poverty, the poorest children. Such children suffer invisible child poverty yet they are disproportionately represented among the poor. Childhood is a crucial period for human growth and development with its own age-related vulnerabilities, and poor children are more vulnerable than others. Their potential is often undervalued and combinations of circumstances foster intergenerational transfer of poverty. Specific recommendations include the need to undertake the following five measures.

Firstly, using insights from this and similar studies on child poverty criteria/indicators, develop a national monitoring and evaluation system or structure for monitoring child poverty. These may include M&E initiatives by local council structures, civil society organizations, donors, and the private sector:

- At the national level, overall responsibility for monitoring poverty rests with the Ministry of Finance, Planning and Economic Development whose Poverty Monitoring and Analysis Unit co-ordinates the poverty monitoring efforts through the Poverty Monitoring Network. The unit may consider hiring the services of a child welfare specialist or, alternatively, working more closely with child welfare institutions to help in the regular analysis, targeting and monitoring of child poverty.
- At local government and lower local council levels, poverty reduction programmes are monitored by the local government structures. These comprise elected, technical and central government representatives. The councils' political leaders undertake their political monitoring responsibilities via sector committees at the district and sub-county levels. Technical monitoring in the district is supervised by the Chief Administrative Officer and the Sub-County Chief at the sub-county level.

Secondly, support a starting point for prioritization of and targeting support to alleviate child poverty in the national planning framework, the Poverty Reduction Strategy Paper that is included in the Poverty Eradication Action Plan (PEAP). PEAP undergoes regular reviews that could be engaged by the child poverty stakeholders. However, prioritization of child poverty issues needs to go beyond the rather broad themes referred to as the PEAP pillars.

Thirdly, develop a national equity promotion strategy focusing on protecting vulnerable children and children in abject poverty. In other words, instead of developing a one-off and parallel targeting plan for children in abject poverty, this issue should be mainstreamed in central and local government operations. For example:

- A combination of flexible and strict guidelines, for instance, in the usage of funds, may be useful.
- Line ministries and local governments need to be equipped with skills and knowledge needed to identify and incorporate in their sector plans key child poverty and equity strategies.
- In particular, the Ministry of Gender, Labour and Social Development, which has the mandate of preparing the Social Development Investment Plan, and is currently undertaking an equity and vulnerability study, should be supported to focus on child-related intervention areas in the Plan.

Fourthly, develop a national capacity development plan for supporting central, and even more, local governments to promote child-related equity and protection of vulnerable children. This would involve a specific budget for child poverty monitoring and targeting. Local government may need equity grants to address issues of children in abject poverty. At present,

neither district nor sub-county development plans reflect priorities related to child poverty. Fifthly, marshal stakeholder support to government for the protection of children in abject poverty in Uganda as follows:

- Increasingly, the implementation of development programmes at district and sub-county levels is the preserve of the respective local governments' child-focused programmes. Local governments could mobilize communities and create awareness on child poverty in development
- tive advantage of targeting the poorest with support. The significant roles they play offer many opportunities for effective support for and developing of partnerships with the public and private sector.
- Donors and international agencies need to work together. A number of scattered efforts already exist for working with children's issues. The Government of Uganda needs to be forthright in coordinating child poverty interventions as this in itself would lead to the development of more coherent partnerships for child support.

The above interventions need to work with and through children in abject poverty (whether organized or unorganized). This is both critical and prudent if measures such as lobbying and advocacy for direct and targeted funding of abject-poor, child-focused programmes are to be supported and seen as relevant.

Appendix 1. Proposed plan/roadmap for targeting the poorest children with education

No.	Recommended strategies	2004				2005				2006				Respon- sibility / actor(s)
		Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	
1.	Presentation and dissemination of the report													
2.	<p>Establishment of a policy of inclusion and targeting the poorest children in national poverty programmes</p> <p>Establish benchmarks by carrying out a baseline study to find out which children are out of school, where they are and how they get by.</p> <p>Provide poverty-targeting guidelines to ensure that the policy-makers, planners, providers and parents are given some direction on how to ensure that the poorest children benefit from education.</p> <p>Conduct an audit of the relevant legal and regulatory frameworks with a view of advocating for their revision so that they support disadvantaged children.</p>													
3.	<p>Institutional framework – planning, programming, financing, coordinating and monitoring</p> <p>Open a funding window for targeting poor children who are out of school.</p> <p>Put in place administrative and financing machinery for the setting up of common funds (donor, government, Ministry of Education, Ministry of Economic Planning) and their distribution to assist the poorest children.</p> <p>Develop a monitoring, evaluation and feedback system that is more based on promoting institutional learning than fault-finding; in this way, lessons from good and bad practices would inform the further development of programmes.</p> <p>Rigorous monitoring of resources. Assistance to the poorest children requires national coordination of funding and transparency to ensure that the resources intended for them actually reach them and improve their lives.</p> <p>Rigorous monitoring of resources. Assistance to the poorest children requires national coordination of funding and transparency to ensure that the resources intended for them actually reach them and improve their lives.</p>													Ministry of Finance, Planning and Economic development/ Donor Sub-Group on Education

Appendix 2. Terms of reference

Under the Uganda Participatory Poverty Project and/or the Poverty Monitoring and Analysis Unit of the Ministry of Finance, Planning and Economic Development, in collaboration with Uganda National Commission for UNESCO, carry out the following:

- 1 Prepare criteria for identifying children in abject poverty with reference to the study of child poverty undertaken in Uganda by Mr. P. Kayiso in 2001.
- 2 Set up a database for the information on the poorest children in Uganda including those who manage to go to school. The database will start with children living in Kampala and progressively add the children in two selected easily accessible districts identified in the poverty matrix already presented at the workshop on Education and Poverty Eradication Creating an Enabling Environment for Poverty Eradication. The databank may be at your secretariat or at the Ministry of Education and Sports under the management information system unit:
- 3 For the children in school undertake a case study on how they are progressing and what would be needed in content and delivery of education to ensure that the experience of education breaks the poverty circle for them. In short, how can education make a difference to their lives?
- 4 For those out of school, prepare a plan that would help them to get an education within the framework of the national poverty eradication plan.

On-going related studies in this area exist, for instance by UNICEF and the Ministry of Education and Sports. These could provide the starting points for this study. It would be helpful if we could identify some of the researchers already involved in the related on-going studies. This UNESCO initiative requires a local team of researchers to carry out the study. The work plan with the budget which have to be submitted to UNESCO before 31 August 2002 at the latest are requirements in order to mobilize funds for the study.

Appendix 3. Administrative divisions of Kampala district

Division	No. of parishes	No. of zones	Population	Peculiarities
Central	20	136	90 392	City division acting as a commercial centre with busy people, sensitive military installations and senior residents, e.g. Kololo area
Kawempe	22	137	268 659	City division with small-scale, informal-sector operators and slum dwellers
Makindye	21	122	301 090	City division with unusually large villages, both urban and peri-urban
Nakawa	23	277	246 298	City division with villages without names but simply named using alphabetical letters
Rubaga	13	109	302 105	City division with big parishes
TOTAL	99	781	1 208 544	The urban dynamics make enumeration a little expensive

Appendix 4. Ranking of child poverty

criteria/indicators Child Poverty Criteria/ Indicators	Number of children					Ranking						
	Central	Kawempe	Makindye	Nakawa	Rubaga	Kampala	Central	Kawempe	Makindye	Nakawa	Rubaga	Kampala
Homeless child	170	17	31	5	180	403	1	1	1	1	1	1
Child either with no mother, no father or missing both parents	774	527	694	1 640	769	4 404	2	2	2	2	2	2
Child affected by HIV/AIDS	1 357	898	1 090	2 524	1 120	6 989	4	3	3	3	3	3
Child having problems with meals	1 271	1 007	1 300	2 822	1 457	7 857	3	4	4	4	4	4
Child has never attended school	1 488	1 326	1 443	2 984	1 689	8 930	5	7	6	5	5	5
Child frequently drops out of school	1 575	1 141	1 434	3 091	1 895	9 136	7	5	5	7	7	6
Child left school	1 544	1 404	1 575	2 990	2 029	9 542	6	10	8	6	10	7
Child not in possession of a blanket	1 830	1 199	1 566	3 798	2 083	10 476	8	6	7	14	11	8
Sickly child	1 898	1 696	1 637	3 620	2 010	10 861	10	11	10	10	9	9
Child in early marriage	2 092	1 399	1 879	3 590	1 953	10 913	15	9	13	9	8	10
Child possess less than two sets of clothing	1 932	1 398	1 632	3 856	2 287	11 105	11	8	9	15	17	11
Child sex worker	2 065	1 719	2 008	3 749	1 890	11 431	14	13	17	13	6	12
Child acting as a household servant	1 851	1 716	1 705	4 034	2 254	11 560	9	12	11	16	16	13
Child heading a household	2 023	1 936	2 041	3 178	2 471	11 649	13	18	18	8	18	14
Child labourer	1 970	1 784	1 913	4 053	2 169	11 889	12	15	15	17	13	15
Child with disability	2 287	1 849	1 846	3 716	2 197	11 895	20	17	12	11	14	16
Child mother	2 123	1 759	2 114	3 730	2 252	11 978	16	14	19	12	15	17
Street child (day and night)	2 218	2 149	2 129	4 225	2 147	12 868	18	21	20	18	12	18

Appendix 4. (continued)

criteria/indicators Child Poverty Criteria/ Indicators	Number of children					Ranking						
	Central	Kawempe	Makindye	Nakawa	Rubaga	Kampala	Central	Kawempe	Makindye	Nakawa	Rubaga	Kampala
Child affected by conflict (domestic, community and society)	2 274	1 829	1 889	4 384	2 586	12 962	19	16	14	20	20	19
Child beggar	2 169	2 189	1 960	4 377	2 478	13 173	17	22	16	19	19	20
Child from an assetless household	2 479	2 053	2 403	5 064	2 902	14 901	21	19	23	25	21	21
Child from a landless household	2 619	2 123	2 341	4 944	2 965	14 992	22	20	21	23	24	22
Formerly abducted child	2 852	2 869	2 627	4 451	2 904	15 703	24	29	27	21	22	23
Child in area prone to epidemics	3 132	2 234	2 360	4 972	3 087	15 785	27	24	22	24	27	24
Child in camp	2 702	2 729	2 656	4 723	2 994	15 804	23	27	28	22	25	25
Child in area prone to drought and famine	3 040	2 460	2 596	5 139	3 021	16 256	25	25	26	26	26	26
Child in area prone to floods	3 214	2 209	2 484	5 534	2 951	16 392	28	23	24	28	23	27
Child soldier	3 089	2 542	2 584	5 207	3 237	16 659	26	26	25	27	28	28
Child in area prone to land degradation	3 554	2 838	3 029	6 002	3 818	19 241	29	28	29	29	30	29
Child in area prone to landslides	3 610	3 009	3 168	6 070	3 708	19 565	30	31	31	30	29	30
Child in area prone to deforestation	3 711	2 992	3 102	6 458	3 942	20 205	31	30	30	31	31	31

Appendix 5. The poorest of the poor children combining 8 out of 14 poverty criteria,¹ Kampala district

Division	Parish	Village	Name of head	Sex of head	Name of child	Age /Sex of child	Criteria
KAWEMPE	BWAISE III	KATOOGO ZONE B	SAB RON	Male	NAM DAM	6 Female	8
CENTRAL	KAGUGUBE	KIVULU I C		Female	BIRA	10 Female	8
KAWEMPE	BWAISE III	KATOOGO ZONE E	NAK	Female	KIZ	7 Male	8
KAWEMPE	BWAISE III	KATOOGO ZONE D	NAB FAIR	Female	NAB	12 Female	8
KAWEMPE	BWAISE III	KATOOGO ZONE D	NAB GRA	Female	NALU	11 Female	8
KAWEMPE	BWAISE III	KATOOGO ZONE D	WAM	Male	KYAT	5 Male	8
KAWEMPE	BWAISE III	KATOOGO ZONE D	WAM JOY	Male	NAK	5 Female	8
KAWEMPE	BWAISE III	KATOOGO ZONE E	NAMUI	Female	NAM	18 Female	8
KAWEMPE	BWAISE III	KATOONGO ZONE	BIRA	Female	NTAN	13 Male	8
KAWEMPE	KAWEMPE I	AKUNGULU 'C'	SSO WIL	Male	SEG	16 Male	8
KAWEMPE	BWAISE III	KATOOGO ZONE B	SABA	Male	NAM	16 Female	8
KAWEMPE	BWAISE III	KATOOGO ZONE B	KABAS LILL	Female	KUG	16 Female	8
KAWEMPE	BWAISE III	KATOOGO ZONE B	KABA ROS	Female	KABA	18 Male	8
KAWEMPE	BWAISE III	KATOOGO ZONE B	NAK MOU	Female	NAK	15 Male	8
CENTRAL	MENGO	BUDONIAN ZONE		Female	BIYIN	17 Female	8
CENTRAL	KISENYI II	MUZANA ZONE A	.MUH	Male	NAMU	12 Female	8
CENTRAL	KISENYI I	MUZANA ZONE A	KISE	Male	MUT	10 Male	8
KAWEMPE	BWAISE III	KATOOGO ZONE D	WAM CSO	Male	NAK	7 Female	8
MAKINDYE	NSAMBYA CENTRAL	KAMWANYI ZONE 'A'	NAMU EVAL	Female	NAK	7 Female	8
RUBAGA	NDEEBA	AGGREY ZONE D	LUW PATR	Female	MUY	17 Male	8
RUBAGA	NDEEBA	TOMUSANGE ZONE	NAM	Female	NAY	16 Female	8
RUBAGA	MUTUNDWE	KITEBI A		Male	MAK FRA	14 Male	8
RUBAGA	MUTUNDWE	KITEBI A	Male	Male	MUB	14 Male	8
RUBAGA DIVISION	RUBAGA	LUBIA NAMUNGOONA I ZONE A	SEM CHA	Male	NAB PRO	18 Female	8

Division	Parish	Village	Name of head	Sex of head	Name of child	Age /Sex of child	Criteria
NAKAWA	NAKAWA	KISWA ZONE VIII	NAMB	Female	NAM	10 Male	8
KAWEMPE	BWAISE III	KATOOGO ZONE E	NAKI	Female	NAKIM JOY	10 Male	8
MAKINDYE	KANSANGA MUYENGA	DIPLOMATE 'E'	MI PROS	Female	MIR	12 Female	8
RUBAGA	RUBAGA	LULE ZONE A	NAM	Female	KAP	8 Female	8
MAKINDYE	NSAMBYA CENTRAL	KAMWANYI ZONE 'A'	NAM	Female	KOL	12 Female	8
MAKINDYE DIVISION	NSAMBYA CENTRAL	KAMWANYI ZONE 'A'	KIDO AM	Female	KAY	5 Female	8
MAKINDYE	KIBUYE I	JUUKO ZONE H	KATEBA	Male	KATE	18 Male	8
MAKINDYE	KATWE I	MUSOKE ZONE A	NAMA JOY	Female	NAM	16 Female	8
MAKINDYE	KABALAGAL	CENTRAL ZONE 'A'	SSMA NAN	Male Female	NAN SHA	6 Female	8
KAWEMPE	MULAGO III	KIFUMBIRA A	NAN	Female	NAN REG	12 Female	8
KAWEMPE	KYEBANDO QUARTERS 'B'	KANYANYA	NAM	Female	SEKA	15 Male	8
NAKAWA	KISWA	ZONE IV 'B'	NAM	Female	NAK	16 Male	8

1. Initials are used for confidentiality.

Appendix 6. Selected lists of respondents for some sub-tasks

1. Case study

A List of pupils consulted

No.	Name	Class	Home
1.	Kagogwe Edward	p.6	Ttula
2.	Kato Hussein	p.7	Ttula
3.	Nalugo Carol	p.6	Ttula
4.	Namalle Angela Edith	p.1	Tulat
5.	Nsereko Allan	P.7	Ttula
6.	Nsubuga Edward	p.5	Ttula
7.	Ssemwanga Edward	p.7	Ttula

Date: Friday, 27 June, 2003 Time: 10 am Venue: Ttula Primary School, Kawempe, Kampala district

B List of pupils consulted

No.	Name	Class	Home
1.	Apayi Nadiya	p.5	Ttula
2.	Babirye Jane	p.4	Ttula
3.	Birabwa Farida	p.6	Kawempe
4.	Data Ratib	p.1	Ttula
5.	Kagera Pady	p.4	Ttula
6.	Kizza Edward	p.3	Ttula
7.	Linda Sofia	p.1	Ttula
8.	Namboze Catherine	p.5	Ttula
9.	Namuswe Ruth	p.2	Ttula
10.	Nankabirwa Rose	p.3	Mpererwe
11.	Nansasira Zaina	p.4	Kawempe
12.	Nanyonga Sarah	p.2	Kiteezi
13.	Omiya Zaiya	p.2	Ttula
14.	Sseninde Fred	p.2	Ttula
15.	Wampamba Ronald	p.3	Ttula

Date: Friday, 27 June, 2003 Time: 10 am Venue: Ttula Primary School, Kawempe, Kampala district

C List of teachers consulted

No	Name of teachers participated	Grade	Class(es) taught
1.	Akobi Hellen	III	p.4
2.	Kasule Tonny	III	p.7, p.6
3.	Mulema Albert	III	p.6
4.	Musimenta Marion	III	p.8
5.	Nalubega Allen	III	p.1
6.	Nansumba Prossy	III	p.3
7.	Ndoboli John	III	p.5
8.	Obette Wilson	V	p.7,p.6
9.	Paunda James	V	p.7
10.	Ssala Timothy	III	p.5

Date: Friday, 27 June, 2003 Time: 10 am Venue: Ttula Primary School, Kawempe, Kampala district

D List of administrators and parents consulted

No	Name	Guardian/parents	Home
1.	Musimenta Marion	Deputy Headmaster	Ttula village
2.	Obette Wilson	Director of Students	Ttula village
3.	Paunda James. W. Tili	Headmaster	Ttula village

Date: Friday, 27 June, 2003 Time: 10 am Venue: Ttula Primary School, Kawempe, Kampala district

Appendix 7. Institutions met for the targeting plan

1. African Network for Prevention and Protection Against Child Abuse and Neglect – Uganda Chapter
2. Associazione Volontari Servizio Internazionale (AVSI)
3. Christian Children's Fund
4. Feed the Children
5. Uganda Child Rights NGO Network
6. Hope After Rape
7. International Care and Relief
8. Med-Net
9. National Council for Children
10. National Union of Disabled Persons in Uganda
11. Plan Uganda
12. Save the Children Denmark
13. Save the Children Norway
14. Uganda Society for Disabled Children
15. UNICEF
16. World Vision

Appendix 8. Research instruments for some sub-tasks

Checklist for determining identification criteria

A. Specific issues

1. What are the existing indicators of abject poverty among children, those meant to support participatory poverty monitoring mainstreaming? How are they rated to the draft ones? How relevant, co-ordinated, participatory, pro-poor, communicative and informative, accountable and transparent are they?
2. What indicators do the various categories of people identify for abject poverty among children? What are their specificity, dimensions and dynamics?
3. What do the respondents suggest as better indicators? (What are those that can facilitate poverty targeting among the children?) What implications do these suggestions have for the draft indicators and targeting guidelines?
4. Under what well-being categories do various households, communities, sub-counties, districts, etc. fall? What characterizes these categories in terms of abject poverty? Which of these face abject poverty problems? How relevant are the draft indicators for categorizing them?
5. How do the respondents perceive the draft abject poverty indicators among children? What do the respondents see as the key indicator needs and priorities that are not catered for yet? How could these be catered for and why? How should they be prioritized?

B. Generic issues

- a) What do stakeholders and children take or consider abject poverty to be? Have they heard about it? Probe about its characteristics and conditions, etc. Why?
- b) How does abject poverty affect children? Probe for effect on parental care/guidance, orphanhood, career guidance, welfare, schooling, housing, security, HIV/AIDS-related priority needs, magnitude, trends, patterns/dimensions e.g. gender, location, etc.? Why?
- c) What are the children's experiences with abject poverty? Probe age, gender, causes, consequences, etc. Why?
- d) What are the major risk situations that the children in abject poverty are exposed to? Prompt for conflict, displacement (IDP camps), mobility/migration/transience, etc.? Why?
- e) What risk behaviors do children in abject poverty involve themselves in? Probe survival sex, commercial sex, substance abuse, risk-taking acts e.g. thefts, run-away from homes, delinquency, etc. Why?
- f) Who do you think is most at risk of suffering the effects of abject poverty? Probe by gender (boys and girls), by age group (children, adolescents and youths), by social group (street children, day and night), formerly abducted children, children in IDP camps, child mothers, orphans, children heading households, children out of school, children in school, children with disabilities, child sex workers, other to be specified. Why?
- g) Are there instances where the child rights of children in abject poverty are violated or abused? Prompt for the rights to provisions, protection and participation. Why?
- h) What do you see as the major child welfare concerns and priority needs of children in abject poverty? Probe for risks linked to access to basic needs, family/community support and social services e.g. access to IEC, health, education, housing services. Why?
- i) What is the relative importance of given services in addressing the plight of children in abject poverty? Probe counseling, testing, condom distribution, health care, IEC support, housing. Why?

- j) What are the institutional, legal and social frameworks, stakeholders and/or key actors that are important for children in abject poverty? Prompt for caregivers, duty bearers, support groups or opponents, give specific examples) and what is the nature of their ‘support’ (material, e.g. relief food; non-material, e.g. psycho-social counseling; or both – specify, etc.) and opposition? Why?
- k) UNESCO/MFPED/MOES and other development partners should plan for wider consultations to inform the design of targeted interventions to address the concerns of children in abject poverty, what would be the best strategies for supporting, preventing, protecting such children? Probe for poverty sensitivity, targeting, specific contextual issues, etc.). Why?
- l) Do you have any questions to the team or any comments and suggestions related to the problem of children in abject poverty in Uganda?

Thank you for your co-operation

C. Screening tool

Criteria/indicators used to identify children (5-18 years) in abject poverty in Uganda

A. Orphans and basic necessities:

- Child either without a mother, father or without both parents
- Child possesses less than two sets of clothing
- Child not in possession of a blanket
- Child having problems with meals
- Other (specify)

B. Schooling and health status:

- Child who left school
- Child who has never attended school (illiterate)
- Child frequently drops out of school
- Child affected by HIV/AIDS
- Sickly child
- Child with disability
- Other (specify)

C. Early responsibilities and survival strategies

- Child heading a household
- Child mother
- Child in early marriage
- Child acting as a household servant
- Child sex-worker
- Child labourer
- Child beggar
- Street child (day and night)
- Child from a landless household
- Child from an assetless household
- Other (specify)

D. Vulnerability to conflict and natural disasters:

- Formerly abducted child
- Child in camp
- Child soldier
- Child affected by conflict (domestic, community and societal)
- Child in an area prone to floods
- Child in an area prone to drought
- Child in an area prone to landslides and land degradation
- Child in an area prone to deforestation
- Child in an area prone to epidemic(s)
- Other (specify)

D. Household and child questionnaire

SECTION A1: Identification by location

A1.1 DISTRICT:

A1.2 COUNTY:

A1.3 SUBCOUNTY:

A1.4 PARISH:

A1.5 VILLAGE:

SECTION A2: About the household head

A2. 1 Name of head of household.....

A2. 2 Age

A2. 3 Sex

A2. 4 Employment status.....

(Employed=1, Self-employed=2, Looking for work=3, Unemployed=4, Other=5)

A2. 5 Level of education.....

(No schooling=1, P1-2=2, P3-4=3, P5-6=4, P7=5, Secondary+=6)

A2. 6 Does household own the dwelling unit?

(Yes=1/No=2)

SECTION A3: Household and housing characteristics

Materials for living house

A3. ROOF		A3.2 WALL		A3.3 FLOOR	
Grass/papyrus (thatched)	1	Thatched	1	Earth	1
Iron sheets	2	Mud and poles	2	Earth and cow dung	2
Asbestos	3	Unburnt bricks	3	Cement	3
Tiles	4	Burnt bricks with mud	4	Mosaic or tiles	4
Tins	5	Bricks with cement	5	Bricks	5
Banana fibres	6	Timber	6	Stone/concrete	6
Others (Specify)	7	Cement blocks	7	Wood	7
	8	Stone/concrete	8	Other (specify)	8
	9	Other (specify)			

A3.1 NUMBER OF ROOMS FOR SLEEPING.....

A3.2 WHAT IS THE MAJOR SOURCE OF INCOME TO THE HOUSEHOLD?.....

A3.3 HOW MUCH DOES THE HOUSEHOLD SPEND ANNUALLY
ON EDUCATION (PRIMARY & SECONDARY)?.....

A3.4 HOW MANY MEALS ARE EATEN ON AVERAGE A DAY?

E. Consultation checklists for the case study**Part I – School administration**

- 1. Understanding of Poverty**
Do you have any children in abject poverty at your school? If so, please describe their categories/characteristics e.g. orphans, disabled.
- 2. Children learning**
There are expectations that children can learn. Are there any special needs that the abject poor pupils pose regarding the following:
 - ◆ Content of lessons: which subject?
 - ◆ Delivery method of lessons: language, visual aid, illustrations, group work, class size, poor-pupil ratio/attention
- 3. Administrative support**
What does the school have in enabling/developing full potential of poor children?
- 4. School-community linkages**
Are there existing links between the school/pupils' communities/non-governmental organizations for promoting better achievement and welfare?
- 5. Religious worship**
Administrative support for religious observances: differences are expected? Support from staff? How?
- 6. Parents participation**
How are the poor children's guardians/parents' attendance encouraged at parents' meetings, functions, open evenings. Is it monitored?
- 7. Health services**
Are there any health services provisions for poor children? First Aid? Medical Fitness? How do pupils manage when they fall sick?
- 8. Nutrition**
Does school provide meals for pupils? If so, explain how it is financed.
- 9. Homework**
How is homework administered? What happens if homework is not done? What are the common reasons pupils give for not having done homework?
- 10. Disciplinary measures**
What disciplinary measures are in place and how are they enforced? What ration or percentage of the poor pupils feature in terms of punishments/rewards?
- 11. Uniform requirements**
How are uniforms administered? What happens if one does not come to school, in uniform (can't afford)?
- 12. Attitude and perception**
What is the other pupils' perception of poor pupils at this school?
- 13. Emotional support**
What counselling support does the school have for poor pupils when faced with problems?

14. Drop-outs

Does the school have any drop-out cases? Explain.

15. School violence

Does the school have any school violence? Directed at poor pupils? How is it handled?

16. School-related transport

How do your pupils go to school and pay for their school trips? How can it be better?

17. Time-trend analysis

Describe a typical pupil in abject poverty who went through the school in the past three years and who has progressed with good performance. Cite how the pupil commenced school, socio-economic background, how support/intervention helped improve performance. Any lessons from this experience?

18. Leadership

How are the poor pupils in leadership positions at school? Any encouragement?

19. Extracurricula activities

How do poor pupils fare in the extracurricula activities? Are there cost barriers due to cost e.g. athletics, shoes, etc.

Part II – School teachers and children**Challenges abject poor pupils pose regarding:****1. The general aims of the curriculum – Volumes 1 and 2****2. Content of the curriculum**

- ◆ Key concepts
- ◆ Skills and attitudes as the learner's capacities expand
- ◆ Description of the course
- ◆ General methods and guidelines
- ◆ Techniques of assessment/evaluation

3. Structure of the curriculum

The Primary Education Curriculum has been produced in two volumes.

Volume 1 consists of four subjects: English, integrated science, mathematics and social studies

Volume 2 consists of the subjects of Kiswahili; mother tongue; music, dance and drama; physical education; religious education; and integrated production skills (agriculture, business and entrepreneurship education; and art and technology).

4. Time allocation**5. Assessment**

The techniques are:

- a) **Continuous assessment.** This means keeping a record of scores using any of the formative or progressive assessment techniques over the whole course.
- b) **Comprehensive written examination.** There will be a paper for every course. Each paper examines: factual recall, 20%; comprehension, 30%; application, 40%; and deductive/inductive reasoning, 10%.

6. Methodological approaches

- ◆ Demonstrations
- ◆ Supervised practices
- ◆ Projects undertaken by individual learners, groups or the whole class
- ◆ Home-based projects
- ◆ Field trips/educational visits to places or sites of the subject interest
- ◆ Games e.g. puzzles, cards, quizzes
- ◆ Case studies of farming situations and problems
- ◆ Competitions e.g. art or essay competition

7. Delivery and implementation of the curricula

a) Pupils' participation

- ◆ Participating actively in practical and other relevant activities
- ◆ Actively participating in choosing, planning and implementing projects
- ◆ Getting fully involved in shows, exhibitions, and competitions to promote intellectual growth
- ◆ Applying practically at home the knowledge gained at school
- ◆ Using information from the community and other relevant sources to promote knowledge and productivity
- ◆ Collecting locally available materials

b) Teachers

- ◆ Correctly interpret the syllabus
- ◆ Teaching in a practical manner principles and practices of the subject matter
- ◆ Assisting pupils in choosing, planning and implementing projects
- ◆ Arranging for timely acquisition of materials and equipment for learners' practical activities and projects
- ◆ Assessing learner performance
- ◆ Giving career guidance in relation to farming

c) Teaching/learning materials

- ◆ Use of locally available materials for teaching

d) Institutional linkages/government

- ◆ Formulating and implementing policies
- ◆ Financial agricultural activities in schools
- ◆ Training enough teachers to implement effectively the various subjects
- ◆ Providing an effective system for periodic monitoring and evaluation of programmes at school
- ◆ Integrating school programmes into national strategies

e) Parental linkages

- ◆ Providing opportunities for their children to practice at home the knowledge and skills they have learnt at school
- ◆ Giving financial and material support, and encouraging children to engage in practical activities
- ◆ Participating in shows, exhibitions and field days organized in schools
- ◆ Giving necessary advice and supervising learners' practical activities at home
- ◆ Giving pupil career guidance in relation to farming
- ◆ Frequently visiting children's and teachers' functions and activities

f) School management/parental collaboration

- ◆ Budgeting for and providing the necessary financial support for activities in the school
- ◆ Ensuring timely release of funds for activities in the school
- ◆ Giving moral and material support for programmes in the school
- ◆ Making arrangements for pupils to benefit directly from the sale of the output of their participation e.g. agricultural produce
- ◆ Drawing up policies that encourage and support the schools educational programme

F. Checklists developing a targeting plan

Part 1: Guide to seeking the input of parents, children out-of-school, local leaders and community members.

1. What constraints push children out of school or impede them from attending school even with the provision of free education under UPE? Which ones are most prominent? (Could use Pairwise ranking.)
2. Which children drop out of school or do not attend school most in this village? What are the reasons explaining this phenomenon? Probe for girls, orphans, housemaids, step-children, foreigners, displaced children, juveniles, CWDs, children with disabled parents, etc.
3. What is the history of children dropping out of school or failing to attend school? Has it become worse or has it improved? (Brief trend analysis.)
4. How are children out of school coping? (Probe for survival strategies.)
5. What do you think should be done for children who have dropped out of school or those who have failed to attend school? Who should do what, i.e. parents, local governments, central government, support organizations, schools, etc.?
6. What do you think the UPE policy and other government programmes that are supposed to encourage education for all have missed or not done well so that children are forced out of or fail to attend school?

Part 2: Guide to seeking insights from support agencies e.g. non-governmental organizations, government programmes, donor agencies, etc.?

1. What is your organization's experience in dealing with children out of school? (Probe for where these children are, who they are, how many – if possible, etc.)
2. How have you intervened or addressed their plight? (Steer discussion towards education-related support interventions.)
3. What is the perspective of this organization on educational planning for children out of school within the PEAP framework? (Check for practical approaches for breaking the poverty cycle.)
4. Who do you know (individuals/organizations/agencies) is/are involved in providing educational support for very poor children?

Appendix 9. Databank and Management Information System Users' Manual

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Abbreviations

MS	Microsoft
PC	Personal Computer
CD-ROM	Compact disk Read Only Memory
MS Access	Microsoft Access
MB	Megabyte
RAM	Random Access Memory

CHAPTER ONE

1.0 Introduction

The Children in Abject Poverty Databank has been developed to capture data on children in abject poverty in Uganda. Initial information entered in the Databank was identified by a census carried out in the districts of Kampala, Ntungamo and Soroti. The Databank is designed to offer simple user-friendly inputs, data manipulation and prepaid tabulations on a number of variables. It has been developed on the Microsoft Access platform in order to link inputs and outputs to standard Microsoft applications for further analysis and publication.

The Children in Abject Poverty Databank is a step towards monitoring how these children cope up with life and helps trace their progress out of poverty. This will help quantify the number of children under different indicators of poverty; successive analysis will show any progress.

Reports are generated using data entered in the Databank. It has been developed by JRB Consulting Associates Ltd for UNESCO.

1.1 System requirements

The system requires the following hardware and software:

Microcomputer: An IBM PS/2 PC or compatible.

Memory: At least 128 MB of RAM.

Disk Storage: When installed the system will require approximately 100 Megabytes of free space; this will expand to 500 MB as data are added.

Software: MS Access 2000 or above.

The system will work on a network.

1.2 System Installation

The Databank is installed from the CD-ROM provided. To install the Databank:

1. Create a folder called CHILD on your hard disk. For example, C:\Program Files\CHILD.
2. Copy the file named cAbjectP.mdb from the CD-ROM to the CHILD folder created in step
3. Using windows explorer, navigate to the CHILD folder.
4. Right click cAbjectP.mdb.
5. Select properties.
6. Deselect the Read-only check box.
7. Select the Archive check box.
8. Click Ok.
9. Right click the cAbjectP.mdb file again.
10. Select Desktop from Send submenu. This creates a short cut to the desktop.

CHAPTER TWO

2.0 Getting started

The purpose of this section is to give an overview of the Databank system.

2.1 Opening the system

The Databank can be opened in two ways:

1. Double-click the cAbjectP icon on the windows desktop.
This icon was created when the Databank was installed.
2. Use MS Access.

To open the databank using MS Access:

- Open MS Access.
- In MS Access, click Open in the File menu.
- Navigate to the Databank install directory.
- Select cAbjectP.mdb.
- Click Open.

The start-up screen, as shown in **Figure 1**, will show up on the screen briefly.

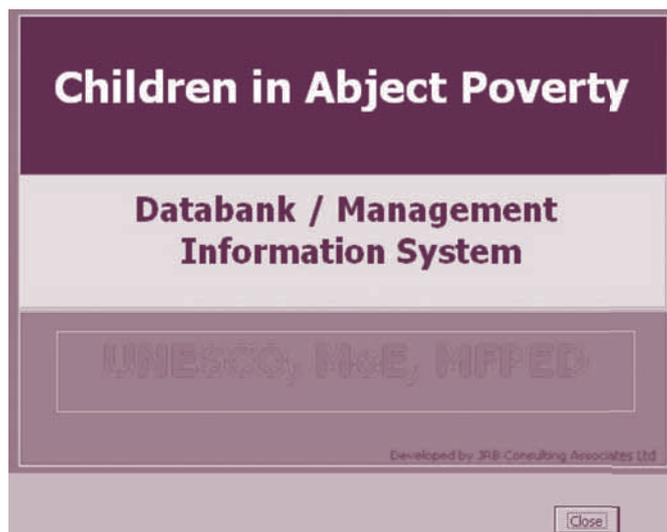


Figure 1: the Children in Abject Poverty Databank start-up screen

The main menu, as shown in **Figure 2** is displayed automatically, from which you can navigate to a sub-menu or exit the Databank.



Figure 2: the Children in Abject Poverty Databank main menu

2.2 An overview of Databank sub-menus

The following section gives an overview of Databank sub-menus. Each sub-menu has an Exit button permitting you to return to the Databank main menu.

Administrative lists

Administrative lists allow the user to update data about administrative units whenever there are changes in the administrative structure. Administrative lists are divided by district into:

- counties
- sub-counties
- parishes
- villages

Update administrative lists to follow changes in the situation on the ground, for example, if a new parish has been created. When a new administrative unit is created, add it to the Databank. If a sub-county has changed the county to which it belongs, delete it from the original holder county and transfer it to its new owner county. If the name of a unit has been misspelled, it can be updated without adjusting other Databank information.

Data entry

The data entry section is used to enter records for children and communities into the Databank. It contains the following items:

- Main questionnaire
- Community questionnaire

Reports

The Reports submenu enables report generation using data taken from the Databank.

Data transfer

This data transfer option allows you to export data into, and import data from MS-Excel format documents. Using this function it is possible to transfer data to other tools for deeper analysis.

Backup

Creates a backup of Databank data; this copy is to be used if the original data develop a problem. Otherwise the backup is used for disaster preparedness.

Exit

Click to exit the Databank system.

CHAPTER THREE

3.0 Starting data entry

To enter data, you must select an option from the Main Menu shown in **Figure 2**.

An option can be selected in two ways:

1. Click the desired option.
2. Use the Up and down arrow keys to select the desired option, then press the enter key.

3.1 Administrative lists

This is the first option of the main menu (see **Figure 2**). It is used to enter data for administrative units. Administrative units are divided in to levels by district from county down to village as shown in **Figure 3**.

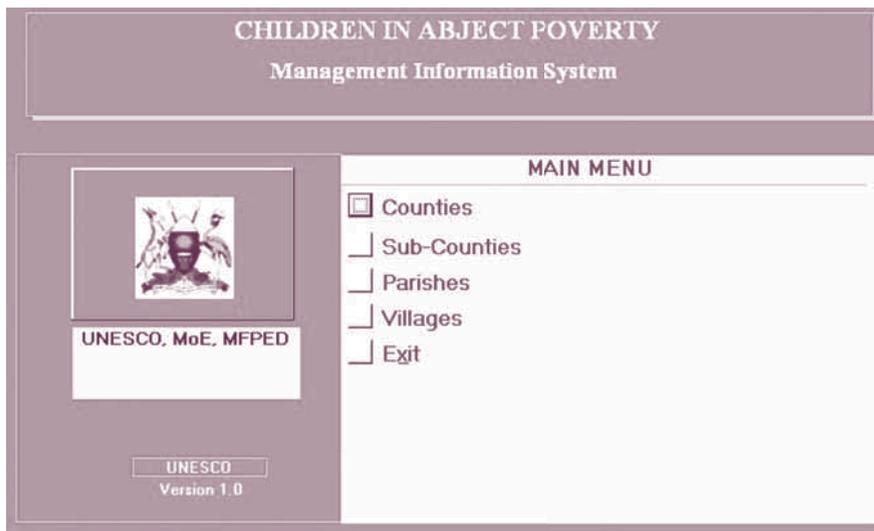


Figure 3: lists of administrative units

3.2 Data entry

This is the second option in the main menu shown in **Figure 2**. It is used to enter data from the main (children) and community questionnaires. See **Figure 4** below.

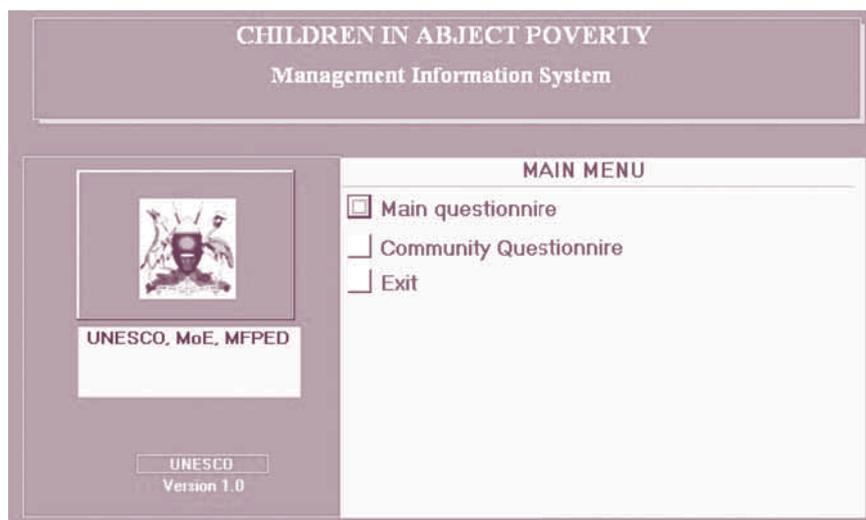


Figure 4: types of data entry Forms

3.2.1 Main questionnaire

The main questionnaire is used to enter data about children (See **Figure 5**).

Figure 5: the new household panel

When you click the 'New household' button, the window for Identification Particulars and household information becomes active for data entry as shown in **Figure 6**.

Figure 6: the Active household questionnaire

The last information to be entered is the average number of meals taken by a household. When this information has been entered, the 'Children's Questionnaire' tab becomes active.

CHILDREN IN ABJECT POVERTY

Part A: Household Questionnaire Part B: Childrens Questionnaire

PART B: CHILDRENS QUESTIONNIRE (background, characteristics and their well being status)

Id No	Name of child	Agency support	Relationship to head	Existence of parents	Sex
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Age	Highest education	Current school status	Reason for out of school	Nature of attendance	Why unstable
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Why never attended	Fell sick in the last 30 days	Health institution	No of days ate meals	Did child possess blanket	Possess at least two pair
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Record: of 1

Figure 7: the children’s questionnaire panel

3.2.2 Community questionnaire

The community questionnaire is the second sub-option in the data entry sub-menu, shown in **Figure 4**. It is used to enter data from the community questionnaire.

**Creteria/indicator used to identify
Abject Poverty**

District	<input type="text"/>
County	<input type="text"/>
Sub County	<input type="text"/>
Parish	<input type="text"/>
Village	<input type="text"/>

Criteria / Indicator	Level
<input type="text"/>	<input type="text"/>

Record: of 1

Figure 8: the community questionnaire

Click the ‘New community’ button to enter information about a new community into the Databank.

CHAPTER FOUR

4.0 Report

The Reports submenu allows the generation of reports using information stored in the Data-bank. To open the Reports submenu, click the Reports button in the main menu. See **Figure 2** for a screenshot of the main menu.

When the 'Reports' button is clicked, the form shown in **Figure 9** is activated. The different types of reports that can be generated by the system are displayed.

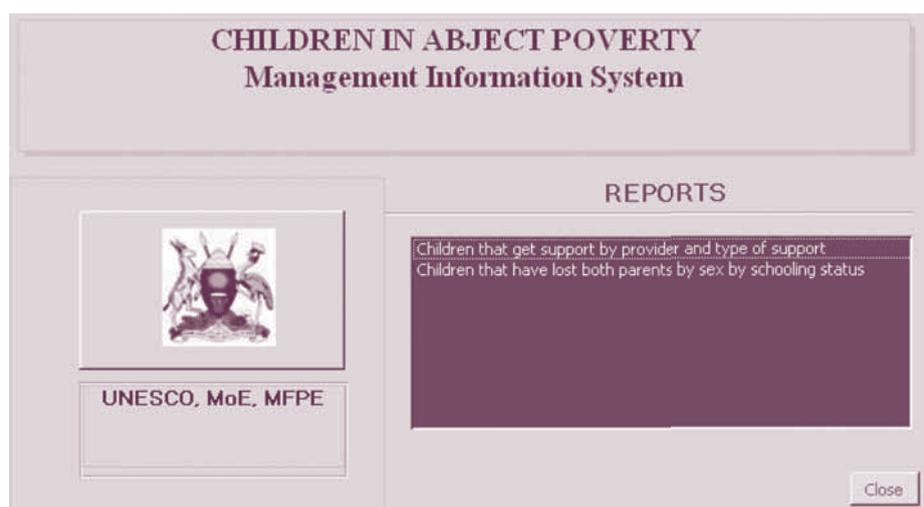


Figure 9: the report menu

Choose the information you wish to view by selecting a title from the list of available reports. The report is generated and displayed onto your screen.

Children that get support by provider and type of support

District KAMPALA		
County KAMPALA CITY COUNCIL		
Sub-county CENTRAL DIVISION		
Name	Agency	support
NAMLUJZI	KISENYI PROJECT (EDUCATI	
KUTESA AHRNET	FOCA	SCHOOL FEES, FEEDING AND MEDICAL
NAKITYO TOEPISTA	FOCA	FOOD AND MEDICAL CARE
MAYANJA MUHAMMAD	KISENYI HELPER PROJECT	SCHOOL FEES
SEMPIJJA MUZAFARU	KAMPALA CITY COUNCIL	SCHOOL FEES
KAKANDE KALID	KISENYI HELPER PROJECT	SCHOOL FEES
ZIWA MUHAMMED	MOSLEM WORLD LEAGUE	SCHOOL FEES AND FEEDING
KASUJJA ROBERT	CHAI PROJECT	SCHOOL FEES
BYARUHANGA RICA	COMBON MISSIONARY SISTERS	PAYS SCHOOL DUES FOR HIM
KISAKYE ANDREW	FOCA	SCHOOL FEES, MEDICAL CARE AND NUMERA
NABUKALU LASHIDA	KISENYI HELPER PROJECT	SCHOOL FEES
NYANZI ARAFA	FOCA	SCHOOL FEES, FEEDING AND MEDICAL
KAMYA MUSA	FOCA	SCHOOL FEES, FEEDING AND MEDICAL
KAMOGA ABDU	KABAKA FOUNDATION	CLEAR'S HIS SCHOOL DUES
BIRUNGI AMINA	FOCA	SCHOOL FEES, FEEDING AND MEDICAL CARE
SENTOGO FRED	SAVE THE ORPHANS BOMBO	SCHOOL FEES
WALYOMBI	KISENYI PROJECT (EDUCATI	SCHOOL FEES AND NUMERACY
KANYANZI CFCJIA	EDUCATION FOR THE POOR	SCHOOL AND NUMERACY

Figure 10: an example report

CHAPTER FIVE

5.0 Administrative units

The Administrative Lists submenu allows the user to view and update information about administrative units. Updates are made whenever there are changes in the administrative structure.

To open the administrative units submenu, click the Administrative Lists button in the main menu (see **Figure 2**); the administrative units submenu is displayed.

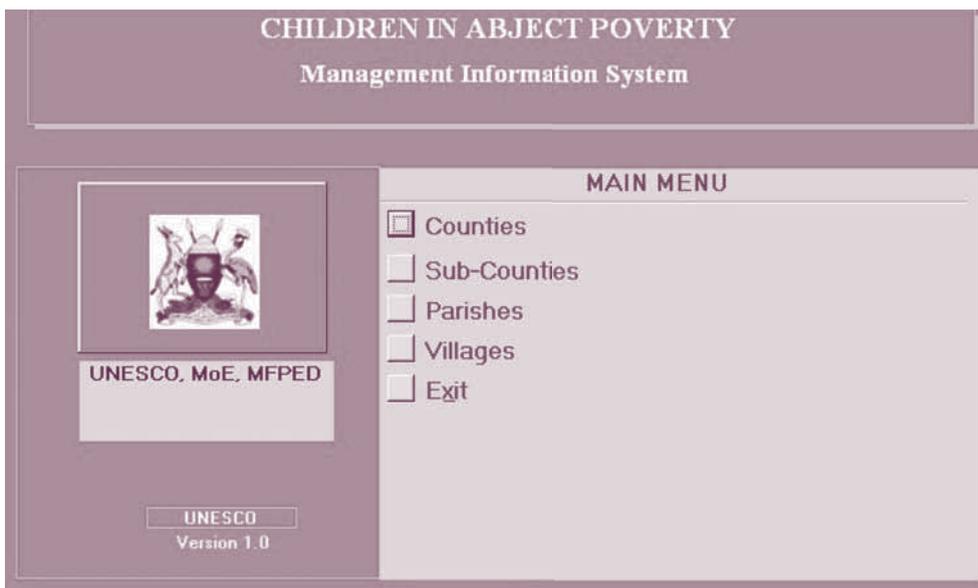


Figure 11: the Administrative Units sub-menu

To add information to the Databank, click the button next to the Administrative unit required.

5.1 Counties

A county is the first demarcation level for a particular district. A number of counties make a district.

To update the list of counties, click the sub-counties button in the Administrative Units submenu. The sub-counties panel opens. Click the District combo box to select the required district. The cursor will move automatically to the County Code column.

Fill only the County Code and County Name columns. County codes are entered in an ascending order, i.e. 1, 2, 3, 4.

COUNTIES

Select

District

	District Code	County Code	County Name	Code
▶	107	1	BUSUJU	1071
	107	2	BUWEKULA	1072
	107	3	KASSANDA	1073
	107	4	MITYANA	1074
*	107			

Record: 1 of 4

Exit

Figure 12: the counties panel

When you have finished updating counties information, click the exit button at the bottom of the panel to return to the administrative units sub-menu.

5.2 Sub-counties

Sub-counties are the second demarcation level for a district. A number of sub-counties make a county.

To update a sub-county, click the Sub-counties button in the administrative units sub-menu. The sub-counties panel opens. Select the district and county which contain the sub-county you wish to update. Enter information in the 'Scounty Code' and 'Scounty Name' columns only.

SUB-COUNTIES

Select

District

County

	District Code	County Code	Scounty Code	Scounty Name
▶	104	2	01	BOMBO TOWN COUNCIL
	104	2	02	BUTUNTUMULA
	104	2	03	KATIKAMU
	104	2	04	LUWERO
	104	2	05	LUWERO TOWN COUNCIL
	104	2	06	MAKULUBITA
	104	2	07	NYIMBWA
	104	2	08	WOBULENZI TOWN COUNCIL
*	104	2		

Record: 1 of 8

Exit

Figure 13: the sub-counties panel

When you have finished updating sub-counties information, click the exit button at the bottom of the panel to return to the administrative units submenu.

5.3 Parishes

A parish is the third demarcation level for a district. A number of parishes make a sub-county.

To update information about a parish, click the parishes button in the administrative units submenu. The parishes screen opens. Select the district, county and sub-county, whose list of Parishes you are to update. The cursor moves to the 'Parish Code' column. Enter information in the 'Parish Code' and the 'Parish Name' columns only.

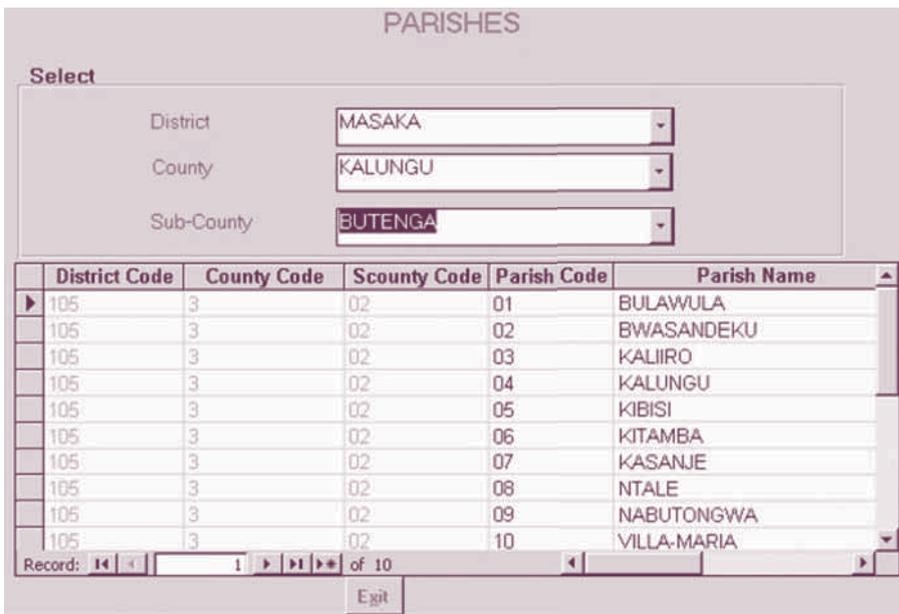


Figure 14: the parishes panel

When you have finished updating information about parishes, click the exit button at the bottom of the panel to return to the administrative units submenu.

5.4 Villages

Villages are the fourth demarcation level for a particular district. A number of villages make a parish.

To update information about villages, click the villages button in the administrative units sub-menu, the villages screen opens. Select the district, county, sub-county and parish whose list of villages you want to update. The cursor moves to the 'Village' column automatically. Enter information in the 'Village' and the 'Village Name' columns only.

VILLAGE COUNCIL

Select

District:

County:

Sub county:

Parish:

Dist	C	Su	Parish	EA Code	Village	Village Name	Code
▶ 105	3	03	05	01	01	BUWEMBA	105303050101
105	3	03	05	02	01	BUTITI	105303050201
105	3	03	05	03	01	BUTAWAATA / KITOSI	105303050301
105	3	03	05	04	01	KASWA	105303050401
105	3	03	05	05	01	BULWADDA	105303050501
105	3	03	05	06	01	KAMPUUKI	105303050601
* 105	3	03	05				

Record: 14 | 1 | of 6

Figure 15: the villages panel

When you have finished updating information about villages, click the exit button at the bottom of the panel to return to the administrative units sub-menu.

Glossary

Database: Management Information System:	A group of datasets linked together by a common key.
System:	A system that deals with the collection, processing, analysis and presentation of information useful for decision making.
Query:	Collection of related items that work together to achieve a common goal. In this case, the collection of tables, queries, reports and forms used to provide information about children in abject poverty.
Menu:	A statement used to select a set of records from the Databank.
Folder:	A list of options displayed on the screen.
Household:	Directory.
	A group of people who are living and eating together.