

**ASSESSMENT OF THE EFFECTS OF THE ABEK MODEL ON SCHOOL GOING
CHILDREN IN KARAMOJA**

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**UGANDA CHRISTIAN
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DECLARATION

I, hereby declare that the work contained in this Dissertation titled, 'Assessment of the Impact of the Abek Model on School Going Children in Karamoja Region' is original and has never been submitted to any University or Institution for any award.

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APPROVAL

This is to certify that I have supervised this Dissertation titled, ‘‘Assessment of the Impact of the ABEK Model on School Going Children in Karamoja Region’. The work is now ready for submission to the School of Education of Uganda Christian University.

Signed : 

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Date : 31/08/2023

DEDICATION

I dedicate this research to my beloved wife Beatrice Tiko Opia, children and family members who advised, supported and mentored me throughout my education up to university level. Above all, I thank the Almighty God for guidance and provision towards completion of this dissertation. God bless you.

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LIST OF ACRONYMS

ABEK	-	Alternative Basic Education for Karamoja
AIDS	-	Acquired Immune Deficiency Syndrome
ALPs	-	Accelerated learning programs
ASAMA	-	Action for Inclusive Education in Madagascar
BEUPA	-	Basic Education in Urban and Poverty Areas
CCTs	-	Conditional cash transfers
CHANCE	-	Child Centered Alternatives for Non formal Community Based Education
COBET	-	Complementary Basic Education in Tanzania
COPE	-	Complementary Opportunity for Primary Education Programme
DAEP	-	Disciplinary Alternative Education Programs placement
DEOs	-	District Education Officers
DV	-	Dependent Variable
EFA	-	Education for All
ELLSE	-	Empowering Life Long Skills Education
HIV	-	Human Immune Virus
ICTs	-	Information and Communication Technologies
iNGOS	-	International Non-Government Organizations
IV	-	Independent Variable
LRA	-	Lord's Resistance Army
MDG	-	Millennium Development Goals
NGOs	-	Non-Government Organizations
NSGRP	-	National Strategy for Growth and Reduction of Poverty
OOSY	-	Out of School Youth
SCiU	-	Save the Children in Uganda
SDGs	-	Sustainable Development Goals
SEIGYM	-	Somali Educational Incentives for Girls and Young Men

SOMDEL-		Somali Distance Education and Literacy Programme
UPE	-	Universal Primary Education
USE	-	Universal Secondary Education
UCE	-	Uganda Certificate of Education
UACE	-	Uganda Advanced Certificate of Education
UNICEF	-	United Nations International Children's Emergency fund
ZALP	-	Zimbabwe Accelerated learning programs

ABSTRACT

The study aimed at assessing the effect of the ABEK model on school going children in Karamoja region. The study objectives included; to examine the best practices of the ABEK Model; to assess the effect of the ABEK Model in regards to enrollment of school going children, to assess the effect of the ABEK Model in regards to retention of school going children, and to assess the effect of the ABEK Model in regards to delivery of Numeracy & literacy of school going children. The study employed a cross-sectional research design. The sample comprised of Village ABE committee members (18), Sub County ABE committee members (18), learners (55) and facilitators (27). These were purposively and simple randomly selected. Data was collected through questionnaires, interviews and focus group discussions. Data was analyzed quantitatively through the SPSS and thematic content analysis was used to analyze data qualitatively. Study findings revealed that the ABEK model is key in attitudinal change towards education and schooling, and ABEK model has equipped learners with basic life skills; these are the major best practices of the ABEK Model in Karamoja region. Study findings also revealed that the ABEK program provides free education for financially disadvantaged learners which encourages enrolment; and girl child enrolment has been boosted by ABEK by over 40%; these are the major effect of the ABEK Model in regards to enrollment of school going children in Karamoja region. Study findings further revealed that the flexible time table encourages retention of learners by over 30%, ABEK program focus and promote inclusive education, protect individual rights, and the program is based on stakeholder participation where most parents are involved in monitoring their children progress, these are the major effect of the ABEK Model in regards to retention of school going children in Karamoja region. The study lastly revealed that the ABEK model has not taught well children how to read, write and count; the ABEK model has not given learners knowledge of preserving milk, meat and churning yoghurt, and the ABEK model hasn't enabled learners to fully realize their rights including the right to education; these are the major effect of the ABEK Model in regards to delivery of numeracy and literacy of school going children in the Karamoja region. Basing on the above findings, it was concluded that the ABEK model has an effect on school going children in Karamoja region. The study recommended that the Ministry of Education and Sports in consultations with ABEK designers should plan for modalities to open up alternative centers near ABEK learning centers. This could take care of the needs of the children who are baby sitting and also attending ABEK classes; and areas of further research were suggested.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

The study aimed at assessing the effect of the ABEK model on school going children in Karamoja region. ABEK stands for Alternative Basic Education (ABE) in Karamoja region, it is a non-formal education designed for any community as a response to barriers in basic formal education provision to children aged 6-18. This chapter presents the background to the study, the statement of the problem, purpose and objectives of the study, research questions, and scope of the study, justification of the study, significance of the study, and conceptual framework.

1.1 Background to the Study

In this section, it entails the background to the study which comprised of historical background, theoretical background, conceptual background and contextual background.

1.1.1 Historical Background

While there has been a remarkable decline in the number of out of school children worldwide, from nearly 100 million in 2000 to 58 million in 2012 (UIS & UNICEF, 2015), it is nearly certain that the developing world has not achieved the Sustainable Development Goal (SDG) of Universal Primary Education in 2015. UNESCO (2014) argues that the progress of getting out-of-school children into school that occurred in the early 2000s has dramatically slowed, and there has been little progress since 2007, and this is concurrent with a stagnation in aid to education, which has not changed as a percentage of official development assistance since 2002 (UIS & UNICEF, 2015). Moreover, many children in

developing countries who do attend school appear to learn little during their time in school (Hanushek & Woessmann, 2015).

Subsequently, Texas Education Agency (2004) noted that the State of Texas continues to provide inadequate guidance on how schools referring learners to Alternative education and receiving Alternative education sites can communicate and coordinate on student academic and behavioral improvement progress. Despite persistent recommendations to expand communication and coordination between referring schools and receiving Alternative education staff, the State of Texas continues to provide no direction or leadership for creating those mechanisms. More so, Gertler., Patrinos & Rubio-Codina (2020) maintain that this lack of direction requires schools to create such mechanisms on their own, with little or no State support, or to simply ignore such coordination activities in the absence of any State requirements or direction on how to develop and implement those efforts.

In support of the above, similar situation have been observed in developing countries of Sub-Saharan Africa (Glewwe *et al.*, 2019). Students assigned to Alternative education programs settings score well below state averages in state assessment measures in reading and mathematics. In 2005-06 state-level percent passing reading scores for Alternative education-referred students was 73percent, 13 points below the state average of 86 for all students. Craig (2016) further noted that the percent of Alternative education students passing state math assessments was only 34percent, nearly 50percent below the state average of 65percent. It is unclear from the data reported by Texas Educational Authority whether the under-achievement preceded referrals to Alternative education programs, resulted after students returned from a Disciplinary Alternative Education Programs placement, or emerged from a combination of both factors (Craig, 2016). Whatever the

case, the data reflect that DAEP student academic achievement varies extensively from the state norm and merits immediate and increased state review of these operations.

Additionally, for the case of Egypt, alternative community-based education in Egypt was first tried in the 1970s. That experiment failed. About 20 years later, UNICEF began a new program with 300 community schools in three upper-Egyptian governorates (states). The schools were to be set up in settlements of 1500 - 2000 people, at least 2kms from the nearest government school and where there were at least 50 out-of-school children (Dennis & Fentiman, 2017). The community has to agree to participate in setting up and managing the school. The schools would have flexible hours and a curriculum relevant to the local environment. The main aim was to serve children, particularly girls, who had never been to school or who had left school and wanted to return. They typically lived in isolated hamlets without proper access to an education (Glewwe *et al.*, 2019). The schools were meant to be transformative, empowering students to be independent thinkers and supportive of progressive social change, like the elimination of female circumcision and early marriage - in their communities. In the research study, the enrollment and retention of school going children shall be represented by Alternative education program's which is highly being complained of as being missing in Uganda, specifically in the Karimoja region.

In neighboring Somalia, nomadic pastoralists account for 65% in there, their non-sedentary way of life translates into a unique set of development needs, as well as vulnerabilities to environmental changes and conflict (Dennis & Fentiman, 2017). Due to their livelihood strategies, pastoralist children are amongst the most excluded from education opportunities. Both girls and boys are engaged in herding animals from an early age and girls look after their younger siblings and work in the home. In addition, a recent assessment in Dollow

confirmed that pastoralists were significantly further from the nearest school facility than any other livelihood group. As a result, less than 12% of rural children in Central South Somalia are enrolled in primary school (Nath., Sylvia & Grimes, 2016). However, Dennis & Fentiman (2017) state that ABE is a promising avenue in terms of reaching pastoralist children in Somalia and Tanzania. Its flexible approach is adapted to the nomadic lifestyle and offers a second chance for out-of-school children who missed out on the opportunity to enroll in formal primary school. With support from UNICEF (2020), ABE has been successfully piloted and adopted by the Ministries of Education in Puntland and Somaliland, but is still in its infancy in Central South Somalia. ABE's flexible approach includes an accelerated curriculum, flexible class hours and school calendar, mobile schools, camel libraries and interactive radio instruction. This ought to be investigated, especially scrutinizing the frequently applied Alternative education programs and its influence onto school going children in Karamoja region.

Subsequently, given the difficulty of implementing high quality education interventions, and the complexity of conducting a rigorous and sound evaluation of such interventions, the number of "high quality" education evaluations is relatively limited (Glewwe *et al.*, 2019). According to Nath, Sylvia & Grimes (2016), while there has been an increase in the number of high quality evaluations in recent years in Uganda, there are also many evaluations of education programs that have serious methodological flaws that make it impossible to draw causal inferences from their results. Therefore, given the current global aid environment, well-targeted education aid should be directed toward programs that have been shown by rigorous evaluations to be effective for achieving the SDG of universal primary education and for improving the quality and effectiveness of the education that

students receive. There have been creative ABE initiatives in Uganda have been undertaken by NGOs and on a small scale. The challenge is to identify initiatives which have worked, share the experience and look for ways of adapting and scaling them up in keeping with the conditions of individual countries (Nath *et al.*, 2016). It is noted that promising initiatives such as using radio in combination with other forms of instruction, vouchers for vocational training and accelerated learning programmes be considered.

During World War II, British colonizers came to Karamoja to recruit young men for the war. With a pen, they wrote down the names of the men. Many of them never returned. As a result, the pen was cursed and symbolically buried. Nevertheless, the Karimojong recognize the need in 1995, they lifted the curse their grandfathers had put on the pen. In a country full of overcrowded classrooms, Karamoja's classrooms are nearly empty (Carolyne & Alicia, 2017). Considering formal schooling largely irrelevant to their lifestyle, most parents have not been motivated to send their children to school. The children's domestic duties are essential to their family's survival, but they conflict with school attendance. The Karimojong see ABEK as their own initiative, and the participating communities are the driving force behind the project. ABEK facilitators have been selected from within the communities and have been trained to teach in pairs. Ten learning areas have been selected, and these include; crop production, livestock education, peace and security, human health and other relevant subjects (Ngugi, 2017). Basic reading, writing and arithmetic are integrated in these learning areas in a context familiar to the children. Instruction is in their own language and the teaching methods are active and involve traditional songs and dances. The NAPE (2018) attempted to address the gaps in the Alternative education programs to improve the students' enrolment and retention of

school going children but these efforts appear to have failed to yield to positive results in in Karamoja region.

1.1.2 Theoretical Background

The study was embedded in the Progressive Education Theory. This theory was generated by John Dewey (as the main draftsman) from the progressive education movement in the United States between the 1890s to the 1930s. The basic tenets of the progressive education theory are: (1) developmental, child-centered instruction; (2) social reconstruction; (3) active citizen participation in all areas of life; and (4) the democratic organization of all public institutions (Neumann, 2003). The model guiding this study, regarding elements of a successful alternative education program, is based on the frequently named program features which include: participation and choice by all stakeholders within the alternative program in that successful program completion is more likely to occur when students, along with their parents, and staff choose to participate in that setting. The purpose of participation is that all personal, social, emotional, and academic development needs of the learners may be addressed.

According to the theory, alternative programs should foster expanded roles for teachers whereby instructors not only function in the teacher role but as counselors, advisors, and mentors. The fostered sense of community among teachers, students, and staff creates a connection between the student and the school, in addition to fostering the relationships described above. Alternative education should not hold high expectations for learners but instead of the community at large, it should exhibit flexibility and consideration of change according to student needs. In addition to school culture, Aronson (1995) shares that

organizational structure of the alternative school is central to success of the program. Personal attention and cultivating a sense of community is more easily accomplished when classes and schools are small. Most successful alternative schools possess some degree of autonomy. A measure of freedom from the customary district operating procedures is necessary given the very nature of the needs of at-risk students. This current study sought to find out whether the above key features are evidenced in the ABEK program and then assess whether their presence or absence, in full or partial have a bearing to its impact on the learners in Karamoja region.

Additionally, extensive counseling services are necessary since the students landing in alternative programs experience a host of academic, social, emotional, and personal issues. Alternative programs must be structured in such a way as to generate feelings of comfort and safety. Clear, strict behavioral expectations with the administration of fair and consistent discipline do assist in maintaining a comfortable and safe environment for learners (Gilson, 2006). Additionally, the theory emphasizes that Curriculum in alternative programs shall vary. Some provide a stronger emphasis on personal development and behavior, some on basic skills, and some on core content academics, while others focus a great deal on vocational skills and preparing for the world of work.

Regardless of the focus of the curriculum the alternative school must be flexible in designing a basic plan for each student, using multiple, specific strategies and methods to address the individual needs of the learner (Aronson, 1995). Ultimately, the concepts that most appropriately address the needs of the at-risk student are the same concepts that would most appropriately address the needs of all learners in ABEK. Therefore, following

the theory, the researcher's opinion is that the most evident, crucial component to any alternative learning program like ABEK is the personal relationship of the instructor and the learner. That connection, that bond, forms an alliance capable of accomplishing great achievements, against all the odds.

1.1.3 Conceptual Background

One of Uganda's legislation was the inception of Universal Primary Education (UPE) in 1997 and a study conducted by UNICEF and Action Aid in 2000 revealed that 87% of school going children were at school and 13% at home and thus a policy was put in place to cater for disadvantaged school children through the emergence of non-formal basic education programmes in Uganda in form of: Child Centered Alternatives for Non formal Community Based Education (CHANCE), Empowering Life Long Skills Education (ELLSE), Complementary(Education) Opportunity for Primary Education) (COPE), Basic Education in Urban and Poverty Areas (BEUPA) and Karamoja in form of ABEK (Ngware *et al.*, 2018).

Alternative Basic Education (ABE) refers to any form of non-formal education designed for any community as a response to barriers in basic formal education provision to children aged 6-18. Alternative Basic Education for Karamoja (ABEK) is a non-formal learning program targeting 6 to 18 year old children of pastoral communities in Karamoja. The fore fathers in Karamoja cursed school education through symbolic burial of the pen due to the perceived oppressions by the British colonial governments using the pen during the late 1940s. The ABEK programme started with the symbolic unearthing of the pen by the elders and the community in Karamoja. There the issue of education in Karamoja has been an

attitude question. This current study has its focus on alternative basic education (ABE) for young children within primary level of school going age delivered outside the context of the formal basic education system in Karamoja region.

School Going Children: This refers to a child attending school. The research study upholds this conceptualization. More specifically, school going children means a minor who is at least six years old but younger than 18 years old and who is not emancipated (Ngware *et al.*, 2018).

1.1.4 Contextual Background

Alternative Basic Education for Karamoja (ABEK) was initiated by Redd Barna – now a member of the Save the Children in Uganda (SCiU) consortium in 1998. It is a response to the urgent need of basic education for children in the semi-nomadic pastoralist communities of the semi-arid Karamoja region (UNICEF, 2020). Situated in the North Eastern part of Uganda, Karamoja comprises of Abim, Moroto, Napak, Amudat, Nabilatuk, Kotido, Nakapiripirit, Karenga, and Kaabong districts. Abim received district status in July 2006, making a total of 9 districts and 2 municipalities (Moroto & Kotido). Karamoja region is the home to the Karimojong - a nomadic agro-pastoralist people whose social and economic life revolves around cattle with limited subsistence crop production (NAPE, 2018). With a population estimated at 954,000, the Karimojong live on a land area of 27, 200 sq. Kilometers.

Formal education introduced early in the 19th century was not well received by the people of Karamoja (Ngugi, 2017). Opposition to formal education was heightened when reading and writing (pen) symbolized the registration of people who were conscripted in to the colonial British army during 2nd world war. Many conscripts died in the battle far from their mother land fighting for a cause not well understood (Save the Children, 2006). Save the children (2006) asserts that it's a non-formal education program designed for the pastoral communities of Karamoja as a response to barriers in basic education experienced by children (6 to 18 years) in semi nomadic pastoral communities of semi-arid region where they play a central role in household livelihoods, the program is founded on the strategic objectives of increasing the opportunity for disadvantaged children, especially girls to experience positive early childhood development and to benefit from appropriate basic education. The ABEK model has since been mostly supported by Non-Governmental Organizations, and they emerged alongside the traditional formal Primary schools. The ABEK model was designed with additional flexibility such as allowing for shortened school day, week and year to accommodate for the family needs of learners at home (Ngware *et al.*, 2018). It was believed that the non-formal model school learners would supplement their parents work at home and increase their family livelihood with improved literacy. However as of 2012, there began to appear creepy trend in the region now that some of the Alternative Basic Education for Karamoja (ABEK) learning centres are translating into community schools, if this continues at the same trend, over time the supposed impact of the ABEK model may be lost and it was against this background that the researcher has chosen to investigate the impact of the ABEK model on school going age children in Karamoja region.

1.2 Statement of the Problem

Despite the tremendous efforts by the Government of Uganda and an international development partner called Save the Children International, achieving Education for All (EFA) in Karamoja region is still a big challenge since getting locals to appreciate and embrace formal schooling remains a nightmare to the government of Uganda (Ngugi, 2017). In the Karamoja region, the Karimojong resisted any form of foreign education (which would act as a change agent) climax of their resistance against colonial education is well documented in the famous burial of the pen (akalam) in the 1930s following a successful campaign against foreign education and faith of the Karimojong elders (Save the Children, 2006). The implications of this history are reflected in the poor education indicators of the region in comparison to other regions of Uganda. Less than 30% of the whole Karimojong population has access to education facilities, and when compared to the national average of those who access secondary education 17%, we realize that secondary school enrolment has significantly remained lowest in Kotido, at 2% (MoES Statistics Abstract, 2019).

Previous studies by (UNDP, 2017; Sufuna, 2015); revealed that most children do not go to school. In addition, the Net Enrolment Ratios for Karamoja indicated as: 35% of children in Moroto, 28% in Kotido and 36% in Nakapiripirit (MoES statistics Abstract, 2019). It is important to note that these are the lowest attendance enrolment rates in the country. The region has extremely low primary school completion rates. In Kotido, Moroto and Nakapiripirit, the rates stand at an average of 1.3% compared to the national average of 22%. The situation discussed above is attributed to a range of interrelated cultural, spiritual, social and economic factors responsible for the education challenges in Karamoja region (ABEK Project Plan for 2006). Basing on the above challenges in formal education in

Karamoja region, the government came up with the ABEK programme as an alternative measure to formal education in order to equip people in that region with skills and knowledge to handle their societal challenges and latter to be motivated to continue with the formal education system in Uganda and compete for national and international opportunities. It is upon this background that the researcher was provoked to assess the impact of the ABEK model on school going age children in Karamoja region.

1.3 Purpose and Objectives of the Study

1.3.1 Purpose of the Study

The purpose of the study was to assess the effect of the ABEK model on school going children in Karamoja region.

1.3.2 Objectives of the Study

The study was guided by the following specific objectives:

- i. To examine the best practices of the ABEK Model in Karamoja region.
- ii. To assess the effect of the ABEK Model in regards to enrollment of school going children in Karamoja region.
- iii. To assess the effect of the ABEK Model in regards to retention of school going children in Karamoja region.
- iv. To assess the effect of the ABEK Model in regards to delivery of Numeracy and literacy of school going children in the Karamoja region.

1.4 Research Questions

The study answered the following research questions.

- i. What are the best practices of the ABEK Model?

- ii. What is the effect of the ABEK Model in regards to enrollment of school going children in Karamoja region?
- iii. What is the effect of the ABEK Model in regards to retention of school going children in Karamoja region?
- iv. What is the effect of the ABEK Model in regards to delivery of Numeracy and literacy of school going children in the Karamoja region?

1.5 Scope of the Study

The scope of the study covered geographical, content and time scope as indicated below.

1.5.1 Content Scope

The study was limited to the effect of the ABEK model on school going children. The independent variable (ABEK model) and the dependent variable (school going children) were examined. Specifically, the study focused on the following: To examine the best practices of the ABEK Model; to assess the impact of the ABEK Model in regards to enrollment of school going children; to assess the impact of the ABEK Model in regards to retention of school going children; and to assess the impact of the ABEK Model in regards to delivery of Numeracy & literacy of school going children.

1.5.2 Geographical Scope

The study covers a selected number of districts (3), out of the nine (9) districts in the Karamoja region which practice and still have the Alternative Basic Education for Karamoja Learning Centers. These three have retained their originality; the original ABEK learning centers has been maintained and still operational under total support from

government and the Non-Government Organization specifically Save the Children International. The study considered only the learning centers that haven't been converted into formal community schools.

1.5.3 Time Scope

The study focused on the secondary data for the period between 2015 and 2022, despite the nearly two decades that ABEK model has been in Karamoja region. This was because there has been a shift in the operation of ABEK model transiting into use of the primary school curriculum in some of the districts in Karamoja. On the other hand, the study lasted for twelve (12) months (from November 2021 to December 2022) to enable the researcher accomplish other education requirement and meet other education deadline (University calendar).

1.6 Justification of the Study

A good number of studies on the ABEK model and school going children have been carried out (Hanushek & Woessmann, 2015; Craig, 2016; Dennis & Fentiman, 2017; Nath., Sylvia & Grimes, 2016; Gertler., Patrinos & Rubio-Codina, 2020 & Ngware et al., 2018). These were carried out in different geographical settings and not in Karamoja region. The desire to get many pastoralist children of school going age to enroll, attend and benefit from the non-formal basic education, has been a priority of government and development partners since many children were not enrolling in basic primary school education in schools in Karamoja. The future of the learners in the region remains bleak if the issues at hand are not sufficiently addressed now. More so, no study (according to the reviewed literature) has ever singled out the most outstanding ABEK model *vis a vis* school going

children in this region, yet, it is increasingly raising suspicion that ABEK model has not helped at all to curb the dwindling enrolment and retention of school going children in the region. Basing on the above discussion, the effect of ABEK model on school going age children in Karamoja region calls for an investigation.

1.7 Significance of the Study

The study findings shall be useful both at the project implementation level with information for donors, project staff, learners, parents, communities, the districts and related stakeholders.

At the national level, it shall provide information for non-formal basic education for disadvantaged children, policy makers, other organizations supporting non-formal education and government strategic planning processes. It is therefore for the stated reason that the research has opted to find out if the ABEK non formal model of education still has an impact on the lives of the school age going children and the community of Karamoja since education is a vital tool for national development. This shall be achieved by using the study's conclusions and recommendations as a case of reference necessary in identifying the potential gaps.

Secondly, to the Ministry of Education and Sports, first of all, the study findings would help it to review their policies on Alternative Basic education models for the betterment: whether to phase them out or retain them for emergency purposes.

The study findings shall also provide information that can be copied and duplicated by other alternative learning model implementers around the globe. The study shall offer novel ideas to the existing theory on the ABEK model and school going children in Karamoja

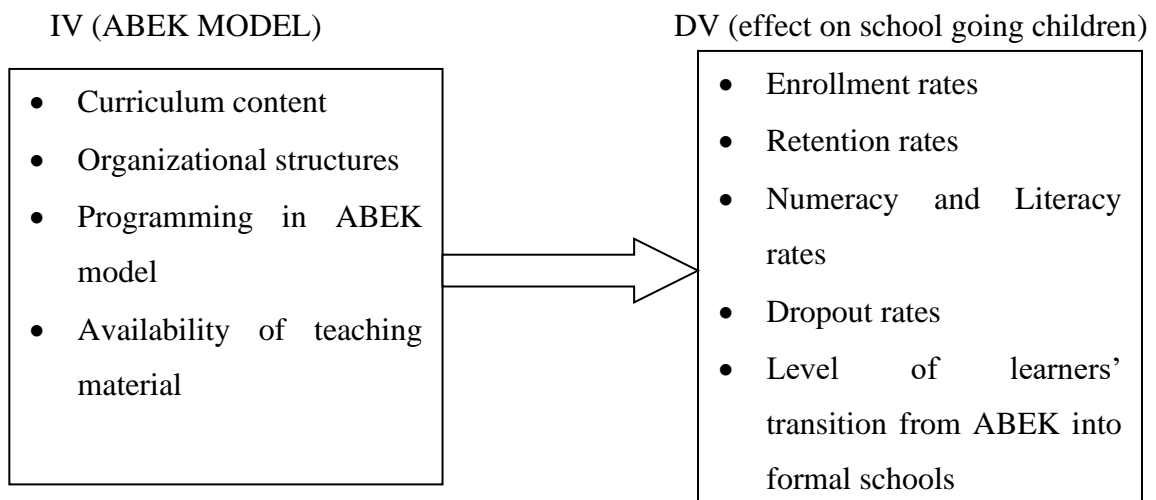
region and more so, to the rest of the world. It shall therefore be upon this study that more forward policies can be designed and formulated; and this shall help them to get appropriate measures in management and leadership areas where there is a gap.

Lastly, the findings of the study shall help the researcher to attain his Degree of Masters in Education, Administration and Planning of Uganda Christian University. This study shall also provide literature that can be used by other future researchers in similar areas.

1.8 Conceptual Framework

The study was based on a conceptual framework as illustrated in Figure 1 below:-

Figure 1: Conceptual framework



Source: Aronson (1995); modified by the researcher

The conceptual framework in Figure.1 indicates that the independent variable i.e. the impact of the ABEK model portrayed by the curriculum content, organizational structure, programming in the model, implementation, and availability of teaching material. On the other hand, the dependent variable that effects on school going age children in Karamoja as

shown by; enrollment rates; numeracy and literacy rates; dropout rates; and primary level completion rates.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

According to Mugenda & Mugenda (1999), literature review involves the systematic identification, location and analysis of documents containing information related to the research problem. This chapter gives the literature of the most relevant research and documentations on the topic. It chronologically follows the specific objectives of the study which include: the key suitability features and best practices of the ABEK Model; the impact of the ABEK Model in regards to enrollment of school going age children; the impact of the ABEK Model in regards to retention of school going age children; and the impact of the ABEK Model in regards to literacy and numeracy of school age going children. There was a provision for a summary of the review of literature depicting the possible gaps that was identify during this study.

2.1 The ABEK Curriculum

According to ABEK Strategic Plan 2006 by Save the Children (2005), the ABEK curriculum is based on specialized modules written in the local language “Nga” Karimojong” presented in 10 non-linear instructional manuals integrating literacy and numeracy in the local language in various themes with immediate practical relevance to the pastoral lifestyle. There are 10 curriculum themes: livestock education; crop production; environment management; rural technology; home management; Uganda Our Country; rights and obligations; peace and security; human health; sex education; HIV/AIDS and other Sexually Transmitted Diseases (Glewwe *et al.*, 2019). The content includes, but is not limited to: indigenous knowledge and skills and basic life skills relevant to a

rural/cattle-keeping context. Children learn about animal and crop husbandry, water and land use, environmental protection, health and hygiene and positive cultural practices.

The design and development of specific learning and teaching materials for this programme take into account the needs, interests, aspirations and uniqueness of the Karimojong people. It is this curriculum approach that has enabled elders to dispel fears that schooling would alienate children from the Karimojong culture. This curriculum is immediately accessible, relevant, and comprehensible (NAPE, 2018). ABEK employs functional basic education approaches to enable the children to do much of their learning without disrupting their normal domestic work routines. The approaches used are imaginative, resourceful; learner and community oriented and use special and sustainable instructional equipment and materials designed specifically for children from the cattle keeping tradition.

Strategies used include; role play, story-telling, riddles, games and sports, field visits, illustration and demonstrations, experimentation, music, dance and drama, and the use of local resource persons (NAPE, 2018). At the learning centers, the learning day starts very early in the morning, before the boys go to herd cattle and the girls start the domestic chores. Learning also takes place in the evening, once the boys have returned the cattle to the kraals and girls have finished their domestic work.

2.2 Review of Related Literature

A number of studies have been undertaken on alternative basic education models that have majorly been implemented in northern and sub Saharan Africa, as well as on the Asian continent and Caribbean including but not limited to (Alderman., Daniel & Kim, 2022; Gertler., Harry & Marta, 2022; Banerji., James & Marc, 2013; Ambler, Diego and Dean,

2015), these have studied in depth a number of issues about the models including but not limited to: Complementary Opportunity for Primary Education Programme (COPE); Accelerated Learning Programmes (ALPs); SEIGYM Somali Educational Incentives for Girls and Young Men; SOMDEL Somali Distance Education and Literacy Programme; Alternative Basic Education for Karamoja (ABEK) and more. This literature review explored, synthesized and indicated literature gaps that exist within the current literature hence to be covered by this study.

2.2.1 The Best Practices of Alternative Basic Education Models

A study undertaken in Uganda by African Child Policy Forum (2021) indicated that unlike formal school days, in which time is imposed and strictly observed, the ABEK timetable is flexible and times are fixed and agreed upon democratically. Starting and finishing time is agreed among the parents, the children and the facilitators. This has attracted and made it possible for learners of different ages, including adults and with different learning potential to enroll in ABEK. The study qualitative findings from key informant interviews also indicated that although ABEK is not specifically focused on the girl child, its flexible nature has increased enrolment of girls because it does not stop them from carrying out their traditional roles of helping with domestic chores (Sufuna, 2015). This is because parents and community leaders decide on the convenient time for children to be at the learning center and when they should be at home, creating a gap for the study.

More so, parents, especially mothers do not easily release their daughters, for they see this as a loss of the extra hands to help with domestic chores including, but not limited to, fetching water from long distances, collecting firewood, caring for young siblings and in

growing subsistence crops (Ngugi, 2017). However, these results come from former ABEK centers in districts like Kotido and Nakapiripirit where most of the learning centers have been transitioned into formal community schools which imply a literature gap to be covered by this study in focusing on districts which still have fully functioning ABEK learning centers. Elsewhere outside Uganda, in Somaliland, it was established that several alternative basic education interventions that are intended to increase the demand for schooling have been shown to increase student learning. These include merit-based scholarships and conditional cash transfers (CCTs), although the evidence is less strong for the latter (Carolyn & Alicia, 2017). For example, two other interventions - classes for mothers on child learning, and those classes combined with mother literacy classes - have been shown in a single study to increase test scores.

Third is the management and structure of the alternative basic education programs which is well suited for emergence and democratic decision making. It should be noted that the decentralization of significant aspects of educational administration and management in Uganda has proved crucial to the limitation of damage to formal basic education in northern Uganda. According to African Child Policy Forum (2021), District Education Officers (DEOs) and their officials have been able to use their control of budgets to 'manage' the flight of rural schools to school compounds in the safer towns. In a more intangible but important sense, it has allowed for a mutual support between education officials, head-teachers and parents in the search for ways of minimizing the effect on children's education of the continuing conflict in the north (UNICEF, 2020). This sense of solidarity and mutual support has been especially important in the conflict in which children, teachers and schools have been the prime targets for LRA violence.

In relation to the above is the fact unearthed by Save the Children (2006), that all the mobile ABEK centers have management committees comprising of chair person, vice chair persons, secretary, treasurer, mobilisers and committee members. All in all, management committees comprise of nine members. The committees oversee the activities going on in the centers including mobilizing communities and children to attend mobile ABEK, monitoring and supervising facilitators, writing and keeping minutes and keeping money and food meant for the learners. Management and decision making powers are vested with selected elders (Ngware *et al.*, 2018). Women are sometimes incorporated onto management committees and are mostly charged with cleaning up the centers. This may not contribute much overall to functionality of the centers and we did not come across any women models that participated more in the management and not only clean the centers. Nevertheless, it's not clear whether the patriarchal tendencies in the Karamoja region and hierarchical society allow for inclusion of women in decision making roles who are mostly affected by illiteracy when they grow up, this study will thus endeavor to establish facts on this and how it affects the suitability and achievement of the program.

Furthermore, in some of the country studies by Gertler., Harry & Marta (2022), it is fundamental to find that ABE has developed in a creative way which responds to the specific situation in Somaliland to a greater extent than in northern Uganda and southern Sudan. This is partly a function of the length of time since the conflict in these countries ended, and it is not yet possible to determine the commitment of the Secretariat of Education in southern Sudan and associated departments to the development of forms of ABE appropriate to southern Sudan. However, in northern Uganda where the need for ABE

is widely recognized and there is a vibrant civil society and NGO sector, it is evident how few and small scale the ABE and associated vocational training initiatives are.

In contrast to the above, (Alderman, Daniel & Kim, 2022) however explains that there have been creative educational responses to long term conflict situations in Uganda, but these are mainly adaptations of formal basic education. In the traumatic and unstable conditions of northern Uganda, the focus of commitment and creativity has been on the preservation of the formal basic education system under conditions of acute stress. Notwithstanding findings by the Republic of Uganda (2005), that there does not appear at present to be ‘space’ for the development of the ABE initiatives which are widely recognized to be essential.

Still more, another key elements of accelerated learning programs, is the modification of the curriculum content to ensure that the target groups of youth can learn the required materials in a condensed time frame (Craig, 2016). The underlying concept in accelerated learning is primarily about how people learn best and then using a variety of methods so that students can learn faster and more effectively (Ngware *et al.*, 2018). This requires a thorough knowledge of the methodology used to teach the contents. Children and youth who participate in this program need some validation of their learning experiences, since their success is often measured in their ability to pass national exams for primary or entrance to secondary schools.

According to Carolyne & Alicia (2017), one key success has been witnessed in South Sudan, where the eight year program has been occasionally condensed into four years, to enable older children complete primary education earlier. This program has also filled a

much needed education gap for young people in fragile states like Sierra Leone, the Democratic Republic of Congo, and Burundi. In the latter two countries it helps to observe the legal requirements that limit school age at different levels. Other countries that have implemented this program in the SSA region are Angola, Liberia, Uganda and Rwanda, which are all countries that have been affected by conflicts at different times.

In relation to the above, UNICEF (2020) noted that though alternative basic education has been shown to be successful over the years hence allowing for transitioning into formal education system, on the other hand the continuing ‘emergency’ nature of the existence of the majority of the northern population in IDP camps (Bidi Bidi, Rwamwanja) and the continuing insecurity of communication links with the camps appears, understandably to dominate the activity of international agencies in the region. This suggests that a level of security is necessary before fundamental issues of basic education can be addressed according to (ACPF, 2021). The researcher notes a lack of significant ABE initiatives in context where it is widely recognized that they are vital for young people and to ensure a future peace thus resulting into the difficulty of fundamentally rethinking how to deliver ABE in a situation with a well-developed model of education which does not give it the ‘space’ it needs in a conflict and post-conflict situation.

Furthermore, the other issue is to do with the location of the learning centers. According to Attanasio *et al.*, (2020), enrolment into mobile ABEK centers is conducted in Manyattas when there is relative peace and stability. There are more boys enrolled than girls because mobile ABEK originally targeted boys who tended animals in the kraals. The few girls enrolled are those who come to collect milk and blood from the kraal every morning. This

also explains why in some centers in Kaabong and Kotido districts, there were no girls enrolled because the kraals had migrated to distant places in search of pasture and water. However, this study was carried out within Uganda, but not entirely rural based and carried out almost two years ago. These constitute gaps in conducting a similar study in Uganda, thus a justification for this study.

Last but not least, attendance rates are also subject to similar conditions of relative peace and stability in the kraal. During migration, attendance rates are very low since teachers must wait for the children to settle into a more defined and secured area. However, the teachers do not have attendance registers to regularly document children's attendance. The children attend at own volition and if there are any other activities for example building fences and/or milking the animals that compete for their time, the activities take precedence over attending mobile ABEK (Save the Children, 2006). In relation to that, Fredrick & Kabonesa (2017), attendance is further influenced by availability of pastures and water within the kraal and harsh climatic conditions especially torrential rains. For girls, attendance is further influenced by amounts of domestic chores they have to attend to at home. For some households, girls' attendance of mobile ABEK is not a priority. Majority girls who attend mobile ABEK are the very young ones and in grades 1 and 2 but rarely in grade III because by then they are deemed old enough to attend to domestic chores within their natal homes. In regards to this, there needs more information to be obtained qualitatively from the opinion leaders on how such situational tendencies can be dealt with to allow for a more consistent nature of enrolment and attendance in ABEK through this study.

Lastly is the design of the programs whereby according to ABEK Project Plan for (2006), the design and development of specific learning and teaching materials for Banerji., James & Marc (2013) the programme in Bangladesh take into account the needs, interests, aspirations and uniqueness of the local people. It is this curriculum approach that has enabled elders to dispel fears that schooling would alienate children from the host society culture. Additionally, the curriculum in Save the Children (2006), is immediately accessible, relevant, and comprehensible.

Elsewhere in Borkum (2022), ABE employs functional basic education approaches to enable the children to do much of their learning without disrupting their normal domestic work routines. The approaches used are imaginative, resourceful; learner and community oriented and use special and sustainable instructional equipment and materials designed specifically for children from the cattle keeping tradition (Dennis & Fentiman, 2017). Strategies used include; role play, storytelling, riddles, games and sports, field visits, illustration and demonstrations, experimentation, music, dance and drama, and the use of local resource persons. However, this study took one method research design (quantitative); the use of questionnaires collected data. Unlike this study, data was analyzed by percentages, mean scores, standard deviation, and tables that used both quantitative and qualitative approaches.

Within ABEK Report (1999), it was noted that ABE activities at the learning centers, the learning day starts very early in the morning, before the boys go to herd cattle and the girls start the domestic chores. Learning also takes place in the evening, once the boys have returned the cattle to the kraals and girls have finished their domestic work. Related to

best practices, studies on ABE activities by UNDP (2017); have indicated that Radio is still the most widely used and accessible media in developing countries. If it is combined with literacy, numeracy, and life skills it can reach large numbers of young people. Radio programming in Africa has developed phone-in programmes, dramas, audience participation which are particularly helpful for young people with a difficult past and problems of how to participate in the reconstruction of their society. Radio can be an informative and educating tool.

According to Ambler, Diego & Dean (2015), also in societies in transition from conflict, it provides a flexible way of reaching out to young people who cannot be reached by programmes with tutors and written materials such as in the IDP camps of northern Uganda or insecure communities in Somalia. This suggests that radio has an important role to play in ABE in countries in which there is regional conflict or an unpredictable security situation and that people will develop ways of using broadcasts and other materials adapted to their situation. One promising example which uses radio to provide basic education literacy, numeracy and life skills to out-of-school youth and adults who missed out or were denied access to conventional schooling is in Somalia under the project locally known as ‘Macallinka Raddiya’ that is loosely translated as ‘Radio Teacher.’ With regards to the ABEK Model in question, the researcher developed a sense of concern in achieving knowledge on the best practices of the ABEK Model in Karamoja region.

2.2.2 Effect of the ABEK Model in regards to Enrollment of School Going Children

Ambler, Diego & Dean (2015) asserted that before exploring the achievements, it’s important to first delve into the ABEK goal and objectives. At its inauguration in 1998,

ABEK was intended to: change the attitude of pastoral communities of Karamoja towards schooling; increase the community's access to and participation in basic education; achieve quality in the provision of basic education; meet the social and development needs of the communities; increase the number of children accessing formal school; increase the literacy rate among children and communities of Karamoja; equip children with basic life skills; improve the pastoralist skills among the people of Karamoja, and; improve the quality of life of children and communities of Karamoja according to Save the Children, (2006).

As the project grew, its goals and objectives changed taking into consideration the changing aspirations of the beneficiaries and the dynamics at both the global and national levels. ABEK reviews in 1999, 2001, 2002 and 2003 helped to shape the project as time went on. As of now, in its current form, ABEK's 2006 goal is to consolidate implementation capacity and expand scope of ABEK programme thereby supporting the realization of UPE, EFA and SDGs. The specific objectives of the project are to: ABEK's 2006 goal is to consolidate implementation capacity and expand scope of ABEK programme thereby supporting the realization of UPE, EFA and MDGs (UNICEF, 2020). The specific objectives of the project are to: increase enrolment, inclusiveness, retention and participation of children in pastoral communities enrolled for basic education; improve the profile, competence, performance and motivation of ABEK facilitators; improve quality of learning achievement and establish benchmarks for equivalence of ABEK programme; Strengthen institutional capacity of the district core coordinating team to support implementation of expanded ABEK; and Mainstream programme functions in gazetted technical institutions as well as government policy and investment priorities. Regrettably,

all these have hitherto remained mere allegation without systematic answers to the predicament. This prompted the current researcher to consider the path of the research study.

In addition to the above, successful programs should: have local relevance in that they are tailored to the local context; be sustainable and scalable through diversified sources of funding; and, have diverse and multi-stakeholder partnerships (Carolyn & Alicia, 2017). Coordination between national governments and sub-national entities and availability of sustainable funding are key to successful implementation of such programs (Ngugi, 2017). Alternative education programs in SSA are typically either accelerated learning programs that offer equivalency diplomas, or vocational and technical education. The study took one method research design (quantitative); the use of questionnaires collected data. Unlike this study, data was analyzed by percentages, mean scores, standard deviation, and tables that used both quantitative and qualitative approaches.

Several equivalency programs have been set up in different countries to enable youth to continue with their schooling while they are still engaged in their work or meeting family obligations. In Tanzania, the Complementary Basic Education in Tanzania (COBET) program, set up to provide education to out-of-school children was able to reach 36% of the targeted population in 2005 (Fredrick & Kabonesa, 2017). In Uganda, the Basic Education for Urban Poverty Areas (BEUPA) Programme was successful in ensuring that more than a quarter of the enrolled students transferred to formal schools (Ilon & Kyeyune, 2022). Having seen the above, the researcher notes that as it is the norm of project and programme management, monitoring and evaluation are important aspects, and likewise this has been

done in regards to ABEK and the following is noted from the findings by researchers indicated therein. However, the study was carried out outside Karamoja region, not entirely rural based and carried out almost three years ago. These constitute gaps in conducting a similar study in Karamoja region, thus a justification for this study.

In regards to enrolment, accelerated learning programs (ALPs) give children and youth an opportunity to catch up on missed education in a short period (Craig, 2016). They use intensive, flexible methods or schedule to complete the curriculum faster than in the traditional education set-up and help youth to re-enter the formal primary or secondary school system. Such programs are common in countries where children's schooling was interrupted by armed conflict or other kinds of social upheaval. In the Republic of South Sudan, ALPs provide basic education to those who missed the opportunity during the civil war. In some countries, this form of alternative access to education program has been implemented to provide increased educational access to the youth from populations living in marginalized areas or very remote geographical areas. In many cases, the target groups are individuals aged between 10 and 20 years, (Glewwe & Eugenie, 2019) most of whom are able to manage the condensed education cycle; however, this study was conducted in Karamoja region applied a mixed method.

More so, in South Sudan, the programs are part of a broader alternative education system that reaches more than 165,000 students (mostly ages 12–18), roughly equal to the number of fourth-grade students in primary schools nationwide (Government of South Sudan, 2011). However, as will be seen later in the section on relevance of ABEK, given the unique conditions in Karamoja, success of the mobile ABEK programme should not be

measured conventionally in terms of rates of completion only as it has been done before (Carolyn & Alicia, 2017). The current study recognizes that children acquire knowledge and skills that are relevant to the Karamoja conditions which help them stay within their communities with improved and sustainable knowledge and skills – which indeed is an indicator of success of the mobile ABEK programme that require investigation by the current study. In relation to that, given the unique conditions in Karamoja again, SCiUG should start planning for adult vocational education for children who complete mobile ABEK but may not join formal primary school because of being over age. Such vocational education could focus on enhancing pastoral livelihoods beyond what is taught in mobile ABEK. Current literature doesn't make any indication of this possibility hence the current study shall consider it in measuring the achievement of the same scheme. Interestingly, no single ABEK programme can be pointed to, to be responsible for this paucity something that this research study delves in.

It was also noted by ABEK Review Report (1999), that children from mobile ABEK do not attend classes during the harvest seasons until the end of the seasons. Yet children from non-mobile ABEK do attend regularly. It was also mentioned that children from mobile ABEK are not punctual because they have to first milk cows and take them to graze unlike their counterparts from non-mobile ABEK who are free of these chores because their families have no cattle anyway. This illustrates the importance of a flexible learning hours and questions the justification for considering formal school placement (which is not flexible) as a measure for success for mobile ABEK (Sufuna, 2015). Again, this is another illustration of why flexible and nearby non formal education may be better than placement in formal primary schools if its quality and relevance are improved. However, all these

findings apply to the past hence making the existing literature not appropriate for consumption given its currency thus warranting a typical study like this one to approve or disprove the existing literature. With regards to the ABEK Model in question, the researcher developed a sense of concern in achieving knowledge on the impact of the ABEK Model in regards to enrollment of school going children in Karamoja region.

2.2.3 Effect of the ABEK Model in regards to Retention of School Going Children

According to Glewwe & Eugenie (2019), the retention of school going children has gradually increased with ABEK model. First and foremost, dropout rates are not known because mobile ABEK centers lack attendance registers. In addition, when kraals shift, some girls get married, new children join the centers, and others do not return to the centers or join other centers. Important to note however is that the dropout rates for girls are much higher compared to those of boys because as girls approach puberty (13 years and above) they are prone to ‘kidnaps’ for marriage. During puberty, there is restricted movement (ABEK, Review Report, 1999). It is younger girls whose parents consider not ready for marriage who are allowed to attend mobile ABEK. Boys’ movement is not restricted but upon marrying, they are considered adults who are not obliged to attend mobile ABEK. It is however sad to find that this literature was generated with limitations to geographical expanse as well as putting into context some defunct learning centers by then which issues will be addressed by this study to produce more comprehensive, extensive and current literature.

Secondly, rates of progression were not easy to establish by Hanushek & Woessmann (2015), because of all the children in the three grades share the same shade. The author

further indicates that the learners are also taught the same topics by the same instructor. It's the instructors who make decisions regarding the grade into which the pupil is. However, it appeared like levels of grades were determined by the number of years a pupil has been attending and age; the older a pupil was, the higher the likelihood to be in a higher grade. Since there were no systematic assessments of competences in mobile ABEK, the longer a child stayed enrolled, the more it was deemed to have learnt enough to proceed to a higher grade. This shall be addressed by the current study by collective qualitative data from the sub county ABEK committees to ascertain the progression rates from their records. Within the framework of basic education, the research focuses on ABE because of its significance for children in countries affected by conflict who have missed the opportunity to obtain formal schooling, its relative neglect in spite of the general recognition of its importance in post-conflict situations and the opportunity to present the experience of ABE in specific contexts which have a wider relevance.

According to ABEK, Review Report (1999), rates of completion were also not easy to establish; ideally, completion of mobile ABEK would be measured by joining formal primary school. But there were cases of continued attendance of mobile ABEK until children got fed up and dropped out. Owiny (2016) also notes that there are no systematic mechanisms for progression and completion of mobile ABEK. Those who join formal primary school join nearby primary schools on parents/guardians initiation. Some were enrolled in the boarding sections of formal primary schools so that when their families moved to the next kraals, the children's studies were not interrupted. Worth noting is that sometimes, the mobile ABEK coordinators and the Inspectors of school make arbitrary decisions regarding who should join formal primary school which is in contrast to the

initially desired communal decision making by the opinion leaders vis-à-vis the ABE committees. For this reason, a question arises whether mobile ABEK needs to put in place systematic mechanisms for progression and completion that are well known by parents/guardians, instructors and pupils just like it is in formal schools, this question was taken care of by the current study.

The provision of ABE is largely undertaken by NGOs and is often small scale and discrete. A great deal more research is required to identify potentially useful trends in this provision and to assess their effectiveness. Carolyne & Alicia (2017) reiterate that among the priorities for ABE are: accelerated learning schemes, voucher schemes, and radio. To begin with is Accelerated Learning Schemes: These are the most ‘popular’ form of ABE with governments and international agencies. The programme is involved in career guidance and encouraging learners to complete their education. The fact that they tend to ‘mimic’ formal basic education raises interesting questions about their appropriateness in different contexts and their implications for access and equity for disadvantaged young people. Another one is Radio and according to Ngugi, (2017), there are a number of examples of the creative use of radio for ABE for young people, with significant potential benefits of empowerment and participation in public life. Three is vouchers whereby these have been used for vocational training, again in order to allow young people to participate in the planning of their own training, and have potentially positive implications for wider use. With regards to the ABEK Model in question, the researcher developed a sense of concern in achieving knowledge on the impact of the ABEK Model in regards to retention of school going children in Karamoja region.

2.2.3 The Achievements of Alternative Basic Education Models in Regards to Literacy and Numeracy

According to Owiny (2016), children benefit from improved literacy and numeracy levels, which have greatly improved parents' attitudes towards school education. Many parents do not see education as a threat to their culture. Instead they have started to appreciate education as a means to improving conditions and their standards of living by creating better health practice, animal and crop care and general economic output. In addition to that, out-of-school youth are motivated to join complementary education programs to acquire basic literacy skills, to find work or set up their own business (UNICEF, 2020). Two pathways that have been proposed for out-of-school youth are: (i) remediation programs that aim to bring out-of-school youth back to formal schooling or alternative education programs; and, (ii) integration of youth into the labour market through workforce development. Alternative education programs that are reportedly most successful are those that have multiple entry and exit points, as well as close associations with formal education.

Several equivalency programs have been set up in different countries to enable youth to continue with their schooling while they are still engaged in their work or meeting family obligations. In Tanzania, the Complementary Basic Education in Tanzania (COBET) program, set up to provide education to out-of-school children was able to reach 36% of the targeted population in 2005 (Save the Children, 2006). In Uganda, the Basic Education for Urban Poverty Areas (BEUPA) Program was successful in ensuring that more than a quarter of the enrolled students transferred to formal schools.

Similar programs have been run in Madagascar (Glewwe & Eugenie, 2019); and Zimbabwe, with some level of success. Large scale alternative education programs that offer a combination of basic literacy and skills, vocational and civic education, and life skills that focus on financial responsibility, gender relations and health have been well-received and have successfully reached the most vulnerable groups in Sierra Leone, Ghana (Carolyne & Alicia, 2017) and Liberia (UNDP, 2017). In the next paragraphs, the researcher explores the existing models in various regions of Asia, Sub-Saharan Africa and their contribution to numeracy and literacy of learners.

In addition to the above is Equivalency programs are the pathways to formal education by offering curriculum leading to qualifications equivalent to those gained through formal education programs (Ngware et al., 2018). Equivalency programs target primary or secondary school dropouts and provide corresponding curricula, signaling that the recipient has demonstrated the ability to read, write, think, and compute at the level for which the degree was offered. In addition to the above, equivalency programs vary in terms of admission, age, place, and pace, and they are delivered either via face-to-face learning or distance education. Education systems upholding equivalency degree (in this arrangement) provide programs and courses that work to prepare or select students for university, and this influences school and program organization (Glewwe & Eugenie, 2019). Even so, there is considerable variation in the requirements for graduation and access to higher education.

The second chance Out of School Youth secondary education programme model gives a chance to youths that dropped out of or never entered secondary school. Programmes under

this model are alternative to, run parallel to and go along with formal secondary education system. According to Ilon & Kyeyune (2022), the second chance model, where the programme is designed to run as an alternative to formal secondary education system, there is an introduction of an innovative, accelerated curriculum that provides a framework not just for the delivery of basic education, but for a range of practical skills to improve livelihoods (World Bank, 2018). The model focuses on the expectations, participation and outcomes of older learners, as well as the challenges faced in the delivery of curriculum content and practical pre-vocational skills training in light of the differing needs of children and youth (World Bank, 2018). However, this study was carried out Uganda, but not entirely rural based and carried out almost three years ago. These constitute gaps in conducting a similar study in Uganda, thus a justification for this study.

Additionally, there are also catch-up programs noted by (Ilon & Kyeyune, 2022), which manage to compress the curriculum and deliver it to youths in a short time period. This makes the model a relatively cost-effective alternative to primary education in transitioning youths into formal secondary education. The model is delivered in an appropriate, flexible and relevant way for children and young people who have faced difficulties in accessing formal schools even as it ensures equivalency with the formal system (African Child Policy Forum, 2021). The catch up model usually includes basic vocational skills in its curriculum which equip youths with livelihood capabilities in case they do not fully integrate into formal secondary education (Gertler., Harry & Marta, 2022). The model provides a fresh opportunity for out-of-school youth who would not have returned to school to access formal education. For example, ZALP has managed to enroll 32,301 out-of-school children considered vulnerable and unable to attend conventional classes (World Bank, 2018).

The pathway classrooms model is yet another area worth exploring. As the experience of pathway classrooms is still recent, all the success factors have not yet been documented (Owiny, 2016). However, a few of them are already clear, including the need to create a conducive environment, and incentive framework to keep students and teachers in the pilot. This would entail provision of accompanying measures (counseling and guidance for students on careers and training, accommodation, canteens, material and financial incentives for teachers, etc.) by the state and partners (Bantwana, 2018). On the technical side, the introduction of information and communication technologies (ICTs) such as mobile phones into pathway classrooms has had a positive impact on young people's literacy skills. By combining classroom literacy work with SMS/text exercises, 80% of learners pass the post -training test, via mobile, based on syntax and vocabulary, and will move to the next level. The model enables the improvement of access to knowledge and the portability of lessons in time and space, leading to improved quality.

A number of interventions in place to enhance equitable access to education of OoSY (Out of School Youth) in several countries include: conditional and unconditional cash transfers; scholarships; academic support and mentoring (e. g. Stellenbosch Usiko Youth Project in South Africa); quality improvements and parental education' accelerated learning and remedial support; second chance equivalency programs (e.g. Basic Education for Urban Poverty Areas (BEUPA) in Uganda, Complementary Basic Education in Tanzania (UNICEF, 2020). As evidence of its effectiveness, after 10 months of ASAMA training, 52.6 percent of participants passed the primary equivalency examination. Of those attending the Planet of Alphas program, 66.7 percent of children passed the final test, 37.5% at the advanced level. After intensive training in reading, 18.2 percent of those

leaving the programme enrolled in a formal primary school and 5.3 percent registered for the ASAMA program. Whereas some of these interventions saw increased enrollments in both formal and non-formal education, their major limitation is sustainability due to limited funding. With regards to the ABEK Model in question, the researcher developed a sense of concern in achieving knowledge on the impact of the ABEK Model in regards to delivery of Numeracy & literacy of school going children in the Karamoja region.

2.3 Study Context Literature

As one of the measurement of children's assessment of the relevance to mobile ABEK to their lives, Attanasio *et al.*, (2020) sought to discover the importance of attending mobile ABEK to the learners' lives. Acquiring literacy, i.e. the ability to read and write was most cited form of relevance, mentioned by 63.8%. This was followed by becoming knowledgeable especially of hygiene and sanitation and of the children's environment, which was said by 37.1%. Learning other languages especially English and Swahili was reported by 29.5% as enabling the children to interact with people from different ethnic groups and further facilitate formation of friendships. Acquisition of numeracy skills was mentioned by 27.7%. Fredrick & Kabonesa (2017) asserted that other forms of mobile ABEK's relevance to the children's lives mentioned included learning the importance of spraying animals to kill ticks, learning to identify animal drugs and acquisition of knowledge of the right dosage to administer to animals, helping understand religion, creation of awareness of children's rights to education alongside their responsibilities e.g. to be obedient and enabling children to get life skills and/or jobs in the future.

Children in the mobile ABEK considered the lessons they learnt as relevant to the nomadic lifestyle within their communities. The study findings indicate that the children had:

obtained knowledge of animal health including the different types of disease that afflict animals; knowledge about parasites like ticks; they could differentiate sick animals from healthy ones; and had obtained knowledge of how to treat the sick animals (Dennis & Fentiman, 2017). One quarter of the children reported that they had gained ability to count and recognize animals according to their colours as well as gaining knowledge of preserving milk by boiling it, preserving meat and churning yoghurt.

Furthermore, the children learnt that cattle are important sources of prestige, marriage and livelihood and had become aware that animals are not supposed to be kept in same house with humans (Banerji, James & Marc, 2013). In relation to ABE for young people who have missed the chance for formal schooling, there is some agreement about what is important – literacy and numeracy, vocational training and life skills – but far fewer examples upon which to build. It is significant that Accelerated Learning is regarded with some enthusiasm (Borkum, 2022). It has the advantage for governments and international agencies of following closely the structure of formal education and thus posing fewer problems of planning and implementation than, for example, relevant vocational training but is appropriate to a relatively narrow band of young people who are able and have the educational background to attend intensive classes. It also counts towards the achievement of EFA targets.

2.4 Summary of Literature Review

This chapter presents the review of literature relating to the impact of the ABEK model and the school going children. The researcher presents leadership theories that inform the area of study. The literature reviewed indicates suitability features of various acceleration education models around the globe including Uganda however the information is limited in

the following ways. Contextually, some of the results from former ABEK centers in districts like Kotido and Nakapiripirit where most of the learning centers have been transitioned into formal community schools which implies a literature gap to be covered by this study in focusing on sub counties which still have fully functioning ABEK learning centers. It also not clear whether the patriarchal tendencies in the Karamoja region and the hierarchical society allow for inclusion of women in decision making roles which are mostly affected by illiteracy when they grow up, this study thus endeavored to establish facts on this and how it affects the suitability and achievement of the program.

Findings by Fredrick & Kabonesa (2017) indicate a lack of ‘space for progression’ for the development of the ABE initiatives which are widely recognized to be essential and in that regard, there needs more information to be obtained qualitatively from the opinion leaders on how such situational tendencies can be dealt with to allow for a more consistent nature of enrolment and attendance in ABEK through this study. Most of the information generated by previous researchers was limited in regards to geographical expanse as well as putting into context some defunct learning centers by then which issues were addressed by this study to produce more comprehensive, extensive and current literature.

In addition, the researcher noted a discrepancy and absence of systematic assessments of numeracy and literacy in relation to how long the child stayed enrolled; and this was addressed by the current study by collective qualitative data from the village and sub county ABEK committees to ascertain the progression rates from their records. By large, majority of these the literature reviewed is dated 2000 to 2020 which renders it less

relevant to program implementations, reference for academia and professionals, hence warranting a typical study like this one to approve or disprove the existing literature.

2.5 Research Gap

After a thorough review of related literature, about Alternative Basic Education (ABE), the researcher realized that the available literature is from different settings than that of Uganda and particularly Karamoja region. This research gap motivated the researcher to assess the effect of the ABEK model on school going age children in Karamoja region.

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CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter explained the research design, area of the study, information sources, population and sampling techniques; variables and indicators, measurements levels, procedure for data collection, data collection methods and instruments; quality/error control, strategy for data processing, analysis and interpretation; ethical considerations and approvals; and study methodological constraints.

3.1 Research Design

In order to properly assess the impact of the ABEK model, the study utilized a descriptive survey research design. The study used both quantitative and qualitative techniques. Qualitative research methods were especially useful in discovering the meaning that people give to events, or activities, they experience (Mugenda and Mugenda, 1999). Specifically, a qualitative approach was warranted when the nature of research questions requires exploration (Singh & Kumar, 2011). Qualitative research questions often begin with how or what, so that the researcher can gain an in-depth understanding of what is going on relative to the topic (Nsubuga & Katamba, 2013). For this study, the researcher was able to obtain the respondents attitudes, opinions and knowledge on the impact of ABEK on school going children. Under qualitative methods, the researcher used the interviews as a data collection method and face to face interviews were held with key informants. Whereas under quantitative methods, the researcher used questionnaires to collect data and these were distributed to respondents with close ended questions. The descriptive design enabled data collected in a systematic and rigorous manner as outlined within the methods section.

3.2 Area of Study

The study covered a selected number of districts (3), out of the nine (9) districts in the Karamoja region which practice and still had some of the Alternative Basic Education for Karamoja learning centers. These three have retained their originality; the original ABEK learning centers had been maintained and still operational under total support from government and the Non-Government Organization, particularly, Save the Children International. The selected ABEK learning centres were located in Moroto, Napak and Nabilatuk districts. The ABEK learning centres in Moroto were in Lotisan and Loputuk sub counties, while the once in Napak were from Ngoleriet sub county and the ones from Nabilatuk were from Lolachat and Kosike sub county.

3.3 Sources of Information

According to Creswell (2014), information sources refer to the existing recognized literature whether published or unpublished as long as it has been accepted by the academic for any organization of good reputation. The researcher used both secondary and primary data for the examination of the topic in question.

3.3.1 Primary data

Primary data comprised of data observed or collected from first-hand experience. This was collected through the self-administered questionnaires and the notes were taken during the interview sessions and focus group discussions.

3.3.2 Secondary data

Similarly, the secondary data was got from the already existing literature that could be reviewed by the researcher. Much of the secondary literature had contributed to the writing of chapters; 1, 2 & 5 of this dissertation. This data had been extracted from text books, peer reviewed journals, online articles, among other sources.

3.4 Population and Sampling Techniques

3.4.1 Population of the Study

Cresswell (2014) asserts that population is the entire group of people, events, or things that a researcher wishes to investigate. For collection of quantitative data, the study targeted the following: facilitators at learning centers. Whereas on the qualitative side, the study targeted the following: the learners, members of the Village ABE committees, members of the Sub county ABE committee in the respective districts. Given the time space, financial resources and personnel resources available, together with his experience with the ABEK operations, the researcher had purposively selected the districts and learning centers included in the study. These were selected in order to obtain reliable and valid information required for this study.

Table 3.1: The population size for the study

S/N	CATEGORY	Population			Total
		NAPAK	NABILATUK	MOROTO	
1	Village ABEK committees members	08	08	08	24
2	Sub county ABEK committee members	08	08	08	24
3	Learners	143	57	54	254

4	Learning centre facilitators	14	6	18	38
	Total	173	79	88	340

Source: SCiU (2019)

3.4.2 Sample Size Determination

According to (Orodho & Kombo, 2002), sampling is a process of selecting a number of individuals or objects from the population such that the selected group contains elements representative of the characteristics found in the entire group. For this particular study, the sample size of learners, VAC & SAC members is determined using the Sample Size Determination Table by Krjcie and Morgan (1970); that is, 188 participants was obtained from 340 target population. However, for the facilitators, it had been determined purposively given the time and financial resources at hand.

Table 3.2: The table below shows the sample size of the study

S/N	CATEGORY	Sample size			Total	Sampling technique
		NAPAK	NABILATUK	MOROTO		
1	Village ABEK committees members	06	06	06	18	Purposive
2	Sub county ABEK committee members	06	06	06	18	Purposive
3	Learners	26	15	14	55	Simple random
4	Learning centre facilitators	08	04	15	27	Simple random

	Total	46	31	41	118	
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Source: Primary data 2022

Basing on the Krjecie and Morgan (1970) table, out of 340 target population, the sample size would have been 181. However, out of the 24 ABE village and sub county committee members, only 18 were active on each committee, out of the 38 facilitators, the available ones were 27 and when it came to school going children out of the 254, only 55 students were sampled because the rest of the parents refused their children to be interviewed. Because of that situation, only 118 was the sample size obtained. These included, eighteen (18) Village ABEK committee members, and eighteen (18) Sub county ABEK committee members (were interviewed), and twenty seven (27) facilitators (to answer questionnaires), and fifty five (55) participated in focus group discussion. This enabled the researcher to get a variety of views and unbiased response which made the study a reality.

3.4.3 Sampling Techniques

The researcher used both probability and non-probability random sampling techniques where stratified random sampling and purposive sampling techniques were applied in the selection of the respondents.

3.4.3.1 Purposive Sampling

According to Nsubuga & Katamba (2013), purposive sampling is where the researcher purposely chooses persons who in his judgment have some appropriate characteristics required of the sample members and are thought to be relevant to the research topic and were easily available. This had been employed to select the respondents from: members of the Village ABE committees, and members of the Sub-County ABE committee in the respective

districts. These gave valid information from experience and expertise that enriched the research findings.

3.4.3.2 Simple Random Sampling

This was applied with the quantitative sample and these included the; learning center facilitators as well as the learners themselves. The facilitators were selected randomly courtesy of availability and accessibility. On the other hand, the learners were also selected randomly on basis of availability and willingness to participate in the focus group discussion. The simple random technique gave all respondents an equal chance to participate in the study.

3.5 Variables and Indicators

There are different classifications of variables for example; these may be a dependent variable (DV) or an independent variable (IV). Creswell (2014), asserts that a variable is a measurable characteristic that assumes different values among the subjects. The study already had the independent variable which is ‘the impact of the ABEK model’ as indicated by: curriculum content; organizational structure; programming in ABEK model; implementation; and availability of teaching material. On the other hand, ‘impacts on school going age children in Karamoja serves as the dependent variable and it was indicated by: enrollment rates; retention rates, numeracy and literacy rates; dropout rates; and the level of learners’ transition from ABEK into formal schools. These variables with the respective indicators were all provided for in the data collection tools.

3.6 Measurement Level

According to Kothari (2013), “sound measurement level should meet the tests of validity and reliability”. There are four types of measurement levels namely, ordinal, nominal, ratio and interval. A likert scale is a scale used when responding to a questionnaire whereby respondents specify their level of agreement or disagreement to a statement. It is recognizable when you are asked to indicate your strength of feeling about a particular issue on a 5-1 rating scale. The five–point scale which included the following kinds of answers were used; 5=strongly Agree, 4=Agree 3=Undecided/ neutral, 2=Disagree and 1=strongly Disagree, and the respondents were asked to indicate their degree of agreement with the statements on the study variables. The nominal scale was used for gender and education level. The interval scale was used for period one has been in school. Categorization of the elements being measured and ranking them into the same order was done using ordinal scale. Numbers were assigned only for the purpose of identification but was not used for comparison of variables measured.

3.7 Procedure for Data Collection

The research process started with the attainment of the introductory letter from the Uganda Christian University Research Ethics Committee as well as School of Education of Uganda Christian University, to conduct research. This letter of introductory was presented to the respective authorities including: the Sub county ABE committee, and the village ABE committee, as well as the sampled respondents sought permission for data collection. The researcher requested for permission from the authorities to conduct research in their communities. The researcher trained field assistants who collected data from pilot schools, so as to aid him in the collection of data. Once given a go ahead by such authority, the researcher will recruit a team of research assistants (2) who were familiar with English and

'Nga' Karimojong to help him with sensitization of the respondents (the purpose of the study, its significance and the instructions on how to answer the tools) as well as issuance of the questionnaires and retrieval. Frequent visits were made to ABEK authorities to observe. The collection of data involved one week filling out the questionnaires and interviewing head-teachers and their deputies.

Additionally, this focused on obtaining the primary data (from the reliable source) that was needed to produce the report findings. The researcher was in person meet with the head of the VAC so as to identify, locate and approach parents to learners who was set to participate in the focus group discussions for purposes of seeking their consent and setting schedules for the discussions (these which was facilitated by the researcher with assistance of the research assistants). The researcher also approached the key informants of the study to set the dates for the interviews, and also executed the interviews by himself. On the appointed dates of interview sessions, the researcher ensured to meet the interviewees at the agreed time and place, during the interviews, the researcher took notes which provided qualitative data. More so, a pilot study was conducted. The data collection tool was prepared and pre-tested, made adjustments, and proceeded with the actual data collection; that is, interviewing the selected respondents. The process was then concluded by the data organization, presentation, analysis and interpretation into this report booklet for examination.

3.8 Data Collection Instruments

The study involved the use of structured questionnaires, interview and focus group discussion guides. This is in agreement with Sideman (1991) as cited in Nsubuga (2019) who asserts that methods and instruments are selected basing on their ability to do what the study wants them to address as well as the posed research questions.

3.8.1 Survey

This data was collected using a questionnaire survey since questionnaires had a large coverage of the respondent's sample which allowed a great degree of generalization of research findings. Twenty seven ABEK learning facilitators responded to the prepared questionnaire because it was easy to administer, saves time and could be collected at the respondent's convenient time.

3.8.2 Interviews

The members of the villages ABE committees, members of the Sub-County ABE committee and learners were interviewed to confirm data collection using interview guide. This confirms facilitator's responses to the questionnaire since interviews enable the participants to inform the researcher on aspects of the setting and situation that he is not familiar with (Drew, Hardman and Hart (1996) as cited in (Nsubuga & Katamba, 2013). The interviews can be tape recorded for future reference.

3.9 Data Collection Instruments

Several tools were of great importance in obtaining data from the field of study. They comprised of the following.

3.9.1 Self-administered Questionnaire

These have sets of related questions designed to collect data from the main respondents (ABEK learning facilitators). Questionnaires gave respondents free time to give out their opinions freely without fear; they answered in privacy and provided a lot of data in a generally short time period (Kothari, 2013). According to Nsubuga, (2013), questionnaires offer a lot of confidentiality to the respondents and they save time since they were all about

just answering questions with short answers. The self – administered questionnaires were used to collect quantitative data from the learning center facilitators. The questionnaires were used because they permit anonymity that results in more honest responses and they were the best instruments for quantitative research.

3.9.2 Structured Interview Schedule

The interviews aided data collection through oral verbal direct investigations by the researcher in expectation of verbal responses from the interviewee. The researcher took notes during the interview sessions. The researcher had opted for interviews because they were cheaper and allowed for probing. In keeping with the qualitative approach, the interview guides were made up of open-ended questions. These were used to collect qualitative data from: eighteen members of the Village ABEK committees, and eighteen members of the Sub county ABEK committee in the respective districts. It also involved meeting respondents face-to-face and collecting information from the selected respondents.

3.9.3 Focus Group Discussion Guide

Focus group discussions provided the “possibility to cross check an individual’s opinion with other opinions gathered and the group interaction can enrich the quality and quantity of the information gathered” (Nsubuga & Katamba, 2013). Focus group discussions were conducted to generate information from learners. Several FGDs were conducted with fifty five learners and each FGD comprised of 10-15 participants. Each FGD took between 45-60 minutes. This method was employed so as to get complete and detailed understanding of the issues from the respondents through follow-ups or probing questions and clarifications.

3.10 Quality/Error Control

Validity and reliability of instruments was established in order to ensure that the study data is credible.

3.10.1 Validity of Instruments

Validity is defined as the truth or accuracy of the research (Vogt, 2007). It is also defined as the extent to which the data collection instrument measures as well as the appropriateness of the measures coming to accurate conclusions (Saunders *et al.*, 2009). Validity was done in order to find out whether the questions were capable of capturing the intended data (Vogt, 2007). Validity of instruments was ensured through use of experts. The experts were supervisors and reviewed the questions to see whether they were capable of capturing the intended response. The researcher used the following formula to establish validity of the research instruments as seen below.

Content validity Index (CVI) = Relevant items by all judges as suitable

Total number of items judged.

30

34

= 0.88

Where by' CVI= Content Validity Index

If the CVI is equal to or greater than the recommended 0.70 (Kent, 2001), this implied that the questionnaire is valid for data collection. Results from the field helped to identify gaps and made modifications to the instrument where it was necessary.

Pre-testing helped to estimate the time it took to fill the questionnaires, relevancy of the questions, and accuracy of the questions in measuring the subject under study.

3.10.2 Reliability of Instruments

Mugenda & Mugenda (2003) defined reliability as a measure of the degree to which a research instrument yields consistent results or data after repeated trials. Reliability of the questionnaire instrument will be assessed using Cronbach's coefficient alpha (Sekaran & Bougie, 2010). A pilot study was carried out in Nakapiripirit (Lemusi Sub County) which has only 1 learning centre and 2 facilitators only so as determine the reliability of the research tools – to this end, 5 people were interviewed. The reliability results were computed using the Statistical Package for the Social Sciences (SPSS). The following formula was used to calculate the Cronbach's coefficient alpha

$$\alpha = \frac{k}{K-1} \left(\frac{1 - \sum SDi^2}{\sum SDt^2} \right)$$

Where α = coefficient alpha

$\sum SDi^2$ = sum variance of items

$\sum SDt^2$ = sum variance of scale

After pilot testing the instrument, reliability of the instrument, on multi-item variables was tested using the Cronbach's Alpha Method to provide by Statistical Package for the Social Scientists. The results are presented in Table 3.3.

Table 3.3: Reliability indices for the questionnaire

Cronbach's Alpha	Cronbach's Alpha Based on Standardised Items	N of Items
0.805	0.796	26

If the coefficient is equal to or above the recommended 0.70 (Amin, 2005), it implies that the questionnaire is suitable for data collection. The Cronbach's alpha is 0.805 as indicated in Table 3.3, thus above 0.7 the recommended reliability value. This showed that the questionnaire was reliable. The reliability of the questions was used to collect data for the analysis of the relationship between study variables. Other researchers in the future can use this questionnaire to carry out research in the same field.

3.11 Strategy for Data Processing, Analysis and Interpretation

A number of closely related operations which are performed with the purpose of summarizing the collected data and organizing these in such a manner that they answer researcher questions (Saunders, 2007). Data was analyzed using both qualitative and quantitative techniques.

3.11.1 Quantitative Data Analysis

Data analysis included checking, editing, coding, and entered into SPSS to give way for analysis. Demographic data was analyzed and descriptive statistics were generated in form of percentages, frequencies and standard deviation plus a correlation co-efficient (Kombo & Tromp, 2006). This helped the researcher to derive meaningful description and distribution of scores. These statistics made the findings more understandable to the report user while on the other hand, the tables made the research report more presentable to the reader as well. Correlation analyses were done to establish the relationship between the ABEK model and the enrolment, retention, numeracy and literacy of school going children in the area. For purposes of establishing the relationship between variables, the Pearson correlation co-efficient was used for example: relationship between the impact of ABEK model and the achievement in numeracy and literacy of learners.

3.11.2 Qualitative Data Analysis

Since qualitative data analysis exposed or disclosed developing themes, understanding, concepts and patterns, the regular methods of qualitative data analysis consisted of and inductive thematic synthesis (Hawkins, 2018). In this way, code identification of themes into the data (Strudsholm *et al.*, 2016). Research findings from the interviews and focus group discussions were interpreted; conclusions and recommendations were made guided by the objectives. Qualitative data was analyzed by content after transcribing and developing themes. Thematic content analysis was used to analysis this data where key findings were transformed into themes for easy analysis and presentation of data. Additionally, narrative reasoning was also used to interpret the findings and was logically argued out. The respondents' views were quoted verbatim to give their actual feeling about the issues that was raised.

3.12 Ethical Considerations and Approvals

3.12.1 Ethical Consideration

The study was submitted for review and approval by the School of Education as well as Uganda Christian University Ethical Research Committee (UCUREC). An introductory letter from the UCUREC was sought. To generate data for this research study, the researcher also obtained approval from the relevant authorities in Karamoja region. The researcher also sought permission from the respective authorities as indicated under the 'data collection procedure' section of this document.

3.12.2 Informed consent

Verbal and written consent was sought from the parents to allow their children participate in the focus group discussions, whereas, written consent was sought from the key informants of the study. Additionally, the respondents and participants were also informed that participation in the study was voluntary and they had a right to accept or decline to participate or withdraw from the study anytime.

3.12.3 Protecting Participant Confidentiality

Each respondent record was given a unique ID number. Data identifying individuals' subjects were restricted to those involved in the study. Names and other identifying information from subjects 'may be' obtained for quality assurances purposes only and no individual were identified by and study report. Lastly, was the challenge of the existing COVID-19 pandemic which was challenge the holding of focus group discussions mostly by way of learners who feared to be infected by fellow participants and or research team. This was handled by strict observation of the Standard Operating Procedures during the focus group sessions and interview sessions including but not limited to: hand washing, sanitizing, and social distancing.

3.13 Study Methodological Constraints

Conducting research on pastoralist communities presents numerous challenges because:

Pastoralists in nature represent a sub group of people who are traumatized by cattle rustling and stigmatized by the rest of the people who haven't gotten to share their life of the study and end up calling them backward. Mere targeting them for the study sends to them mixed signals and get them to internalize and awaken feelings related to their status hence hindering the data collection process as well as quality of study in general.

However, in order to combat this, the researcher together with research assistants offered pre-data collection counseling to the pastoralist learners' parents so as to ease their feelings towards their status and the study altogether.

Some were even worried of giving certain information in fear of landing into trouble with their area security or the information leaking to their opinion leaders, parents and so on. However, in order to overcome this, the researcher assured the respondents that this information was confidential and available to only specified stakeholders which identified to the respondents, after which, anyone was free to leave if any stakeholder was negatively pivotal to their wellbeing.

The research study (data collection process) was faced by dialectal barriers since the most of the people and learners in the area speak 'Nga' Karimojong'; however, the researcher ensured to source for research assistants that were well versed with the local language as the general language applicable and any other dialects where necessary.

Lastly, the time frame allocated to the study did not enhance wider coverage as the researcher had to combine other academic activities, work schedule and examinations with the study. This was solved by the researcher through giving more time to the research and trying to balance all the work as per planned work schedule.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF DATA

4.0 Introduction

This chapter presents and interprets analyzed data from the field. This was done basing on the specific objectives of the study and in relation to the reviewed literature. The findings were presented with the help of tables for purposes of easier understanding, clarity and interpretation. Data was gathered from the following number of respondents with corresponding tools: 18 Village ABEK Committee members (structured interview schedule), 18 Sub County ABEK Committee members (structured interview schedule), 27 ABEK Learning Center facilitators (questionnaires) and 55 learners (focus group discussions) and these all come down to 118 instead of the target 340 respondents. It was only the target number of ABEK Learning Center facilitators that wasn't achieved.

The study also presents inferential statistics in form of correlations and regressions which show the nature of relationship between variables and the magnitude of effect the independent variables has on dependent variable. The chapter also presents the response rate, which shows the actual number of respondents that participated in the study. The chapter also presents the background information of respondents which shows the common demographic respondents characteristics who participated in the study.

4.1 Response Rate

The sub section presents the summary of the statistics for the response rates. Details are presented in Table 4.1 below.

Table 4.1: Response rate

Category	Targeted respondents	No. actually involved	Percentage of response rate
Questionnaire			
Learning centre facilitators	38	27	71.1%
Interviews			
Members of the village ABEK committees	24	18	75.0%
Members of the Sub-County ABEK committee	24	18	75.0%
FGD Guide			
Learners	254	55	21.6%

Source: Primary data, 2022

As presented in the table 4.1 above, a total number of 340 respondents were expected to participate in the study (target population), but 118 respondents actually participated in the study. To this effect, the response rates were: 71.1%, 75%, and 21.6% for questionnaires, structured interview schedules, and focus group discussions respectively. Most children did not participate in focus group interviews giving reasons that they were busy grazing cattle and some were reported out of the homes being a dry season looking for water. This response rate

is above the 60-70% response rate as recommended by the Guttmacher Institute (2006) for a study to be considered as one with satisfactory results. On the other hand, Ahuja (2018) noted that a response rate of 70% is excellent, 60% is good and 50% is adequate for analysis. Thus, the above response rates were considered reliable and appropriate for the study.

4.2 Demographic Characteristics of Respondent

The demographic information of respondents solicited data on respondent's bio data and this was organized under the following categories; gender of respondents; age bracket of respondents; respondents' highest level of education; and period of service and the findings are presented and interpreted below:

4.2.1 Gender of respondents

The gender was one of the variables the study analyzed. This was intended to find out whether the sample selected was balanced in terms of gender. This is presented in table 4.2 below.

Table 4.2: Gender of respondents

SEX	freq.	Percent	Cum.
Female	21	77.78	77.78
Male	6	22.22	100.00
Total	27	100.00	

Source: *Primary data, 2022*

According to the Table 4.2 above, it is evident that majority of the respondents were female as represented by 77.78%, whereas the minority were male as represented by only 22.22%. Out of observation in the study areas, there are lots of challenges that come with being an ABEK Learning center facilitator for instance walking long distances to work and earning less as compared to life needs. Hence, it could be that the women are more willing than men to shoulder such burdens and serve in these roles.

4.2.2 Age of Respondents

The age of the respondents was also presented as detailed in Table 4.3 below.

Table 4.3: Age of respondents

AGE	Freq.	Percent	Cum.
26-35years	11	40.74	40.74
36-45years	14	51.85	92.59
Above 45years	2	7.41	100.00
Total	27	100.00	

Source: *Primary data 2022*

According to the table above, it is evident that majority of the respondents were in the age bracket of 36-45 years as represented by 51.85% whereas the minority were in the age bracket of ‘above 45 years’ as represented by only 7.41%. Biologically, as one’s age advances, their bodies become weaker and it is common for such people to fall sick more often than younger counterparts. To that effect, there is a possibility that older facilitators

pull out given the long distances to and from the learning centers hence leaving younger blood to dominate.

4.2.3 Respondents' highest level of education

The highest level of education of the respondents was also presented in this study.

Findings are presented in Table 4.4 below.

Table 4.4: Respondents' highest level of education

EDUC	Freq.	Percent	Cum.
Bachelors	6	22.22	22.22
Certificate	3	11.11	33.33
Diploma	18	66.67	100.00
Total	27	100.00	

Source: *Primary data 2022*

From the Table 4.4 above, it is evident that the majority of respondents were diploma holders with an overall percentage of 66.67%. On the other hand, the least number of respondents were certificate holders with a percentage of just 11.11%. This happens to be so because during the inception of ABEK, the facilitators were mostly of P.L.E (Primary Leaving Examinations) level and below UCE (Uganda Certificate of Education). However, a few of them who have attended Moroto core primary teachers college on training by Kyambogo University are meant to acquire a Grade II teachers' certificate.

However, the influx of diploma and degree holders suggests implies formal teachers have infiltrated into ABEK system given a prevalent lack of jobs for teachers in the area- given that school institutions are a rare item.

4.2.4 Period of service

More so, respondents were further asked to reveal the time period they have spent in these ABEK learning centers in Moroto, Napak, and Nabilatuk districts.

Table 4.5: Period of service

PERIOD	Freq.	Percent	Cum.
11-15years	5	18.52	18.52
6-10years	14	51.85	70.37
Above 15years	2	7.41	77.78
Less than 5years	6	22.22	100.00
Total	27	100.00	

Source: *Primary data 2022*

The above table clearly illustrates that the highest period of service is between six to ten years with an overall percentage of 51.85%. On the other hand, the least period of service with a percentage of 7.31% is that above 15 years. In addition, those who had served for more than 11-15 years were up to 18% and this status quo is directly related to the findings on the age of the respondents (facilitators) whereby those who attain the age of above 45 years find themselves out of the system hence making it is hard to have facilitators who serve beyond 15 years.

4.3 The Best Practices of the ABEK Model

The question was posed to examine the best practices of the ABEK Model in Karamoja region. The methods were rated with the extent of agreement or disagreements i.e. strongly agree to strongly disagree. Findings are indicated in Table 4.6 below: -

Table 4.6: The Best practices of the ABEK Model

Statements	Extent of (dis)agreement		
	Accepted	Neutral	Disagreed
	Freq. (%)	Freq. (%)	Freq. (%)
The ABEK model is embedded in attitudinal change towards education and schooling	24 (89%)	1 (3.7%)	2 (7.3%)
The ABEK model equip learners with basic life skills	23 (85.2%)	0 (0)	4 (14.8%)
The ABEK model embedded in affirmative action e.g., it discriminates against pregnant learners	21 (77.8%)	2 (7.4%)	4 (14.8%)
The ABEK model is rooted in the acceleration principle	19 (70.4%)	3 (11.1%)	5 (18.5%)
The learning time table for ABEK in our region is flexible	17 (63%)	5 (18.5%)	5 (18.5%)
The ABEK model honor our local indigenous culture (semi-nomadic)	15 (55.6%)	5 (18.5%)	7 (25.9%)
There is a presence of ABE committees at various levels	13 (48.2%)	6 (22.2%)	8 (29.6%)

The ABEK Learning centers aren't easily accessible	11 (40.8%)	7 (25.9%)	9 (33.3%)
The ABEK model isn't focused on institutional capacity building	9 (33.3%)	11 (40.8)	7 (25.9%)

Source: *Primary data 2022*

Table 4.6 represents the descriptive statistics on the best practices of the ABEK Model in Karamoja region. The results show that 89% of the respondents respectively accepted to the statements that the ABEK model is embedded in attitudinal change towards education and schooling; the ABEK model equip learners with basic life skills, and this was accepted by 85.2% of the respondents; the ABEK model embedded in affirmative action e.g., it discriminates against pregnant learners, and this was accepted by 77.8% of the respondents; and, lastly, the ABEK model is rooted in the acceleration principle, and this was accepted by 70.4% of the respondents.

Qualitatively the first objective was also set to examine the best practices of the ABEK Model in Karamoja region. Focus group discussion and interview schedules were used to solicit information from the learners, Village ABE committee members, and Sub county ABE committee members.

When they were asked: What are the best practices of the ABEK Model in Karamoja region?, this is what they had to say;

In interviews, it was revealed that the ABEK model is embedded in attitudinal change towards education and schooling; in fact, one of the Sub county ABE committee members explained that;

“.....parents here can now let their children go to school, but in the past, it was all about cows and sorghum, no time for school. For that one, I think you have seen it here, all parents are happy that their children are in school, good thing is that they don’t stay at school all day, so they get time to look after the cows...”

This implies that the existence of ABEK Model has greatly changed public attitude towards education and schooling in the region. The community school strategy can reimagine and retool the nation’s public education programs to give children from low-income communities at-least get equipped with skills in numeracy and literacy. It centers ABEK learning centers as hubs for communities and combines a rigorous, relevant educational program with extended learning opportunities, family as well as community engagement, and an infusion of social services.

When asked about ABEK model equipping learners with basic life skills, one of the interviewed Village ABE committee members had these to say;

“... our children now know how to read and write, they can count how many cattle they are taking care of, even when an animal gets lost, they can tell the color and size. They have learnt better ways of preserving milk, better methods of cattle keeping and water storage for future use. ABEK has been so good that it has taught the girls how to use sanitary pads, but they are still scarce, so please go and tell your bosses that we need more sanitary pads...”

This implies that ABEK Model aims to provide learners with equivalent, certified competencies for basic education using effective teaching and learning approaches that match their level of cognitive maturity and societal challenges. Learners under ABEK

programme have been equipped with relevant knowledge and basic life skills to effectively enjoy proper health, conserve environment better socialization and to attract them into joining formal education.

Further, when asked about ABEK model being embedded in affirmative action, for example, it discriminates against pregnant learners. One of the focus group participants (learner) had these to say;

“...I made 12 years and I am pregnant but still studying, so let no one lie to you, that is not true. Instead I was counseled not to do that again and to report anyone trying to touch my private parts. The program recognizes that with her pregnancy, she needs education more than when she is not...”

This implies that ABEK model promotes gender equality and fight against discrimination basing on gender. It promotes gender equality and this can be evidenced by the presence of learners with pregnancy accessing or benefiting from the programme. The programme take affirmative action in favour of groups marginalized on the basis of gender, age, disability or any other reason created by history, custom, for the purpose of redressing imbalances that exist against them.

When asked whether the ABEK model is rooted in the acceleration principle; one of the Sub County ABE committee members explained that;

‘...if the demand for consumption of goods rises, there shall be an increase in the demand for the equipment, says ABEK model, which enhance numeracy and literacy. But the demand for the numeracy and literacy shall increase at a faster rate than the increase in demand for the education....’

Implying that ABEK Model is rooted on acceleration principle which holds that the demand for capital goods is a derived demand and that changes in the demand for output

lead to changes in the demand for capital stock and hence, leads to investment. The multiplier shows the effect of a change in investment on income via consumption while the acceleration shows the effect of consumption or output on investment and income. Thus, the acceleration explains volatile fluctuations in income and employment as a result of fluctuations in capital goods sectors.

When asked about the learning time table for ABEK in their region being flexible, one of the interviewed Village ABE committee members had these to say;

‘.....the ABEK time table is characterized by flexibility, allowing children to help in the household chores while attending schools. In the time-gap between the morning and evening lesson, the children can help at home. The facilitators and communities can agree on having a different schedule for classes when needed....’

This implies that a large number of people find the learning timetable while using the ABEK model flexible. The ABEK is set up to meet children in the villages where they live, and the timetables id flexible, with lessons is early morning and late in the afternoon, adjusted to the daily rhythm in the villages. Children responsible for younger siblings can bring them to class; boys can keep their herds close to the centers during lessons.

When it came to ABEK model honor our local indigenous culture (semi-nomadic). One of the learners noted that;

‘....the programme has a curriculum that is appropriate and relevant for the local context, and there is community participation in all stages of the program as well as the use of local resources to implement the program, in addition to the use of local facilitators selected by the community to teach the lessons and learning centres being places in and close to the communities....’

This implies that local facilitators teach the lessons. They receive training before they start teaching as well as regular workshops. They also receive on the job support from trained

teachers specifically assigned to monitor and give assistance on a regular basis. Thus, a curriculum that is relevant and appropriate for Karamoja has been developed, integrating formal school requirements, but within a context familiar to the Karimojong, for instance with a focus on livestock and crop production.

When it comes to the presence of ABE committees at various levels, and one of the interviewed Sub County ABE committee members noted that;

‘.... due to enlarged participation of the local communities, the programme has made education more desirable for the Karimojong. It has also given local authorities experience in working to include pastoral communities in education and in education decision-making processes. There is also increased capacity among facilitators, trainers, supervisors/monitoring assistants resulting in better curriculum delivery....’

This implies that ABEK is an example of how to work with local stakeholders/communities and ethnic minorities to make education more relevant and the right to universal free primary education achievable. Thus, community participation and involvement of local and central government in developing appropriate education provisions for pastoral populations is particularly vital.

However, the study revealed that the ABEK Learning centers aren’t easily accessible. To confirm this, some of the committees’ members had this to say:

“...my friend, how have you seen the road, is it an easy one? That is the distance I walk every day to come here and teach, don’t you think we need motorcycle? yes I can walk that long distance but you think about the children, actually I think that a learning center should be placed within the Manyattas, those children get here when they are already tired...”

This implies that ABEK learning centers are located in strategic areas, and always learners move long distances to access them. Facilities in the learning centres are still poor which could cause loose of interest in learning. There are still many children of school age who still do not go to school. Low enrollment is attributed to the effect of a mobile life style, early and forced marriages, negative attitudes towards education, poverty at household level and insecurity.

Lastly, the study revealed that the ABEK model isn't focused on institutional capacity building. One of the interviewed Village ABE committee members had these to say;

‘.... ABEK didn't care much about building staff and structures of schools where learners transition to after ABEK level. To this effect, they pointed to the delay in giving refresher courses as well as the dilapidated classroom blocks which are not more than 5 years in service....’

This implies that ABEK is one of governance capacity building interventions in the region; inattention to context, disregard for local ownership, lack of a systems approach, and inadequate monitoring and evaluation systems. The programme doesn't focus on equipping learners with financial resource development, human resource development as well as national security programmes. However, they are equal partners in the capacity building process as outlined in this framework and they are complex and closely interwoven.

4.4 Effects of the ABEK Model in regards to Enrolment of School Going Children

The question was posed to assess the impact of the ABEK Model in regards to enrollment of school going children in Karamoja region. The methods were rated with the extent of

agreement or disagreements i.e. strongly agree to strongly disagree. Findings are indicated in Table 4.7.

Table 4.7: The Effect of the ABEK Model in regards to enrollment of school going children

Statements	Extent of (dis)agreement		
	Accepted	Neutral	Disagreed
	Freq. (%)	Freq. (%)	Freq. (%)
The program provides free education for financially disadvantaged learners which encourages enrolment	26 (96.3%)	- (00%)	1 (3.7%)
In Karamoja region, Girl child enrolment has been boosted by ABEK by over 40%	22 (81.5%)	1 (3.7%)	4 (14.8%)
In ABEK, Committee members and facilitators undertake mobilization and education which has increased enrolment by over 50%	20 (74.1%)	2 (7.4%)	5 (18.5%)
Its ability to transit into formal schooling encourages enrolment	18 (66.7%)	3 (11.1%)	6 (22.2%)
Awareness creation on the importance of education boosts education	14 (51.8%)	5 (18.6%)	8 (29.6%)
The curriculum addressing life aspirations of learners encourages learners by over 50%	11 (40.8%)	7 (25.9%)	9 (33.3%)

Source: *Primary data 2022*

Table 4.7 represents the descriptive statistics on the impact of the ABEK Model in regards to enrollment of school going children in Karamoja region. The results show that 96.3% of the respondents respectively accepted to the statements that the program provides free education for financially disadvantaged learners which encourages enrolment; in Karamoja region, Girl child enrolment has been boosted by ABEK by over 40%, and this was accepted by 81.5% of the respondents; in ABEK, Committee members and facilitators undertake mobilization and education which has increased enrolment by over 50%, and this was accepted by 74.1% of the respondents; and, lastly, its ability to transit into formal schooling encourages enrolment, and this was accepted by 66.7% of the respondents.

The second objective was also set to qualitatively assess the impact of the ABEK Model in regards to enrollment of school going children in Karamoja region. Focus group discussions and interview schedules were used to solicit information from the learners, Village ABE committee members, and Sub County ABE committee members.

When asked the impact of the ABEK Model in regards to enrollment of school going children in Karamoja region, the interviewed people had this to say;

It was revealed that the program provides free education for financially disadvantaged learners which encourage enrolment; intact one of the Village ABE committee members explained that;

“... but we don’t pay any money, ABEK is totally free, and if they ask you for money, then that is not the ABEK I know.... when you look at the parents here,

there is no where they would have got money for school fees, it's just because ABEK is free that our children can also get education..."

Another focus group discussion participant (learner) also had this to say;

"... with ABEK program there is no payment for school fees, textbooks are for free and other instructional materials like exercise books and pencils. This has encouraged us to attend classes regularly, in that way accelerating children enrolment...."

This implies that presence of education services under ABEK programme in the region have accelerated the enrolment of learners. The programme has resulted into increased enrolment and participation of children of children in basic education, including in formal education. The integration of ABEK children into regular school classrooms is increasing on a steady pace, and to date more children have joined formal schools.

It was further revealed that in Karamoja region, girl child enrolment has been boosted by ABEK by over 40%. One of the learners explained that;

"... the enrolment of girl child to formal education in Karamoja region has gradually increased. The programmes have encouraged many girls to join schools which has improved on our awareness and reduced early marriages....."

To confirm this, one of the committees' members had this to say:

"... if the boys alone were not attending school, then what of the girls, but because of ABEK, parents in this region were sensitized about the importance of girl child education that they agreed to send them to school...you see those girls were seen as garden and wife material, but now when some parents see their fellows send theirs abroad to work, they realize that they need to send them to school to learn some English before they can go out. This thing of allowing pregnant girls to study has worked for us so much, because I have been to other places, any pregnant girl is not allowed at school, but ABEK is special for that..."

This implies that ABEK programme has accelerated the enrolment of girl-child. Girls who receive an education are less likely to marry young and more likely to lead healthy productive lives. Girls accessing or benefiting from such programmes get it for free and this has encouraged more girls to join and benefit from this program. Such girls later shall participate in the decisions that most affect them, and build better futures for themselves and their families.

The study also revealed that in ABEK program, Committee members and facilitators undertake mobilization and education of community members which has increased enrolment by over 50%. One of the learners had these to say;

‘.....these days the ABEK leaders move from house to house reminding our parents and also talking to us about the good of attaining education to learn skills and necessary knowledge for us to survive like children in other regions. They also go ahead to meet us at grazing grounds to pass on such message and sometimes conduct real classes from there. In that way we are encouraged to join ABEC centers because it is convenient and flexible which has encouraged many children to join normal school which we were fearing at first”.

To confirm this, one of the committees’ members had this to say:

“...for sure, we don’t know what the community thinks about us but at least, we have done our job, because we told the facilitators to notify us that when a child misses for two days, such that we go to the home of that child to see why he or she is not attending school. To be realistic that is not how it used to be, it is us... it is our energy because we remind some parents today and tomorrow and the other day...”

This implies that local facilitators are involved in teaching the lessons. These local committee members and facilitators are involved in mobilization of learners and

encouraging local support to the programme. They are the local stakeholders and more involved in mobilization and supporting the project at the ground. Therefore, due to enlarged participation of the local communities, the program has made education more desirable for the Karamojong.

The study further noted that its ability to transit into formal schooling encourages enrolment. One of the learners had these to say;

‘... children who begin their education through ABEK can transfer to the formal system if they are interested, and this eventually enhances enrolment into formal education. The programme has ensured that even us children with disabilities have access to ABEK and we are allowed to actively participate in the lessons....’

To confirm this, some of the committees’ members had this to say:

“...to be honest, the education which our children get is enough for them to go to other classes, I don’t think that there is any parent who is complaining... they are all happy, I tell you, Karamoja is coming up because of ABEK. It is just that we have a few community schools to admit these children of ABEK, but those schools are also at very long distances, so some children who don’t have bicycle and can’t walk don’t go there, because it is very far...”

This implies that more than thousands of children have transferred with the help of ABEK program to formal education. There is transitioning where ABEK children transfer to formal primary schools and this smooth transfer is done after being prepared and well facilitated. ABEK has approximately increased formal education enrolments by 10,000 children. Most of these children have seen light and decided to join formal schooling at primary level.

The study revealed that awareness creation on the importance of education boosts education. One of the interviewed Village ABE committee members had these to say;

‘.... ABEK program has enhanced awareness of education benefits to the community and encouraged community stakeholders to spearhead the promotion of education within the community. This has eventually enhanced children enrolment to formal schooling.’

This implies that education for disadvantaged groups creates greater impact when designed as part and parcel of a broader conceptual effort that addresses the needs of children and that of their families. In this case the non-formal education program designed for the pastoral community of Karamoja as a response to barriers in basic education experienced by children, has accelerated to education awareness in the region and students and parents have appreciated and embraced formal education.

Lastly, the study revealed that the curriculum addressing life aspirations of learners encourages learners by over 50%. One of the interviewed Sub-County ABE committee members had these to say;

‘...the ABEK program promotes an integrated parenting enrichment which has positive contribution towards enabling children to achieve their full potential. Learners have been encouraged to gain reading, writing and numeracy skills thus able to manage their daily life experiences....’

To confirm this, one of the village committee members had this to say:

“.... honestly I don’t know much about the curriculum, those things are technical, but I am sure that our children who have gone through ABEK will become responsible citizens.....now what do you think the children here want, they are not exposed, even the parent are not educated, so I know that most of them go to learn because they force them to go there, but when you talk about aspirations, all we want here is cows...”

This implies that ABEK program has equipped children with knowledge and skills on social life. Thus, the flexibility in study time with learning sessions scheduled to take

place in less busy times of the day enhances children’s ability to balance home/family obligations with schooling.

4.5 Effects of the ABEK Model in regards to Retention of School Going Children

The question was posed to assess the impact of the ABEK Model in regards to retention of school going children in Karamoja region. The methods were rated with the extent of agreement or disagreements i.e. strongly agree to strongly disagree. Findings are indicated in Table 4.8.

Table 4.8: The effect of the ABEK Model in regards to retention of school going children

Statements	Extent of (dis)agreement		
	Accepted	Neutral	Disagreed
	Freq. (%)	Freq. (%)	Freq. (%)
The flexible time table encourages retention of learners by over 30%	23 (85.2%)	1 (3.7%)	3 (11.1%)
ABEK program focus and promote inclusive education and protect individual rights	21 (77.7%)	2 (7.5%)	4 (14.8%)
ABEK program is based on stakeholder participation where mostly parents are involved follow of their children progress	19 (70.4%)	3 (11.1%)	5 (18.5%)
In Karamoja region, ABEK program is largely relevant to children lifestyle	17 (62.9%)	3 (11.1%)	7 (26%)
ABEK program emphasize sense of community belonging leading to retention	14 (51.8%)	7 (26%)	6 (22.2%)
Meeting learners where they are is the pillar of	12	7	8

ABEK programme	(44.4%)	(26%)	(29.6%)
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Source: *Primary data 2022*

Table 4.8 represents the descriptive statistics on the impact of the ABEK Model in regards to retention of school going children in Karamoja region. The results show that 85.2% of the respondents respectively accepted to the statements that the flexible time table encourages retention of learners by over 30%; ABEK program focus and promote inclusive education and protect individual rights, and this was accepted by 77.7% of the respondents; ABEK program is based on stakeholder participation where mostly parents are involved follow of their children progress, and this was accepted by 70.4% of the respondents; and, lastly, in Karamoja region, ABEK program is largely relevant to children lifestyle, and this was accepted by 62.7% of the respondents.

The third objective was also set to assess the impact of the ABEK Model in regards to retention of school going children in Karamoja region. Focus group discussions and interview schedules were used to solicit information from the learners, Village ABE committee members, and Sub county ABE committee members.

When the respondents were asked the impact of the ABEK Model in regards to retention of school going children in Karamoja region?

In interviews, it was revealed that the flexible time table encourages retention of learners by over 30%; one of the Village ABE committee members explained that;

“... Now you see, this is the difference, here for ABEK, our children go to school at 8AM, start school at 9AM, and they come back home at midday or classes start at 1pm to 4pm which, so there is no way the time table isn’t flexible, because

what do the parents want? They want them chasing cows, and if they do that, no problem...but we have no problem with the time table, you see today a boy can finish school and go to look after cows on the same day, so where is the problem?...”

This implies that the ABEK program have flexible timetable. The flexibility in the timetables ensures that learning does not interfere with the children’s domestic chores. Learners are required to be at learning centers at their convenient time as agreed upon. There are no or limited restrictions regarding the punctuality and regularity of learners. They always attend at their own convenience depending on the household chores assigned to them. Most classes tend to take place in the afternoon hours when these children have done their part of domestic roles.

The study revealed that ABEK program focus and promotes inclusive education and protects individual rights. To confirm this, some of the committees’ members had this to say:

‘...the ABE program does not discriminate. It encourages both boys and girls and those with specific needs to attend lessons and benefit from them. Over aged children below 18 years who would feel uncomfortable to join a primary one class with the 6 years olds in a formal school have benefited. Children who are disabled and are always not an education priority in their families have benefited, for example some lame children have attended ABEK centers. The inclusive education has increased the literacy levels among children and changed community attitudes from pastoralism to education....’

This implies that the ABE program accept all children irrespective of gender or special needs. It focuses on enhancing numeracy and literacy as well as equipping children with life skills for the better of their future. The program is a non-formal education approach that targets children aged 6-18 years. The program is designed to provide basic education

to all children from Karamoja pastoral communities whose ways of life limits their access to formal education. Thus, it does not encourage gender parity which has accelerated good learning environment thus enhancing learners' retention.

The study also revealed that ABEK program is based on stakeholder participation where mostly parents are involved to follow their children's progress. One of the interviewed participants had this to say;

‘...at the beginning, most parents, guardians and children did not treat the program with seriousness to the extent that they had less than 300 children in the first two years in the whole region. However, with stakeholder coordination and participation, the rate of enrolment and retention has tremendously increased. Recently, a batch of a total of 127 children from only one center in Moroto graduated to primary one, two and three from ABEK....’

This implies that pastoral communities were skeptical to outsiders and to formal education. However, with ABE program which is more of pro-people and based on their priorities and needs, it gained stakeholder support thus able to encourage their children to enjoy the benefits of the program and to retain them in schools by encouraging them to join formal education.

The study further revealed that in Karamoja region, ABEK program is largely relevant to children lifestyle. One of the learners had these to say;

‘...the ABEK program and curriculum are not only simple but effective tools. At school we are taught how to look after cattle, to plant and harvest sorghum, to count our property and ably communicate in English when we are buying and selling our property. To tell you the truth the programme is too flexible and lovable because it is taught during time of convenience. This encourages me to continue schooling....’

This implies that the facilitators conduct lessons under the trees early in the morning before the workday begins and again in the evening when the workday has ended. Boys can learn to read and write while watching their cattle graze nearby. Still, girls bring younger siblings for whom they are responsible. Elders and parents also come to the lessons to follow the children's progress and learn a few things themselves. Therefore, Karimojong see ABEK as their own initiative, and the participating communities are the driving force behind the project success and learners' retention.

The study also revealed that ABEK program emphasizes sense of community belonging leading to retention. One of the Village ABE committee members had this to say;

‘...if you are focusing on learners' persistence, ensure that they fit into the learning community around them. Learners who feel like they are part of a learning community are much more likely to continue in their education journey....’

This implies that learners who are actively involved in extracurricular activities or the learner community tend to experience better retention rates. Strong retention rates are also tied to curriculum and training that can be directly applied to the workplace. Study groups, clubs, sports as well as school spirit, all these can factor into a learner's feeling of community belonging, which can help them stay engaged in school and reach graduation.

Lastly, the study revealed that meeting learners where they are is the pillar of ABEK programme. One of the interviewed Sub-County ABE committee members had this to say;

‘...in order for learners to be retained in school, ABEK program support has been ‘just in time’. In other words, facilitators always meet learners exactly where they are. Thus, children who could not access formal primary schools because of distance have benefited from this program....’

This implies that in mobile communities, young men and boys move away with the kraal according to seasons or situations in search of water and pasture. During the wet season, the men take livestock to graze near the homes, while during the dry season, they move far away from their permanent homes tracking pastures and water, and most of the livestock are moved to grazing camps, and this program tend to be flexible. In other words, facilitators meet those children depending on their area of residence.

4.6 The achievements of the ABEK Model in regards to literacy and Numeracy of school age going children

The question was posed to assess the impact of the ABEK Model in regards to delivery of Numeracy & literacy of school going children in the Karamoja region. The methods were rated with the extent of agreement or disagreements i.e. strongly agree to strongly disagree. Findings are indicated in Table 4.9.

Table 4.9: The effect of the ABEK Model in regards to delivery of numeracy and literacy of school going children

Statements	Extent of (dis)agreement		
	Accepted	Neutral	Disagreed
	Freq. (%)	Freq. (%)	Freq. (%)
The ABEK model has taught well children how to read, write and count	23 (85.2%)	2 (7.4%)	2 (7.4%)
The ABEK model has given learners knowledge of preserving milk, meat and churning yoghurt	20 (74.1%)	3 (11.1%)	4 (14.8%)
The ABEK model has enabled learners to realize their rights including the right to education	17 (62.9%)	4 (14.8%)	6 (22.3%)
Through ABEK model, learners have become	16	3	8

more knowledgeable about sanitation and hygiene	(59.3%)	(11.1%)	(29.6%)
The ABEK model equips children with knowledge on animal health (disease control and management)	13 (48.2%)	5 (18.5%)	9 (33.3%)
Learners have also learnt other languages including Swahili and English	11 (40.8%)	7 (25.9%)	9 (33.3%)
Through the ABEK model, children have obtained knowledge about sexuality including: safe sex practices, delaying of marriage, STIs	9 (33.3%)	8 (29.6%)	10 (37.1%)

Source: *Primary data 2022*

Table 4.9 represents the descriptive statistics on the impact of the ABEK Model in regards to delivery of numeracy and literacy of school going children in the Karamoja region. The results show that 85.2% of the respondents respectively accepted to the statements that the ABEK model has taught well children how to read, write and count; the ABEK model has given learners knowledge of preserving milk, meat and churning yoghurt, and this was accepted by 74.1% of the respondents; the ABEK model has enabled learners to realize their rights including the right to education, and this was accepted by 62.9% of the respondents; and, lastly, through ABEK model, learners have become more knowledgeable about sanitation and hygiene, and this was accepted by 59.3% of the respondents.

The fourth objective was also set to assess the impact of the ABEK Model in regards to delivery of Numeracy & literacy of school going children in the Karamoja region. Focus group discussions and interview schedules were used to solicit information from the learners, Village ABEK committee members, and Sub county ABEK committee members.

When asked the impact of the ABEK Model in regards to delivery of numeracy and literacy of school going children in the Karamoja region?

It was revealed that the ABEK model has taught well children how to read, write and count; in fact one of the Village ABE committee members explained that;

“...the literacy rate increased; more than 50% of the children benefiting from ABEK have learned how to read and write, and solve simple mathematical problems. ABEK children participated in activities that concern them both at local, district and national level. Children benefiting from ABEK program can learn to read and write without having to neglect their duties....’

This implies that teaching students initially in their home language, using the teaching method of involving traditional songs and dances and meeting them at their convenient time is effective at enabling children to learn how to read and write much faster than children in the formal schools. Moreover, their newly acquired reading and writing skills help them perform their duties better. They can easily read instructions on medicine bottles and can keep a record of villagers who buy products from them on credit.

The study revealed that the ABEK model has given learners’ knowledge of preserving milk, meat and churning yoghurt. One of the interviewed Sub County ABE committee members had these to say;

‘.....learners attending ABEK program have been equipped with skills and knowledge concerning their daily socio-economic activities. They have equipped them with skills on how to make yoghurt as well as preserving milk and meat to meet the market demand.....’

This implies that ABEK program has done a great job of equipping children with relevant skills desired for their lifestyle. Children have been equipped with necessary knowledge and skills concerning milk preservation, and churning yoghurt that could help them in

their youthful life. Venturing in such businesses where they have relevant skills could help them meet the market demand.

The study further noted that the ABEK model has enabled learners to realize their rights including the right to education. One of the interviewed Village ABEK committee members had this to say;

‘....unprivileged children have been able access knowledge concerning their fundamental human rights. Human rights are basic rights that belong to all of us simply because we are human. They embody key values in our society such as dignity, fairness, respect and equality. Learners have been equipped with knowledge on their rights and how to protect them especially reporting them to relevant authorities....’

This implies that ABEK programme has been able to demonstrate it that human rights are universal and inalienable. They apply equally, to all people, everywhere, without distinction. ABEK equip children with knowledge concerning access to human rights especially access to education, health services, food, to be free from torture and any other inhuman or degrading treatment.

The study further noted that through ABEK model, learners have become more knowledgeable about sanitation and hygiene. One of the interviewed Village ABE committee members also noted that;

‘.....with ABEK, learners have been equipped with knowledge and information on how to safely prepare and store drinking water, hand washing with soap at critical times along safe treatment as well as safe disposal of human wastes as the most effective ways in reducing water borne disease which has been one of the major challenges of this community.....’

This implies that learners have been equipped with hygiene and sanitation practices. Hygiene is the practice of keeping oneself and one's surroundings clean in order to prevent infection and disease, and remain healthy and fit. Sanitation arrangements to protect public health especially the provision of clean and safe drinking water as well as proper disposal of sewage have been some of the skills and knowledge equipped to the learners.

Subsequently, the study revealed that the ABEK model equips children with knowledge on animal health (disease control and management). One of the interviewed Sub county ABE committee members had these to say;

‘.....children who have attended ABEK program, have been equipped with skills and knowledge to easily identify various animal diseases. They have been equipped with life skills related to proper animal rearing practices, as well as pests and diseases control measures....’

This implies that children have gained skills on effective surveillance, early detection, transparency and rapid response mechanisms as a key to prevent and control animal diseases, and this has been gained through attending ABEK program.

The study revealed that learners have also learnt other languages including Swahili and English. One of the Village ABE committee members had this to say;

‘....through ABEK classes, learners have been able to learn different languages commonly used in the region. They have been taught to read and write English as well as Swahili. This has been taught either through class sessions, or through getting involved in traditional songs, dances and drama....’

This implies that learners attending ABEK programme have been able to learn and fluently use both English and Swahili. Facilitators have been able to teach these children these languages and encourage them to use them frequently alongside their mother tongue.

It is noted that facilitators are not fluent enough in English to support master teaching in accordance with the new ABEK program methodology, nor have they been adequately prepared for the change of language. However with the little they know, they have been able to teach the children.

Lastly, the study revealed that through the ABEK model, children have obtained knowledge about sexuality including: safe sex practices, delaying of marriage and STIs. One of the learners had these to say;

‘...ABEK program have equipped me with relevant information on saying no to sex until I am mature, ways of how to avoid sexual abuse, causes and control of sexual transmitted diseases and its related consequences on my reproductive health. Learners have been told to be vocal and report anyone luring them into sexual abuse so as to avoid early pregnancies and its related consequences....’

This implies that learners are taught about the life cycles of humans and animal, including reproduction. They also learn about the changes that happen in animals and human s from birth to old age while attending ABEK program. Early sexual practices and marriages have been so common in Karamoja region before the ABEK programme. However, teaching about it and health issues under ABEK program has significantly improve an individual’s emotional, physical, and mental well-being, as well as enhance their intimate relationships to avoid early marriages, STIs and other health challenges of both humans and animals.

CHAPTER FIVE

DISCUSSION OF RESULTS

5.0 Introduction

This chapter presents the discussions of results of the study on the impact of the ABEK model on school going children in Karamoja region based on the study findings. The chapter presents discussions of the results that were presented in chapter four. It also relates these results to similar studies which were carried out elsewhere as revealed by different scholars.

5.2 Discussion of Findings

In this section, findings are discussed to check their relevance to the overall knowledge generation and testing. These discussions are organized in line with the objectives of the study and paying special courtesy to the key findings attained from the process of data analysis. The discussion of results is done based on the findings presented in chapter four in thematic manner as follows:

5.2.1 The Best Practices of the ABEK Model

The above study theme of examine the best practices of the ABEK Model in Karamoja region; and these ranges from:

Study finding revealed that the ABEK model is embedded in attitudinal change towards education and schooling. On the side of qualitative findings, it was realized that as of the time of the study and a few years prior to, parents could permit their children to go to the learning centers and not forcing them to go and look after cattle in the grazing fields

during the time of classes. This clearly implies that parents' attitudes towards education has of recent changed for the better, however this was after internalizing the fact that numeracy and literacy was also important to cattle rearing. This concurs with Fredrick & Kabonesa (2017) who asserted that the existence of ABEK Model have greatly changed public attitude towards education and schooling in the region. Besides, Ngugi (2017) noted that the community school strategy can reimagine and retool the nation's public education programs to give children from low-income communities at-least get equipped with skills in numeracy and literacy. It centers ABEK learning centers as hubs for communities and combines a rigorous, relevant educational program with extended learning opportunities, family as well as community engagement, and an infusion of social services. To this effect, Nath, Sylvia & Grimes (2016), augments that the educational agents are the most important in attitudinal change process and for the case of ABEK; it is the duty of the VAC & SAC members. During all this changing process, the actors involved in this transformation ought to have a margin of freedom which helps them establish some interactions with the target population's attitudes, beliefs, desires and ambitions, towards the education process. This implies that parents in Karamoja region can now let their children go to school, but in the past, it was all about cows and sorghum, no time for school. Many parents are happy that their children are in schools; good thing is that they don't stay at school all day, so they get time to look after the cows.

The study noted that the ABEK model equip learners with basic life skills. According to the study findings, parents were happy that their children were enjoying free school and learning a lot, plus hopes of joining formal school. Others indicated that the children learnt how to read and write, they could even take a head count of the cattle, make mention of

the colors and sizes. This concurs with Alderman, Daniel & Kim (2022) who asserted that the ABEK Model aims to provide learners with equivalent, certified competencies for basic education using effective teaching and learning approaches that match their level of cognitive maturity. Learners under ABEK programme have been equipped with relevant knowledge and basic life skills to effectively enjoy proper health, conserve environment and better socialization as ascertained by Bantwana (2018). Therefore, this finding is in agreement with Carolyne & Alicia (2017), who explained that offering basic life skills is so important in attracting learners to any basic education arrangement of which ABEK is one. This author offered a case study of a female facilitator in Somalia who had formerly worked as an agriculture extension worker on water conservation in a nearby town. She had the technical skills needed to build a water catchment and thus provided technical guidance and the community provided the labor, and together they constructed a roof catchment that now collects the water from rainfall. This implies that children under ABEK know how to read and write, they can count how many cattle they are taking care of, even when an animal gets lost, they can tell the color and size. ABEK has been so good that the girls now know how to use sanitary pads, and other sanitary facilities.

Further, the study noted that the ABEK model embedded in affirmative action, for example, it discriminates against pregnant learners. Qualitative findings showed a disagreement with this notion as most interviewees emphasized that most of their pregnant daughters were allowed at the facilitation centers. Others reiterated that the facilitators and the model at large recognized the need for education by a pregnant girl even more than one who isn't pregnant. Adding to the above, respondents revealed that the idea of allowing pregnant girls to study had served an advantage as in other settings; this was not

the status quo. This is in agreement with Gertler., Harry & Marta (2022) who asserted that ABEK model promotes gender equality and fight against discrimination basing on gender. This can be evidenced by the presence of learners with pregnancy accessing or benefiting from the program. More to this, Bantwana (2018) asserted that the program take affirmative action in favour of groups marginalized on the basis of gender, age, disability or any other reason created by history, custom, for the purpose of redressing imbalances that exist against them. This implies that pregnant girls have remained studying, if a girl is pregnant, she will go to school, no one is chased since even the boys who impregnate young girls are not chased from schools.

The study noted that the ABEK model is rooted in the acceleration principle; this concurs with Owiny (2016) who asserted that ABEK Model is rooted on acceleration principle which holds that the demand for capital goods is a derived demand and that changes in the demand for output lead to changes in the demand for capital stock and hence, leads to investment. More so, Glewwe & Eugenie (2019) who asserted that the multiplier shows the effect of a change in investment on income via consumption while the acceleration shows the effect of consumption or output on investment and income. Thus, the acceleration explains volatile fluctuations in income and employment as a result of fluctuations in capital goods sectors. Implying that if the demand for consumption goods rises, there shall be an increase in the demand for the equipment, says ABEK model, which enhance numeracy and literacy. But the demand for the numeracy and literacy shall increase at a faster rate than the increase in demand for the education.

The study also noted that the learning time table for ABEK in our region is flexible. This is in agreement with Carolyn & Alicia (2017) who argued that a large number of people find the learning timetable while using the ABEK model flexible. The ABEK is set up to meet children in the villages where they live, and the timetables are flexible, with lessons in early morning and late in the afternoon, adjusted to the daily rhythm in the villages. Children responsible for younger siblings can bring them to class; boys can keep their herds close to the centers during lessons as ascertained by Hanushek & Woessmann (2015). In ideology, these agree with ABEK however in implementation, some are not yet prevalent nevertheless, there is: adoption of flexible study time and requiring no uniforms. It is also evident that there is no need for a concrete housing structure to have classrooms took place according to the ABEK concept which ensures implementation of education for all at the cheapest cost. According to Nath, Sylvia & Grimes (2016), the classroom model of teaching, even when preferable in principle, because of the difficulties to implement it may itself become an unnecessary barrier to learning. This implies that the ABEK time table is characterized by flexibility of its timetables, allowing children to help in the household chores while attending schools. In the time-gap between the morning and evening lesson, the children can help at home. The facilitators and communities can agree on having a different schedule for classes when needed.

The study further noted that the ABEK model honor our local indigenous culture (semi-nomadic). At some learning centers, it was a common site to have livestock grazing nearby and on questioning the facilitators; it was found out that some children came to the learning center with their animals. This is in agreement with Ilon & Kyeyune (2022) who argued that local facilitators teach the lessons. They receive training before they start

teaching as well as regular workshops. They also receive on the job support from trained teachers specifically assigned to monitor and give assistance on a regular basis. Thus, a curriculum that is relevant and appropriate for Karamoja has been developed, intergrating formal school requirements, but within a context familiar to the Karimojong, for instance, with a focus on livestock and crop production as ascertained by ABEK Review Report (1999). This finding is in agreement with Ngugi, (2017) who mentions that because pastoralists' lifestyles are very different from that of the mainstream settled population, the rules, regulations and approaches that apply to them, must accommodate their needs. This implies that the program has a curriculum that is appropriate and relevant for the local context, and there is community participation in all stages of the program as well as the use of local resources to implement the program, in addition to the use of local facilitators selected by the community to teach the lessons and learning centres being places in and close to the communities.

The study further noted that there is a presence of ABEK committees at various levels, and this concurs with Borkum (2022) who asserted that ABEK is an example of how to work with local stakeholders/communities and ethnic minorities to make education more relevant and the right to universal free primary education achievable. Besides, Dennis & Fentiman (2017) argued that the development of a curriculum that recognizes and builds on the wealth of indigenous knowledge with immediate relevance to the pastoral lifestyle, is an example of creating appropriate teaching and learning materials. This proves that community participation and involvement of local and central government in developing appropriate education provisions for pastoral population is vital. This implies that due to enlarged participation of the local communities, the programme has made education more

desirable for the Karimoja region. It has also given local authorities experience in working to include pastoral communities in education and in education decision-making processes. There is also increased capacity among facilitators, trainers, supervisors/monitoring assistants resulting in better curriculum delivery.

However, the study noted that the ABEK Learning centers aren't easily accessible. According to the qualitative findings, some children would not attend the classes at the centers on each learning day of the week because the distance is too long – up to 5 kilometers. This concurs with Craig (2016) who asserted that ABEK learning centers are located in strategic areas, and always learners move long distances to access them. Facilities in the learning centres are still poor which could cause loose of interest in learning. More so, Nath, Sylvia & Grimes (2016) asserted that there are still many children of school age who still do not go to school. Related to the above, the UN Nomad study found that, across East Africa, when attempts were made to adapt the school calendar and timetable, the scale of adaptation was often insufficient to meet the needs of the pastoralists (International Institute for Educational Planning, 2005). This implies that low enrollment is attributed to the effect of a mobile life style, early and forced marriages, negative attitudes towards education, poverty at household level and insecurity. To this effect, some learners were fond of truancy, not because they didn't want to attend but because they were always getting tired on each to and return journey. In turn, this affected the learners' ability to master the subject matter as well as progress through the levels effectively. This was the same thing with the facilitators as some of them demanded motorcycles to be provided for them to ease transportation to and from the learning centers. Despite the fact that walking to school simply increases the physical activity of

the children and reduces the incidence of obesity rates and overweight among children, many children and parents dislike walking for long distances simply going for classes instead of grazing cattle.

Lastly, the study noted that the ABEK model isn't focused on institutional capacity building. Though this seemed not to be well understood by the respondents, the qualitative findings indicated that the model didn't over emphasize building staff and structures of schools where learners transition to after ABEK level. To this effect, they pointed to the delay in giving refresher courses as well as the dilapidated classroom blocks which are not more than 5 years in service. However, this is opposed to the findings of Nishimura Yamano & Sasaoka (2018) who mentioned that all the mobile ABEK centers had management committees comprising of chair person, vice chair persons, secretary, treasurer, mobilisers and committee members - all in all, management committees comprised of nine members. The committees were charged with overseeing the activities going on in the centers including mobilizing communities and children to attend mobile ABEK, monitoring and supervising facilitators, writing and keeping minutes and keeping money and food meant for the learners. This concurs with Dennis & Fentiman (2017) who argued that ABEK is one of governance capacity building interventions in the region; inattention to context, disregard for local ownership, lack of a systems approach, and inadequate monitoring and evaluation systems. More so, Borkum (2022) argued that the program doesn't focus on equipping learners with financial resource development, human resource development as well as national security programs. However, they are equal partners in the capacity building process as outlined in this framework and they are complex and closely interwoven. This implies that ABEK didn't care much about building

staff and structures of schools where learners transition to after ABEK level. To this effect, they pointed to the delay in giving refresher courses as well as the dilapidated classroom blocks which are not more than 5 years in service.

5.1.2 Effects of the ABEK Model in regards to Enrollment of School Going Children

The above study theme of assessing the impact of the ABEK Model in regards to enrollment of school going children in Karamoja region; and these include:

From the field study, it was revealed that the program provides free education for financially disadvantaged learners which encourage enrolment. From the qualitative findings, it was revealed that parents didn't expect anything like learners being asked for money whereas others lauded the program by asserting that there is no way they would have gotten funds to finance their children in school. However, by observation, there were no other schools especially private in the geographical jurisdictions of the ABEK model implying that, the lack of supply of paid-education meant that parents weren't demanding for the same - possibly due to lack of funds. This finding is related to (International Institute for Educational Planning, 2005) who stated that Pastoralists have been historically marginalized and that Nomadic pastoral areas have the highest rate of poverty and the least access to basic social services. This concurs with Dennis & Fentiman (2017) who argued that presence of education services under ABEK program in the region have accelerated the enrolment of learners. The program has resulted into increased enrolment and participation of children of children in basic education, including in formal education. Besides, Attanasio *et al.*, (2020) noted that the integration of ABEK children into regular school classrooms is increasing on a steady pace, and to date more children have joined formal schools. The ABEK program being government and donor funded rural based

program targeting children from rural and low income earners, such children are able to access free education services at completely no cost. This implies that there is no payment for school fees, textbooks are for free and other instructional materials like exercise books and pen have been freely distributed to them so as to encourage them to attend classes thus accelerating children enrolment.

It was however revealed that in Karamoja region, girl child enrolment has been boosted by ABEK by over 40%; it was revealed that the patriarchal situation still ruled the area. Some interviewees argued that there is no way girl child enrolment could be boosted if alone the boy child enrolment was still lacking. In the area, girls are seen as home and garden material who are destined for marriage at a young age. This concurs with Fredrick & Kabonesa (2017) who argued that ABEK program have accelerated the enrolment of girl-child. Girls who receive an education are less likely to marry young and more likely to lead healthy, productive lives. Girls accessing or benefiting from such programs get it for free and this has encouraged more girls to join and benefit from such program. Such girls later shall participate in the decisions that most affect them, and build better futures for themselves and their families. Besides, Dennis & Fentiman (2017) noted that the contribution of girl child education in Karamoja region has gradually increased. The programs have encouraged the enrolment of girls and thus, educating girls would see a reduction in child marriage and births. It would also greatly improve the standard of living across Karamoja region. This implies that ABEK strives have ensured universal and equitable access to quality basic education for all children in the region.

The study also noted that in ABEK program, committee members and facilitators undertake mobilization and education which has increased enrolment by over 50%. Qualitative findings also emphasized the fact that despite of what the community thought about the village committees, they believed to have served in their roles effectively. To confirm this, they reiterated that they even coordinate with the center facilitators and parents in dealing with truancy. This finding conforms to literature by Kemp (2018) that communities in pastoralist communities strongly participate in the development of literacy materials by providing traditional Somali stories, which can be included in learning materials that promote positive and culturally-inclusive messages. This concurs with Nath., Sylvia & Grimes (2016) who argued that local facilitators are involved in teaching the lessons. These local committee members and facilitators are involved in mobilization of learners and encouraging local support to the program. They are the local stakeholders and more involved in mobilization and supporting the project at the ground. Therefore, due to enlarged participation of the local communities, the program has made education more desirable for the Karamojong. More so, ACPF (2021) argued that the ABEK program seeks to address the primary educational needs of the children from the Karamojong communities. It is a non-formal learning program, formulated in close consultation with local communities and is implemented by the district local governments in Karamonja region. This implies that the program has closed the gap between the formal education system and the semi-nomadic lifestyle where household's economies rely substantially on the contribution by children.

The study further noted that its ability to transit into formal schooling encourages enrolment; and in regards to the qualitative findings, people in Karamoja especially the

parents were happy that their children got adequate education to help them transition into the formal schools. However, it was added that the reason as to why some children didn't join formal schools after ABEK was due to the long distances to such schools which made it hard for children without bicycles to walk to and from. This concurs with Ilon & Kyeyune (2022) who argued that more than thousand children have transferred with the help of ABEK program to formal education. There is transitioning where ABEK children who now transfer to formal primary schools and this smooth transfer are done after being prepared and well facilitated. Despite ABEK still in its pilot phase with enrolment approximately in 10,000s, the numbers of children enrolling for the program have continued on the gradual rise. Most of these children have gain a light and decided to join formal schooling at primary level. Besides, Ngugi (2017) asserted that children who begin their education through ABEK can transfer to the formal system if they are interested, and this eventually enhances their enrolment into formal education. This implies that the program has ensured that children with disabilities have access to ABEK and those children actively participate in the lessons.

The study noted that awareness creation on the importance of education boosts formal education. According to the qualitative findings, it was asserted that few people were whisked away by any form of sensitization on the need to send children to attend ABEK. However, this is in controversy with a previous finding that the attitudinal change was largely prevalent and contributing to enrolment per se. This concurs with Glewwe & Eugenie (2019) who asserted that education for disadvantageous groups creates greater impact when designed as part and parcel of a broader conceptual effort that addresses the needs of children and that of their families. Besides, Owiny (2016) who argued that the

program being referring to non-formal education program designed for the pastoral community of Karamoja as a response to barriers in basic education experienced by children, it has accelerated to education awareness in the region. This implies that ABEK program have enhance awareness of education benefits to the community and encouraged community stakeholders to spearhead the promotion of education at the ground, and this have eventually enhanced children enrolment to formal schooling. In this Karamoja communities which do not or less realize the value of education, ABEK program involved cost sharing and coordination and this are keys in financing new interventions in poor communities.

Lastly, the study noted that the curriculum addressing life aspirations of learners encourages learners by over 50%. This concurs with Carolyne & Alicia (2017) who argued that ABEK program has equipped children with knowledge and skills on social life. Thus, the flexibility in study time with learning sessions scheduled to take place in less busy times of the day enhances children's ability to balance home/family obligations with schooling. On the other hand, Sufuna (2015) noted that the ABEK program promotes an integrated parenting enrichment which has positive contribution towards enabling children to achieve their full potential. This implies that learners have been encouraged to gain reading, writing and numeracy skills thus able to manage their daily life experiences.

5.1.3 Effects of the ABEK Model in regards to Retention of School Going Children

The above study theme of assessing the impact of the ABEK Model in regards to retention of school going children in Karamoja region; and these include:

From the field study, it was noted that the flexible time table encourages retention of learners by over 30%. This concurs with Carolyne & Alicia (2017) who argued that the ABE program have flexible timetable. The flexibility in the timetables ensures that learning does not interfere with the children's domestic chores. Learners are required to be at learning centers at their convenient time as per agreed upon. This implies that there are no or limited restrictions regarding the punctuality and regularity of learners. They always attend at their own convenience depending on the household chores assigned to them. Most classes tend to take place in the afternoon hours when these children have done their part of domestic roles.

The study noted that ABEK program focus and promotes inclusive education and protects individual rights. This concurs with Owiny (2016) who asserted that the ABE program accept all children irrespective of gender. It focuses on enhancing numeracy and literacy as well as equipping children with life skills for the better of their future. The program is a non-formal education approach that targets aged 6-18 years. More so, UNICEF (2020) asserted that the program is designed to provide basic education to all children from Karamoja pastoral communities whose ways of life limits their access to formal education. Thus, it does not encourage gender parity which has accelerated good learning environment thus enhancing learners' retention. This implies that the ABE program does not discriminate. It encourages both boys and girls to attend lessons and benefit from them. Over aged children below 18 years who would feel uncomfortable to join a primary one class with the 6 years olds in a formal school have benefited. Children who are disabled and are always not an education priority in their families, some lame children

have attended ABEK centres. The inclusive education has increased the literacy levels among children and changed community attitudes from pastoralism to education.

The study also noted that ABEK program is based on stakeholder participation where mostly parents are involved follow of their children progress. This concurs with Glewwe & Eugenie (2019) who asserted that pastoral communities were skeptical to outsiders and to formal education. However, with ABE program which is more of pro-people and based on their priorities and needs, it gained stakeholder support thus able to encourage their children to enjoy the benefits of the program. Besides, Hanushek & Woessmann (2015) who noted that most parents, guardians and children did not treat the program with seriousness saying that they had less than 300 children in the first two years in the whole region. However, this implies that with stakeholder coordination and participation, the rate of enrolment and retention has tremendously increased. Recently, a batch of a total of 127 children from only one center in Moroto graduated to primary one, two and three from ABEK.

The study further revealed that in Karamoja region, ABEK program is largely relevant to children lifestyle. This concurs with Sufuna (2015) who argued that the facilitators conduct lessons under the trees early in the morning before the workday begins and again in the evening when the workday has ended. Boys can learn to read and write while watching their cattle graze nearby. Still, girls bring younger siblings for whom they are responsible. Elders and parents also come to the lessons to follow the children's progress and learn a few things themselves. Therefore, Karimojong see ABEK as their own initiative, and the participating communities are the driving force behind the project success and learners' retention as ascertained by Hanushek & Woessmann (2015). This

implies that the ABEK program and curriculum are not only simple but effective tools. For learner enrolled in this ABEK program, it's essential that the tools and platform are practical and straightforward in order to support learning. Elaborate tools can interfere with the learning process. Thus, learners want to feel unencumbered by the tools given to them and program need to think more about how they create a simple, direct path to success.

The study also noted that ABEK program emphasizes sense of community belonging leading to retention. This concurs with Ngware et al., (2018) who argued that learners who are actively involved in extracurricular activities or the learner community tend to experience better retention rates. Strong retention rates are also tied to curriculum and training that can be directly applied to the workplace. Study groups, clubs, sports as well as school spirit, all these can factor into a learner's feeling of community belonging, which can help them stay engaged in school and reach graduation as ascertained by Gertler., Patrinos & Rubio-Codina (2020). This implies that if you are focusing on learners' persistence, ensure that they fit into the learning community around them. Learners who feel like they are part of a learning community are much more likely to continue on in their education journey.

Lastly, the study noted that meeting learners where they are is the pillar of ABEK program. This concurs with Nath., Sylvia & Grimes (2016) who noted that in mobile communities, young men and boys move away with the kraal according to seasons or situations in search of water and pasture. Besides, Dennis & Fentiman (2017) noted that during the wet season, the men take livestock to graze near the homes, while during the

dry season, they move far away from their permanent homes tracking pastures and water, and most of the livestock are moved to grazing camps, and this program tend to be flexible. In other words, facilitators meet those children depending on their area residence. This implies that in order for learners to persist, ABEK program support have been ‘just in time’. In other words, facilitators always meet learners exactly where they are. Thus, children who could not access formal primary schools because of distance have benefited from this program.

5.1.4 The Effects of the ABEK Model in regards to literacy and Numeracy of school age going children

The above study theme of assessing the impact of the ABEK Model in regards to delivery of numeracy and literacy of school going children in the Karamoja region; and these include:

The study noted that the ABEK model has taught well children how to read, write and count; and this concurs with Ngware *et al.*, (2018) who argued that instruction in their own language and the teaching methods are effective and involve traditional songs and dances. The teaching methods used in ABEK are effective to read and write much faster than children in the formal schools. Moreover, their newly acquired reading and writing skills help them perform their duties better. They can easily read instructions on medicine bottles and can keep a record of villagers who buy products from them on credit as ascertained by Craig (2016). This finding takes us to some other previous finding about literacy and numeracy for example: parents and the village ABEK committee members asserted that the children learnt how to read and write; they could even take a head count of the cattle, make mention of the colors and sizes. This implies that the literacy rate

increased; more than 50% of the children benefiting from ABEK have learned how to read and write, and solve simple mathematical problems. ABEK children participated in activities that concern them both at local, district and national level. Children benefiting from ABEK program can learn to read and write without having to neglect their duties.

The study noted that the ABEK model has given learners' knowledge of preserving milk, meat and churning yoghurt. To this effect, one of the objectives of the ABEK model is to give learners skills related to their daily life just as those mentioned earlier. This concurs with Borkum (2022) who argued that that ABEK program have done a great job of equipping children with relevant skills desired for their lifestyle. Children have been equipped with necessary knowledge and skills concerning milk preservation, and churning yoghurt that could help them in their youthful life. Venturing in such businesses where they have relevant skills could help them meet the market demand as ascertained by Ilon & Kyeyune (2022). This finding is also in agreement with Gertler *et al.*, (2022) who state that the appropriateness of the ABEK program lies in its adaptability and incorporation of the local culture which is livestock oriented in this case. The program relies and upholds the use of the community's own existing local resources, social networks and organizations. Therefore, this adaptability has made it easier for generating and passing educational information by extensive use of their conservative ways of life (Heelan *et al.*, 2015). This implies that learners attending ABEK program have been equipped with skills and knowledge concerning their daily socio-economic activities. They have equipped with skills on how to make yoghurt as well as preserving milk and meat to meet the market demand.

The study further noted that the ABEK model has enabled learners to realize their rights including the right to education. From the qualitative findings, it was observed that learners are now aware of their rights to free education and that is why they tend to avoid absenteeism as well as demanding to know why their facilitators didn't attend to them on a given day. This is in agreement with Dennis & Fentiman (2017) who argued that human rights are universal and inalienable. They apply equally, to all people, everywhere, without distinction. ABEK equip children with knowledge concerning access to human rights especially access to education, health services, food, to be free from torture and any other inhuman or degrading treatment. This finding, in regards to Considine & Zappala (2022) lies in agreement as the author also mentions that for any form of basic education to be relevant legally, it should be rights based. In this case, by the program promoting learners' perceptions of gender equality amongst pupils; children had become aware that girls have as much right to education as boys and that women too can participate in village meetings. Nannyonyo, (2017) also found that ABEK program had helped to diminish early and forced marriages as girls were sensitized of their rights to education and not marrying while still children, as well as knowing that women circumcision was a dangerous practice. Besides, Hanushek & Woessmann (2015) noted that unprivileged children have been able access knowledge concerning their fundamental human rights. Human rights are basic rights that belong to all of us simply because we are human. They embody key values in our society such as dignity, fairness, respect and equality. This implies that learners have been equipped with knowledge on their rights and how to protect them especially reporting them to relevant authorities.

The study further noted that through ABEK model, learners have become more knowledgeable about sanitation and hygiene. This concurs with Attanasio *et al.*, (2020) who noted that learners have equipped with hygiene and sanitation practices. Hygiene is the practice of keeping oneself and one's surroundings clean in order to prevent infection and disease, and remain healthy and fit. Sanitation arrangements to protect the public health specially the provision of clean and safe drinking water as well as proper disposal of sewage been equipped among the learners as ascertained by Banerji., James & Marc (2013). This implies that with ABEK, learners have been equipped with knowledge and information on how to keep and storage of drinking water, hand washing with soap at critical times along safe treatment as well as safe disposal of faeces as the most effective ways in reducing water borne disease relevance in this community.

Subsequently, the study noted that the ABEK model equips children with knowledge on animal health (disease control and management). This concurs with Dennis & Fentiman (2017) who ascertained that children have gained skills on effective surveillance, early detection, transparency and rapid response mechanisms as a key to prevent and control animal diseases, and his have been gained through attending ABEK program. In regards to this finding, Aikman & EL Haj Hanan (2016) mention that as one of the measurements of children's achievement from the ABEK programme to their lives, acquiring literacy (i.e. the ability to read and write) was one of them, followed by learning the importance of spraying animals to kill ticks, learning to identify animal drugs and acquisition of knowledge of the right dosage to administer to animals. To this end, the study findings are in agreement with this author on the acquisition of necessary skills for daily living design of the learners. This implies that children who have attended ABEK program, have been

equipped with skills and knowledge to easily identify various animal diseases. They have been equipped with life skills related to proper animal rearing practices, as well as pests and diseases control measures.

The study noted that learners have also learnt other languages including Swahili and English. However, according to the qualitative findings, some of the children had been taught and learnt English however it was not the sake for Swahili. In relation to that, this finding Napier *et al* (2020) assert that becoming knowledgeable especially of hygiene and sanitation and of the children's environment, is paramount to the learning process. Besides that, learning other languages especially English and Swahili which enables the learners to interact with people from different ethnic groups and further facilitate formation of friendships. This is in agreement with Borkum (2022) who asserted that learners benefiting from ABE program have been able to learn and fluently use both English and Swahili. More so, Hanushek & Woessmann (2015) noted that facilitators have been able to teach these children these languages and encourage them to use them frequently. It is noted that facilitators are not fluent enough in English to support master teaching in accordance with the new ABEK program methodology, nor have they been adequately prepared for the change of language. This implies that through ABEK classes, learners have been able to learn different languages commonly used in the region. They have been taught to read and write English as well as Swahili. This has been taught either through class sessions, and getting involved in traditional songs and dances.

Adding to the above, children in the mobile ABEK considered the lessons they learnt as relevant to the nomadic lifestyle within their communities. Majority of them admitted having obtained knowledge of animal health including the different types of disease that

afflict animals, knowledge about parasites like ticks, they could differentiate sick animals from healthy ones and had obtained knowledge of how to treat the sick animals. One quarter of the children reported that they had gained ability to count and recognize animals according to their colors, gained knowledge of preserving milk by boiling it, preserving meat and churning yoghurt. According to Nishimura *et al.*, (2008), it is so important to be cognizant of the culture of the target beneficiary of any development program as anything short of this will most likely lead to its failure and thus resources loss.

Lastly, the study noted that through the ABEK model, children have obtained knowledge about sexuality including: safe sex practices, delaying of marriage and STIs. This concurs with Fredrick *et al.*, (2017) who argued that learners are taught about the life cycles of humans and animal, including reproduction. They also learn about the changes that happen in animals and human s from birth to old age while attending ABEK program. Thus, sexual health is an integral part of living an authentic life. Making it a priority under ABEK program can significantly improve an individual's emotional, physical, and mental well-being, as well as enhance their intimate relationships as ascertained by Dennis *et al.*, (2017). This implies that ABEK program have equipped learners with information on the safe sexual practices, abstinence related information, ways how to avoid sexual abuse, causes and control of sexual transmitted diseases and its related consequences on their reproductive health. Learners have been told to be vocal and report anyone luring them into sexual abuse so as to avoid early pregnancies and its related consequences.

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

6.0 Introduction

This chapter therefore contains the conclusion of findings and recommendations of the study as presented in chapter four in order to establish whether the objectives of the study were achieved, to answer the research questions. These follow the sequence of research questions as developed from the research objectives. The areas for further study are equally presented in this chapter.

6.1 Conclusions

From the findings and discussion in chapter four and five respectively, the following conclusions were drawn.

Reference to objective one, it was concluded that the ABEK model is embedded in attitudinal change towards education and schooling, ABEK model equips learners with basic life skills, the ABEK model is embedded in affirmative action e.g., it doesn't discriminate against pregnant learners, the learning time table for ABEK in the region is flexible, and the ABEK model honors the local indigenous culture in the region. These were the most outstanding best practices of the ABEK Model in Karamoja region.

Basing on the objective two, it was concluded that the ABEK program provides free education for financially disadvantaged learners which encourages enrolment; girl child enrolment has been boosted by ABEK by over 40%, and Committee members and facilitators undertake mobilization and education which has increased enrolment by over

50%, these were the major impact of the ABEK Model in regards to enrollment of school going children in Karamoja region.

Reference to objective three, it is concluded that the flexible time table encourages retention of learners by over 30%, ABEK program focus and promote inclusive education and protect individual rights, and the program is based on stakeholder participation where mostly parents are involved following of their children's progress, these were the major impact of the ABEK Model in regards to retention of school going children in Karamoja region.

Lastly, it is concluded that the ABEK model has taught well children how to read, write and count; the ABEK model has given learners enough knowledge of preserving milk, meat and churning yoghurt; and the ABEK model has enabled learners to realize their rights including to education; these are the major impact of the ABEK model in regards to delivery of numeracy and literacy of school going children in Karamoja region.

6.2 Recommendations

From the findings of the study, the following recommendations were made:

The study recommended that the Ministry of Education and Sports in consultations with ABEK designers should plan for modalities to open up alternative centers near ABEK learning centers. This could take care of the needs of the children who are baby sitting and also attending ABEK classes.

In this study, it was observed that in some Sub Counties, the ABEK programme wasn't present. Therefore, it is recommended that the programme should be extended to the entire Karamoja region and all other parish levels; and this shall serve to increase the literacy level among the pastoralists as well as easing accessibility to training centers.

Third, it is recommended that more efforts should be put towards encouraging girls enrolment in school, where concerted and continued efforts need to be maintained in order to ensure that girls' enrollment increases at a sustained pace.

Given the distance that facilitators move to and from their learning centers, the government through the Ministry of Education and Sports, and its development partners should provide low cost and fuel efficient motorbikes to ease their movement to and from the center.

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

The study recommended that Non-governmental organizations and district local government authorities should come in and devise strategies to provide special motivation package for parents whose children have completed ABEK and have enrolled in formal schools. This would go a long way in provoking other parents to push their children into ABEK programme.

It is recommended that the central government and local partners should continue to fund the establishment of safe, secure, and hygienic learning environments for all learners.

This includes the construction of: toilet facilities (in Lolachat the toilet had a concrete slab but not constructed upwards; gender-sensitive learning spaces to facilitate increased female enrollment and retention in schooling; provision of fun learning experiences, such as recreation and games, and other literacy competitions and cooperative activities.

6.4 Areas of Further Research

The researcher carried this study in order to examine the “Assessment of the Impact of the ABEK Model on School Going Children in Karamoja Region”; but the study was not exhaustive owing to constraints in terms of scope, time and finance. According to the study findings, the researcher suggests the following areas for future researchers.

- i) Integration of the ABEK model into the formal community school system in Karamoja region.
- ii) Challenges faced by learners in the pursuit of literacy and numeracy skills in ABEK in Karamoja region.
- iii) Government efforts to uplift ABEK model for the achievement of its goals in Karamoja region.

In conclusion, more research should be done about the impact of the ABEK Model on School Going Children in Uganda so as to compare with results got from Karamoja Region so as to draw a ground for recommendations.

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APPENDICES

APPENDIX 1: SAMPLE SIZE DETERMINATION TABLE

<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	100000	384

Note.—*N* is population size. *S* is sample size.

Source: Krejcie & Morgan, 1970

APPENDIX II: CONSENT FORM

Introduction: Good morning/Afternoon. I am OPIA ONZIA JOSEPH ISAAC, a researcher /student from the Uganda Christian University, and I am conducting a study with the following purpose: entitled “assessment of the Impact of the ABEK model and its impact on school going children in Karamoja”.

Purpose of the study: ‘to assess the impact of the ABEK model on school going children in Karamoja.’

Procedure of study: You have been identified to participate in the study and I wish to ask a few questions regarding the study topic. Your response & answers will help us to answer the research questions as well as paving way for realization of the ‘research significance’ to the stakeholders.

Confidentiality: each participant’s record will be given a unique ID number; and their names and other identifying information will not be required for confidential purposes. Participants will give written consent before participating and confidentiality and anonymity will be emphasized at every stage of data collection. Your answers will be taken generally as a contribution from one member of the participants.

Benefits and Risks: The results of this study will be beneficial to: the diocese’s development department, policy makers in the education sector and central Government of Uganda as well, Project proposers who will share the findings, as well as future researchers who may undertake studies in a similar field.

Voluntary consent: You are free to choose whether you should take part in this study or not. You will not be persecuted in any way for declining to take part in the study neither will it affect you at work place. We shall only proceed beyond this point if you accept to take part in the study. You are also free to stop at any stage of the study if you feel uncomfortable. If you have any questions about the study now or at any time during the study, you may contact the principal investigator: OPIA ONZIA JOSEPH ISAAC on Tel. +256 772 342073

Consent statement: I have been informed about this study's purpose and objectives. The benefits and risks have been explained to me. I have been informed that the information given will be kept confidential, that participation in the study is voluntary and that no consequences will result if I refuse to participate or withdraw from the study.

.....
Participant/Respondent Signature/thumb print	Date
.....
Name of Enumerator Signature/thumb print	Date

Appendix III

QUESTIONNAIRE FOR ABEK LEARNING CENTER FACILITATORS

Dear sir/madam,

I am OPIA ONZIA JOSEPH ISAAC a student at Uganda Christian University conducting research entitled the “assessment of the Impact of the ABEK model and its impact on school going children in Karamoja”. I will ensure total confidentiality of the information given to me during this research. This research will contribute to the award of a degree of Masters of Education in Administration and Planning, so I humbly ask you for your cooperation. Thank you very much.

Section A: Background data

Please tick the most appropriate answer

1. What's your gender?

Sex	Male	Female
Code	1	2

2. What's your age bracket?

Age	25 years & below	26-35 years	36-45 years	Above 45 years
Code	1	2	3	4

3. What's your highest level of education?

Education	Certificate	Diploma	Bachelors	Masters
Code	1	2	3	4

e) Others specify:.....

4. How long have you spent serving as a facilitator for ABEK?

Period	Less than 5 year	6-10 years	11-15 years	Above 15 years
Code	1	2	3	4

Section B: The Best practices of the ABEK Model.

Rate your degree of agreement on the key suitability features and best practices of the ABEK Model in Karamoja region using a scale of 5(Strongly Agree), 4(Agree), 3(Not sure), 2(Disagree) and 1(Strongly Disagree).

s. no	The following are the Key suitability features and best practices of the ABEK Model	5	4	3	2	1
I1	The learning time table for ABEK in our region is flexible					
I2	The ABEK model honor our local indigenous culture (semi-nomadic)					
I3	The ABEK model is embedded in affirmative action e.g. it discriminates against pregnant learners					
I4	The ABEK model is rooted in the acceleration principle					
I5	The ABEK model is embedded in attitudinal change towards education and schooling					
I6	The ABEK model equip learners with basic life skills					
I7	There is a presence of ABE committees at various levels					
I8	The ABEK Learning centers aren't easily accessible					
I9	The ABEK model isn't focused on institutional capacity building					

Mention any other key suitability features and best practices of the ABEK Model in Karamoja region.

(i):.....

(ii):.....

Section C: The effect of ABEK Model in regards to enrollment of school going children

Rate your degree of agreement on the achievements of the ABEK Model in regards to enrollment of school going age children in Karamoja region using a scale of 5(Strongly Agree), 4(Agree), 3(Not sure), 2(Disagree) and 1(Strongly Disagree).

s. no	The following are the achievements of the ABEK Model in regards to enrollment, of school going age children	5	4	3	2	1
C1	The program provides free education for financially disadvantaged learners which encourages enrolment					
C2	In karamoja region, Girl child enrolment has been boosted by ABEK by over 40%					
C3	In ABEK, Committee members and facilitators undertake mobilization and education which has increased enrolment by over 50%					
C4	The flexible time table encourages retention of learners by over 30%					
C5	Awareness creation on the importance of education boosts education					
C6	The curriculum addressing life aspirations of learners encourages learners by over 50%					

What else do you have to say about the achievements of the ABEK Model in regards to enrollment of school going age children in Karamoja region other than the ones mentioned above?

(i):.....

(ii):.....

(iii):.....

Section D: The effect of ABEK Model in regards to retention of school going children

Rate your degree of agreement on the achievements of the ABEK Model in regards to retention of school going age children in Karamoja region using a scale of 5(Strongly Agree), 4(Agree), 3(Not sure), 2(Disagree) and 1(Strongly Disagree).

s. no	The following are the achievements of the ABEK Model in regards to retention of school going age children	5	4	3	2	1
C1	The flexible time table encourages retention of learners by over 30%					
C2	ABEK program focus and promote inclusive education and protect individual rights					
C3	ABEK program is based on stakeholder participation where mostly parents are involved follow of their children progress					
C4	In Karamoja region, ABEK program is largely relevant to children lifestyle					
C5	ABEK program emphasize sense of community belonging leading to retention					
C6	Meeting learners where they are is the pillar of ABEK programme					

What else do you have to say about the achievements of the ABEK Model in regards to enrollment of school going age children in Karamoja region other than the ones mentioned above?

(i):.....

(ii):.....

(iii):.....

Section E: The achievements of the ABEK Model in regards to literacy and Numeracy of school age going children

Rate your degree of agreement on the achievements of the ABEK Model in regards to literacy and Numeracy of school age going children in the Karamoja region using a scale of 5(Strongly Agree), 4(Agree), 3(Not sure), 2(Disagree) and 1(Strongly Disagree).

s. no	The following are the achievements of the ABEK Model in regards to literacy and Numeracy of school age going children	5	4	3	2	1
A1	The ABEK model equips children with knowledge on animal health (disease control and management)					
A2	The ABEK model has not given learners knowledge of preserving milk, meat and churning yoghurt					
A3	The ABEK model hasn't enabled learners to realize their rights including the right to education					
A4	Through ABEK model, learners have become more knowledgeable about sanitation and hygiene					
A5	The ABEK model has not taught well children how to read, write and count					
A6	Learners have also learnt other languages including Swahili and English					
A7	Through the ABEK model, children have obtained knowledge about sexuality including: safe sex practices, delaying of marriage, STIs					

What else can you mention on the achievements of the ABEK Model in regards to literacy and Numeracy of school age going children in the Karamoja region other than the ones mentioned above?

(i):.....

(ii):.....

(iii):.....

Thank you for your cooperation

**Appendix IV: INTERVIEW GUIDE FOR ABEK COMMITTEES MEMBERS AT
VILLAGE & SUB COUNTY LEVELS**

Dear sir/madam,

I am OPIA ONZIA JOSEPH ISAAC a student at Uganda Christian University conducting research entitled the “assessment of the impact of the ABEK model and its impact on school going children in Karamoja”. I will ensure total confidentiality of the information given to me during this research. This research will contribute to the award of a degree of Masters of Education in Administration and Planning, so I humbly ask you for your cooperation. Thank you very much.

1. Which level of ABE Committee do you sit on?
2. How long have you been sitting on that committee?
3. As a committee member, what do you consider to be the best practices of the ABEK?
4. In your own view, do you think the ABEK has any achievements for the time it has been around? YES OR NO
5. If YES in 4 above, mention some of the achievements of the ABEK Model in regards to the following: enrollment; retention, of school going children in Karamoja region.
6. Related to the above, what do you have to say about the achievements of the ABEK Model in regards to literacy and Numeracy of school age going children in the Karamoja region.
7. Given your experience, how do you think teacher competence affects transition into formal schooling?
8. With your observation, how does the community attitude influence enrolment levels?

Thank you for your cooperation

Appendix V: FOCUS GROUP DISCUSSION GUIDE FOR LEARNERS

Introduction

I am OPIA ONZIA JOSEPH ISAAC a student at Uganda Christian University conducting research entitled the “assessment of the impact of the ABEK model and its impact on school going children in Karamoja”. I will ensure total confidentiality of the information given to me during this research. This research will contribute to the award of a degree of Masters of Education in Administration and Planning, so I humbly ask you for your cooperation. Thank you very much.

I will ask you a series of questions. There are no right or wrong answers. I only want to learn what you think. If I ask a question that you would prefer not to discuss, you do not need to discuss that topic. If you find the discussion topic uncomfortable, you are welcome to withdraw from the discussion at any time.

I will be recording this discussion so that we can be sure to have your opinion in your own words when I analyse the information later. Recordings will be destroyed after they are transcribed on paper. Your name will not be on the recording or in our notes so your opinions will remain entirely confidential. Is everyone OK with having the discussion recorded?

OK, let's get started.

1. One by one, let's talk about ourselves (your age, education level, and where you stay)
2. As a beneficiary of ABEK, what do you consider are the ways in which the model is best suited to suit your learning needs?
3. As a beneficiary of ABEK, how do you think the model is best suited to suit your social circumstances?
4. Do you think the ABEK model has registered any successes? YES OR NO

5. If YES or NO, please explain your position basing on the following areas:

a) Enrollment of school going children in Karamoja region.

b) Retention of school going children in Karamoja region.

c) Literacy and Numeracy of school going children in the Karamoja region.

6. In your opinion, what else do you have to say about ABEK?

Conclusion

Thank you for your time and for sharing your ideas. If anyone has something that he or she did not feel comfortable sharing during the focus group, I will stay here to speak with people individually.

APPENDIX VI: CONSENT FORM FOR PARENTS TO THE CHILDREN (Minors)

Introduction: Good morning/Afternoon. I am OPIA ONZIA JOSEPH ISAAC, a researcher /student from the Uganda Christian University, and I am conducting a study with the following purpose: entitled “assessment of the Impact of the ABEK model and its impact on school going children in Karamoja”.

Purpose of the study: ‘to assess the impact of the ABEK model on school going children in Karamoja.’

Procedure of study: Your child has been identified to participate in the study and I wish to ask him/her a few questions regarding the study topic. His/her response & answers will help us to answer the research questions as well as paving way for realization of the ‘research significance’ to the stakeholders.

Confidentiality: each participant’s record will be given a unique ID number; and their names and other identifying information will not be required for confidential purposes. Participants will give written consent before participating and confidentiality and anonymity will be emphasized at every stage of data collection. Your answers will be taken generally as a contribution from one member of the participants.

Benefits and Risks: The results of this study will be beneficial to: the diocese’s development department, policy makers in the education sector and central Government of Uganda as well, Project proposers who will share the findings, as well as future researchers who may undertake studies in a similar field.

Voluntary consent: You are free to choose whether your child should take part in this study or not. You will not be persecuted in any way for refusing your child from taking part in the study neither will it affect your child in any way at school and in the community. We shall only proceed beyond this point if you accept your child to take part in the study. You are also free to stop the child at any stage of the study if you feel uncomfortable. If you have any questions about the study now or at any time during the study, you may contact the principal investigator: OPIA ONZIA JOSEPH ISAAC on Tel. +256 772 342073

Consent statement: I have been informed about this study's purpose and objectives. The benefits and risks have been explained to me. I have been informed that the information given by my child will be kept confidential, that participation in the study is voluntary and that no consequences will result to my child if I refuse to participate or withdraw him/her from the study.

.....

Participant/Respondent Signature/thumb print

Date

.....

Name of Enumerator Signature/thumb print

Date



**ASSESSMENT OF THE IMPACT OF THE ABEK MODEL ON SCHOOL GOING
CHILDREN IN KARAMOJA**

BY
OPIA ONZIA JOSEPH ISAAC
RJ20M06/016



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Match Breakdown

1	Submitted to Uganda C... Student Paper	6%
Match 4 of 104		
Submitted to Uganda C... Student Papers - 3 papers		7%
• Submitted to Uganda Christ...		6%
• Submitted to Uganda Christ...		1%
• Submitted to Uganda Christ...		<1%



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SCHOOL OF RESEARCH & POSTGRADUATE STUDIES

DISSERTATION CORRECTION COMPLIANCE REPORT BY THE CANDIDATE (POST VIVA FORM)

Date: 11th FEB 2024

Name of Candidate: OPIA ONZIA JOSEPH ISAAC

Reg. No: RJ20M06/016

Title of Dissertation. ASSESSMENT OF THE EFFECTS OF THE ABEK MODEL ON SCHOOL GOING CHILDREN IN KARAMOJA

SN	COMMENTS BY EXTERNAL EXAMINER	ACTION TAKEN	INDICATOR
1.	The candidate need to write the title/cover page appropriately.	Cover page revised appropriately as suggested.	Cover/Title page.
2.	The candidate ought to edit thoroughly his dissertation.	Dissertation was edited thoroughly based on the guidance.	Entire dissertation.
3.	The candidate need to indicate the current month of dissertation submission.	The current month was indicated as advised by the external examiner.	Cover page
5.	The candidate need to revise the conceptual framework	The conceptual framework was	Pages 16 and 48

	appropriately. He consider discarding implementation in the IV box because this the IV of the study. Rather present only aspects that constitute implementation.	revised as advised by the external examiner	
6.	The candidate should consider deleting the confounding variable box because his study does not have an objective that sought to establish the influence of confounding variable on the IV and the DV.	The delete was done as advised by the external examiner and edited in the book.	pages 16 and 48
7.	The candidate should indicate the source of data in Table 3.2 on pg.46.	The source of data was indicated.	Table 3.2 on pg.46
8.	The candidate need to indicate the category of people that were involved in the survey questionnaire and their number as well.	This was indicated as advised by the external examiner.	page 51
9.	Who were the main study respondents? The candidate need make lucid the study unit of observation/inquiry and analysis.	The anomaly was addressed as observed by the external examiner.	Page 51
10.	The candidate mentions observation guides in section 3.8 pg.50 but they are not used in the study. The anomaly need to be addressed.	The anomaly was addressed as advised by the external examiner.	Page 50
11.	How many supervisors did the candidate have? That said, it not ethically right for the research supervisor to establish the validity of the tool he/she is part of developing.	The error was deleted as per the observance of the external examiner.	Page 53
12.	There is need for the candidate to indicate the appropriate way of establishing validity of both the quantitative and qualitative tools.	This was indicated as per the observance of the external examiner.	Page 50 to 53
13.	How many judges were used as inter- judges? The CVI presented is obscure.	The error observed by the external examiner was corrected.	Page 53

14.	Is it true that Bulamagi is located in one of the three districts used in the Karamoja Region? If yes, the candidate should indicate the exact district. If Bulamagi sub- county is not found in Karamoja Region, then, this raises a red flag regarding the credibility of the study data and the results see section 4.2.4, pg.64	The error was corrected to indicate the area of study as per period of service in section 4.2.4.	Page 63
15.	The candidate need to write all the references correctly according to APA 7 th Format edition.	Necessary editing was done as advised by external examiner.	Pages 116-119 for reference list and the entire book for In text citation
16.	The candidate need to attach ethical clearance from UCU REC. There is also need for the candidate to attach an informative Turnitin Report. The one provided is obscure.	The candidate attached a clear informative Turnitin Report as advised by the external examiner.	Page 136

SN	COMMENTS BY VIVA VOCE PANNEL	ACTION TAKEN	INDICATOR
1.	The panelists noted that the candidate should make the necessary changes on the Title to avoid the word assessing the impact because one will wonder where the best practices come from.	The title was well edited as advised by the panelists.	Cover page
2.	The panelists mentioned that the researcher needs to clarify which sampling technique was for random and which was purposive.	The researcher included a table on page 46 which clearly show which sampling technique was used on which group and why.	Page 46

	They further advised that, the researcher needs to state the procedure which one came first and why.	The researcher explained which approach will be used first and gave the reasons.	Page 47
3.	The Panelists advised that the researcher needs to have findings for both qualitative and quantitative.	The findings for both qualitative and quantitative were presented in the entire chapter 4 as needed.	Pages 65-71, 72-77, 78-83, 83-88
4.	The nature of your topic does not call for correlations, you should have brought in what is called counter factual. You might change the topic from being impact it is about perspectives of the people or benefits. (Impact and other interventions).	The correlations and regression analysis were deleted in the entire chapter four and counter facture analysis was instead brought in.	Pages 65-71, 72-77, 78-83, 83-88
	The panellists advised that the researcher Remove impact from your work since the research was about assessing the effect of ABEK on school going children in Karamoja rather than the impacts	The researcher removed the word Impact and replaced it with Effects within the document starting with the cover page, chapter two, chapter four and chapter five.	Pages Cover; page; 27,33,35, pages; 72,78,83 Pages; 97, 101, 105
	The panellists advised that recommendations and conclusion should be aligned to objectives	The researcher aligned the conclusions and recommendations to the objectives	Pages 111-114

Opia Onzia Joseph Isaac

Candidate's Name

Signature

Lugemwa Patrick

Supervisor's Name

Signature