

**THE PERFORMANCE OF ALTERNATIVE BASIC EDUCATION FOR KARAMOJA
DEVELOPMENT IN KOTIDO DISTRICT**

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**A RESEARCH REPORT SUBMITTED TO THE COLLEGE OF HUMANITIES AND
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DECLARATION

I **ACHEBOI ROSE MARY** declare that this research report is a result of my own efforts. To the best of my knowledge, it is original and no part of this document has been submitted to any university or institution for any academic awards.

CANDIDATE'S SIGNATURE..........

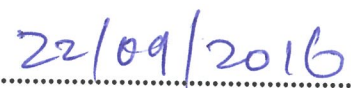
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DATE:.....22/09/2016.....

APPROVAL

This is to declare that this research report has been done by **ACHEBOI ROSE MARY** under my supervision and submitted to the College of humanities and social sciences for examination with my approval.

SIGNATURE.....
(SUPERVISOR)

DATE.....

DEDICATION

I dedicate this work to my mother for her tireless effort in supporting me in all her life and my father for being so supportive including my sister and uncle who gives me moral support whenever I am in need. May God bless you abundantly.

ACKNOWLEDGEMENTS

I am very happy for successfully compiling this report. This report was produced with invaluable guidance and contribution of many individuals both family and friends. Important contributions from my supervisor, Dr. Okodan Akwap for directing me. Special thanks to my sister Rebecca Acheboi for her moral and spiritual support given while I was in the field and special thanks to my family members and my Uncle Namuya JB for encouraging me through out.

I am particularly grateful to all the respondents of this study like people of Kotido district for their cooperation during the study without which the study would have not been possible

Special thanks to everyone who contributed tremendously to the content of this report.

ACRONYMS

ABEK	Alternative Basic Education for Karamoja
UNICEF	United Nations international Children's education Fund
UNESCO	united Nations Educational, scientific and Cultural Organization
DIS	District Inspector of schools.
DEO	District Education Officer
CDO	Community Development Officer
NGO	Non Governmental Organization
SCAO	Sub county Administrative Officer
M&E	Monitoring and Evaluation
ACDO	Assistant Community Development Officer

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ABSTRACT

The research described the performance of Alternative Basic Education to development in Kotido district. The study was guided by the following objectives: To describe the conceptual understanding of Alternative Basic Education for development of Kotido district. To establish the causes of low performance of Alternative Basic Education for development in Kotido district. To find out how low performance of Alternative Basic Education affects development in Kotido district. This study used descriptive correlational design that was in conjunction with quantitative approach. This design was used because the topic of study required extensive analysis and also needed to highlight the relationships that existed between different phenomena. The study used a target population of 115 out of which a sample size of 89 respondents respectively was got using Slovene's formula. Questionnaires were used for reaching respondents who were randomly selected to be part of the study and the data collected was organized and analyzed to generate information which came from the research. The study made the following findings The researcher concludes that Alternative Basic Education, as defined by Proceedings on Alternative Basic Education Conference (April 2003), is one type of non-formal education, referring specifically to basic education at the primary level that is organized outside the formal education system. It is innovative and non-conventional (non-formal) approach to children's basic education with the primary objective of providing quality basic education to disadvantaged children in different contexts. Parents, especially fathers, are believed to encourage and even force their young daughters to get married so that they may get bride price from them. This has been identified as a common problem facing girls after their 12th birthday. Such arrangements have attributed to poverty and hunger at the household level, The uneducated citizenry is not able to implement informed and sustainable development. In fact, a national sustainability plan can be enhanced or limited by the level of education attained by the nation's citizens, Nations with high illiteracy rates and unskilled workforces have fewer development options. The government of Uganda should pledged to achieve the commitments agreed provide universal primary education and promote gender equality in the Millennium Development Goals, The government of Uganda should fulfill the international obligation that demands, provision of Basic education to its citizens. Uganda is a signatory to the Universal Declaration of Human Rights The government should take firm steps to ensure that the People in Karamoja region receive better education A higher education level is necessary to create jobs and industries that are "greener" (i.e., those having lower environmental impacts) and more sustainable

CHAPTER ONE

1.0 Introduction.

Alternative Basic Education is a non-formal Educational programme that uses non formal approaches to Educate communities. (Carolyne, Denniss&Alica, 2003 and Kerute, 2007:2). In Uganda, the programme is an initiative of the Government of Uganda, the International community, the District local Government, the community elders and local people, to bring development through Education as a solution to underdevelopment (ABEK, 2006, KIDDP, 2007: 4).

1.1 Background of the study

ABEK is integrated in the daily life of the people of Karamoja. Like other developing countries of Ethiopia, Kenya, southern Sudan and Malawi,(Carolyne, et,al), ABEK in Kotido was thought as away to create accesses to appropriate Education for communities that have missed access to formal education and as such development programmes were becoming difficult to adjust to their kind of life style. The Karamojong lifestyle had left little room for literacy, Numeracy and other development initiatives. An estimate of 11.5 % of the population is literate and most of them have never had the opportunity to go to school (UNESCO, 2007, UNICEF, 2006:16).

During World War II, British colonisers came to Karamoja to recruit young men for the war. With a pen, they wrote the names of young men of which many of them never returned. As a result, the pen was cursed and symbolically buried (KIDDP,2007, ABEK,2006). The pen was buried in the current day Kotido district, about 300 km Northeast of Kampala. The elders and opinion leaders particularly pointed out the pen because it was used as a coding tool during the conscription of youth into the colonial army and head count of cows for household taxes. The burial of the pen therefore was a symbol of outright rejection of formal education. (Save The Children Uganda, 2006:12) In fact, anyone in Karamoja who attempted to let their children join education was banished by Karamojong elders and declared an enemy of society.

Later attempts by both the colonial and postcolonial governments to re-introduce formal education in Karamoja were squarely defeated, leading to the common assertion in the 1960s and 70s; "we shall not wait for the Karamojong to develop."(Redd&Barna, 2005: 23)

The Karamojong elders wanted the foreign teachers (both whites and Africans employed by missionary teachers) to listen and learn from them (the elders). They wanted the outsiders to understand their local challenges as cattle keepers and put in place a flexible system of education compatible with their pastoral and nomadic life styles of moving from place to place in search for water and pasture (DFID, information department, 2000:12). The Karamojong were, and still are, unable to do intensive learning and reading, at the expense of their much cherished and traditional domestic chores of cattle keeping and rustling.

After the joint effort of stakeholder's through consultation and the introduction of Alternative Basic Education, The Karamojong consider ABEK as their own initiative, and the participating communities are the driving force behind the project. Facilitators have been selected from within the communities trained to teach ABEK programmes (Kauza, 1998& Hannagan, 2005:34). Ten learning areas have been selected, including livestock education, crop production, peace and security, human health and other relevant subjects. Basic reading, writing and arithmetic are integrated in these learning areas in a context familiar to the Learners.

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. Girls bring younger siblings for whom they are responsible, and boys can learn to read and write while watching their herds of goats graze nearby (Hadda, 1999: 23-24, Dye, 1998:45-49). Parents and elders also come to the lessons to follow the children's progress and learn a few things themselves. Instruction is in their own language (the Karamajongo language) and the teaching methods are active and involve traditional songs and dances.

The elders also act as facilitators for specific subject areas such as indigenous history and knowledge on survival within their community. The district education offices play a key role in the success of ABEK (ABEK, 2006, Save The children Uganda,2006). They are in charge of administering both ABEK and the formal education system and so ensure a strong link between the two systems. Children who begin their education through ABEK can transfer to the formal system if they are interested. Since ABEK classes began in mid-1998, more than 100 children have transferred. The district education officials are certain that the teaching methods used in ABEK are effective and that children in ABEK are learning to read and

write much faster than children in the formal school. Officials are working on ways of applying the methods used in ABEK lessons to formal schools.

However, in as much as the Alternative Basic Education is to help people of Karamoja to develop love for Education and subsequently for development in general, there is growing fear that, the performance of Alternative Basic Education is not doing much to improve the level of education and development in Karamoja region. World food programme report, 2006, highlighted that, many children from ABEK programme who join the formal schooling have always escaped from school after lunch for other activities other than schooling. Also, the 2010 primary living examinations results have pointed to poor performance in schools which are largely dominated by children who transferred from the ABEK programme to formal Education.

1.2 Statement of the problem.

The introduction of Alternative Basic Education has been linked to the failure of formal Education that was geared by the negative perception of the Karamojong, as they considered burying a pen to condemned education and accused the colonial government of using education to undermine the Karamojong culture (UNICEF, 2006:17, Carlor, 2007:1). Coupled with the above, the Karamojong accused the Colonial government of using the top down development approach to introduce education in Karamoja. The Karamojong argued that, it was necessary for colonial government to use the participatory approach to development by consulting with the elders before education was introduced UNISCO, 2002, UNICEF, 2001.

In 2004-2006, the Government of Uganda, Save The Children Uganda, and the Norwegian Government in a joint effort with in Kotido districts established Alternative Basic Education. However, (Millor, 2004; 34, Bratton, 2009:40,) reported that the programme has not yielded much result. The world food programme has also revealed that Children under Universal primary Education who cross from Alternatives Basics Education have always left school after lunch for other responsibilities other than schooling. Also the primary living examination results of 2010 revealed that Kotido district is one of the worst performing districts in the country, the failure has been greatly attributed to the high rate of dropout in both ABEK centres and formal schools, (Kissaka, 2009:17, Aguti, 2004:10). The Ministry of local government Report, 2007 on social development in Karamonja region, highlighted that,

development in Kotido district is low; many women still believe that it is not necessary to visit hospital for Maternity check up despite effort by ABEK and other development programmes to cause awareness for development. What is clear is that ABEK has existed in Karamoja region for over seven years; however what is not known is how ABEK has enhanced development particularly in enhancing Alternative Basic Education in Kotido district. This research therefore is intended to find out the performance of Alternative Basic Education in development in Kotido district.

1.3. Purpose of the study.

The purpose of the study was to describe the performance of Alternative Basic Education to development in Kotido district. This ascertained the conceptual understanding of Alternative Basic Education, the causes of low performance of Alternative Basic Education and Find out how low performance of Alternative Basic Education affects development in Kotido district.

1.4 Objectives of the study.

1. To describe the conceptual understanding of Alternative Basic Education for development of Kotido district.
2. To establish the causes of low performance of Alternative Basic Education for development in Kotido district.
3. To find out how low performance of Alternative Basic Education affects development in Kotido district

1.5. Research Questions.

1. What is the conceptual understanding of Alternative Basic Education for development in Kotido District?
2. What are the causes of low performance of Alternative Basic Education for development in Kotido district?
3. How does the low performance of Alternative Basic Education affect development of the people of Kotido district?

1.6. Justification of the study.

Action Aid Uganda, 2008, observes that, Education is the foundation of every child and alternative basic education is the means to help children in Karamoja region to acquire knowledge for sustainable living. Furthermore, Save The Children report (2006;7) cattle

rustling and pastoral lifestyle has been of great hindrance to the achievement of education in Karamoja, the report argues that, there is a great distinction between children whose parents have been disarmed and embraced education and those who have not. This study will then enable communities have a change of attitude towards education and participate fully in the provision of basic education to the children.

Secondly, the alternative basic education in Karamoja is a new subject, in the formation of education, according to ABEK, report, 2006, the question of philosophical underpins of the relationship between ABEK, and MoE&S, has never received clarification. According to the Report, what the ministry of education claims as response to the philosophical relation is just an explanation of the assistance of the said programme. This research therefore comes in to give some knowledge of how (ABEK), has contribute to other related mainstream formal education and development programmes in Kotido district.

The study will generate information to guide researchers, government in further planning for sustainable development. The study will also address the following,

1. Assist school administrations to prioritize guidance programs for pupils and parent to develop love for alternative basic education.
2. Challenge pupils to seek to learn more about their roles and to perform needed functions to the best of their abilities for attainment of discipline.
3. Expose the weaknesses in the current functioning of people's perceptions on development and disarmament and thereby lead to improvement in the same.

1.7. The scope of the research

Conceptual Scope

The research focused on the effects of performance of Alternative Basic Education on development for people delivered from the context of hostile environment like the one in Kotido district. The research will look at how low attendance at ABEK centre, high dropout rate and poor management of ABEK programme affect other development programmes in the district of Kotido. The research focuses on the Men, women and children who have missed the opportunity to accesses formal education. It appeared likely that the analysis of these experiences would have implications for the future policy and practice of governments, Non-governmental organization and international agencies in relation to ABEK in African countries emerging from conflict.

The term 'emerging from conflict' will be used to define "those countries in which there is a reasonable expectation of peace or an actual peace agreement a continuum from ongoing conflict, peace settlement, reconstruction and post-reconstruction" (Vaux and Visman, 2005: 8, 13).

Geographical scope

The study will take place in six sub counties of Kotido District in Karamojong region. Kotido district is found in North Eastern Uganda. The district borders the districts of Kitgum in the west, Moroto in the south, the republic of Kenya in the East and Sudan in the North. The district has population of 596,130 people, 298,640 female, 297,490 Male (UNBS,2009) of these only 11.5% are literate (MoE&S,2008). The main economic activity is Cattle rearing under pastoralist. Food crops include Sorghum, maize, finger millet, pigeons, Pease, g-nuts, sunflower, sweet potatoes and beans. The district has a total of 84 primary schools with 81 governments, 1 private and 2 community school. For secondary schools, the district has over 6 schools, 3 are government and 3 community school with 26 ABEK centres (ABEK,2006). The research will target 100 respondents comprising 68 ABEK facilitators' from the 26 centres 1 official from the education department of the district, 24 local leaders from the six sub counties and 6 development officials.

The study will not include the important but different experience of disarmed community members who seek refuge outside Uganda. The rationale for this focus is that the disarmed communities affected and displaced have particular problems with obtaining access to services such as health and education and, because there is inadequate international organization to advocate for their rights, there is less attention to these issues in the literature and in practice. The particular problems of disarmed communities in Karamoja region and 'in situ disrupted' populations have been highlighted in the literature (DFID, 2001) and it is hoped that the empirical material in this report will carry the debate forward. It is thought that of the estimated one million people in the Karamoja region who have been disarmed, most of them are already participating in the in development programmes

CHAPTER TWO

LITERATURE REVIEW

2.0. Introduction

This chapter addressed the related literature about the performance of Alternative Basic Education for development in Kotido district. It addressed each issue with regard to the set objectives from the research question in chapter one. Each objective will be focused as a subtopic

2.1 The Conception of Alternative Basic Education (ABEK)

Alternative Basic Education is one variety of Non-Formal Education (NFE). According to UNESCO (1997), NFE is defined as “any organized and sustained educational activity with a specific purpose and provided outside the formal education system”. In most cases, development programmes are meant for those people who are currently not participating in school education or those who could not receive sufficient education in the past, consisting of both adults and children. The main characteristic of NFE is its vast diversity in educational/learning content, scope, target group, and organizational modalities. For example, NFE activities can range from literacy education to vocational training, and the provision and modality of learning can vary from a community-based literacy class to distance education. Providers of NFE activities are also diverse and there are no fixed standard for certification after completion of a course (Mellese&Zenebe, 200:16-17)

2.1.1 The right to education and education for all in Uganda

Uganda is a signatory to the Universal Declaration of Human Rights - UDHR - (1948) that declares basic education as a right for everyone regardless of their age, sex, tribe, colour, gender, ethnic origin, and status, social and cultural origin. Similarly, the UN Convention on the Rights of the Child (CRC), which Uganda signed and ratified, acknowledges education as a basic right for all children. Uganda also pledged to achieve the commitments agreed provide universal primary education and promote gender equality in the Millennium Development Goals (MDGs),(ABEK,2006:10,Save, the Children Uganda,2006)

While Goal 2 (provision of universal primary education) is to achieve universal primary education with a specific target to ensure that “all boys and girls complete a full course of primary schooling” by 2015, Goal 3 aims at “eliminating gender disparity in primary and secondary education preferably by 2005, and at all levels by 2015.4 Uganda has also been

part of international education fora, specifically the World Declaration on Education for All in Jomtien and the Dakar Framework for Action (April 2000) that spells out commitments to achieve Education for All (EFA) goals and targets for every citizen and for every society through, among other strategies, non-formal education including alternative basic education,(MDGs,2000, UNIESCO,2007, Sufina,2009).

At the national level, the Constitution of the Republic of Uganda (1995) stipulates that “all persons have a right to education” (Chapter 4, Art. 30). The Constitution spells out further the child’s entitlement to basic education, for which both the State and the parents are responsible. As part of its education intervention strategies, Uganda has in place the Education Sector Investment Plan (ESIP) and since 1997 instituted Universal Primary Education (UPE) for all school-going age children. At its inception, the UPE program saw a soaring in enrolments by almost 51% - from 2.7 million children in 1997 to 5.3 million in 1999 (Mo&ES, 2002,ESIP,2002).

However, implementation of commitments made by the government of Uganda at both international and national levels has often been inadequate. While UPE is commended for increasing enrolment, many children have remained out of school due to a wide range of hidden costs of education,(ABEK,2006,KIDDP,2007:7)

Alternative Basic Education, as defined by Proceedings on Alternative Basic Education Conference (April 2003) in Amhara Region of Ethiopia, is one type of non-formal education, referring specifically to basic education at the primary level that is organized outside the formal education system. Berhanu and Ahmed (2002) have also defined it as innovative and non-conventional (non- formal) approach to children’s basic education with the primary objective of providing quality basic education to disadvantaged children in different contexts.

As these definitions and other contextual presentations show, Alternative Basic Education is a form of non-formal education that can be taken as a foundation for further life-long learning for those who are not reached through the formal schooling system of relevant skills training opportunities. It is seen as an opportunity that paves the way for children and youth who are not able to participate in the formal schooling system so that they benefit from alternative educational opportunities designed to meet their basic learning needs such as literacy, numeracy, oral expressions and problem-solving.

Other words used in place of alternative education by educational professionals include non-traditional, non-conventional, or non-standardized, although these terms are used somewhat less frequently and may have negative connotations and multiple meanings. Alternative schools often emphasize the value of small class size, close relationships between students and teachers and a sense of community. ABE programmes are expected to be flexible in curriculum design, learning time, venue, facilitators, etc in order to serve their purposes.

Through Alternative Basic Education (ABE) is a form of NFE, it seems to focus on out of school children. Most of the ABE programmes appear to complement formal school programmes rather than continuing in parallel with formal education system. They seem to fill gaps which formal schools could not address.

At present, the concept that considers the formal school system alone as means of providing education to school-aged children is changing and is giving way for the utilization of alternative means of non-formal approaches. As Evans (1998) comments, the category of non-formal education is the one that attracted the attention of education planners since it offers the promise of feasible and low cost methodologies for reaching the growing number of people...who had little prospect of being served in the near future (Evans,1999:22). Education planners, policy makers and researchers as well as international organizations such as the World Bank, UNESCO and Save Alliance have begun to seek innovative, less costly and more flexible alternatives of providing alternative education and this led to emergence and subsequent development of varied alternative innovations in different developing countries and various parts of the world (Asia, Latin America and Africa) as indicated in the subsequent pages.

2.2. The causes of Low Performance of Alternative Basic Education for development in Kotido District

The available literature indicates that Alternative Basic Education faces a number of problems like any other development programme as suggested below.

Low performance of Alternative basic education is caused by affects of the quality of education given to the people in a given country. Quality therefore means different thing to different people. (Akinpelu, 1998:145) quality attributes vary depending upon individual/organisational biases, experiences, social philosophy, values, etc. In fact, even the same words, such as quality, standards, relevance and effectiveness used by observers can

mean very different things to different people, resulting in a great confusion when they venture to talk to each other.(Combs,1985) Any definitions of quality in education exist, testifying to the complexity and multifaceted nature of the concept. However, if one has to monitor quality effectively, he/she should have a common agreement on what quality should entail. In this study, educational quality is the results of many inputs, outputs and the process followed to achieve educational quality. This implies that educational quality could be defined in terms of innumerable indicators. However, to collect data on them on a regular basis and monitor them closely, a long list of indicators will not be of much value since resources available to any institution supporting education are limited. Therefore, one needs to apply knowledge, experience and judgment and determine what should constitute educational quality. Overviews of international initiatives to monitor educational quality are determined. This study therefore intends to establish how Alternative basic education determines the question of quality in Kotido district.

2.2.1 The management of Alternative Basics Education programme.

Hannagan,1995;23, look at management as the processes of optimising Human, financial, and physical resources to achieved desires objects. The question at hand is the challenge of management that has been considered as factors failing the performance of alternative basics education. Save the children Ugand,2006, also argue that there is meaning gap in the management of Alternative Basic Education programme the report argues that, because the manpower for ABEK is not well motivated teacher/facilitators are forced to work at different hours depending on the availability of the Learners because the learns are involve in many actives. This kind of management can not achieve batter results as the learners and teacher beginning teaching and learning while tire. How, save the children Uganda 2006 and Hanangan, 1995, does not tell us how, management fails to be effective in performance as result of tired teachers and learner. This research therefore intends to establish how management fails in performance of alternative basic education as result of tired teachers and learners.

Closely related to management, is limited commitment by government to fulfil the international obligation that demands, provision of Basic education to its citizens. Uganda is a signatory to the Universal Declaration of Human Rights - UDHR - (1948) that declares basic education as a right for everyone regardless of their age, sex, tribe, colour, gender, ethnic origin, status, social and cultural origin (Smith, 2004;23, Rhona, 2006;14, UNISCO,

2007). Similarly, the UN Convention on the Rights of the Child (CRC), which Uganda signed and ratified, acknowledges education as a basic right for all children. Uganda also pledged to achieve the commitments agreed to in Goal 2 and 3 of the Millennium Development Goals (MDGs). Byamugisha, kartika,2006;34,. Despite of the said commitment, there no evidence that the government has taken firm steps to ensure that the People in Karamoja region receive batter education. What is surprising is that even the Universal primary education that government intends to supports has wide challenges than any other programme. This research therefore intends to establish further how government has failed to support the Alternative Basic Education for education for development.

Also, Hanndan, 1999, Mikiko, 2008, Alsion, 2004, have argued that education in general in African countries is affect as there is inadequate commitment by the local people. Furthermore, While Goal 2 is to achieve universal primary education with a specific target to ensure that “all boys and girls complete a full course of primary schooling” by 2015, Goal 3 aims at “eliminating gender disparity in education and that, the Constitution of the Republic of Uganda (1995) stipulates that “all persons have a right to education” (Chapter 4, Art. 30), there has been little concern by many people to take education serious. However there has been non concern by the said reports to explain how people’s lack of concern and commitment to education affect the performance of alternative basic education. This research intends to establish how lack of concern fails the performance of alternative basic education in Kotido district.

Closely related to the above, is the distressing History of education in Karamoja Region. Like we noted in the background, Resistance to education started in the colonial days. “To symbolise resistance to the state and its ways, the elders cursed and buried the pen – the symbol of oppression and antagonism to the essence of pastoral existence.” Resistance to education started during the Second World War when the British Government recruited young men from Karamoja to fight (Save the children Uganda, 2006, MoE&S, 2008B, 2007, 2004, KIDDP, 2005, 2007). A pen was used to write the names of the recruited persons some of whom were killed during the war and never returned home. A pen was used to write the number of cows one had and this was used to force the people to pay tax. Another case against the pen is that it was used in judging the elders who resisted the government and in sentencing them to imprisonment. And the children, who went to school, learnt how to use a pen and looked down upon the elders, the cattle and lifestyle of the Karamojong. Thus, the

Karamojong regarded a pen as an instrument of oppression and cursed it. The curse that came with this traditional and spiritual act was deeply rooted. This research is therefore intend to find out how true it that, education History in Karamoja has hard negatives bearing to the performance of Alternative basic education.

Early and forced marriages, Early and forced marriages are repeatedly given as one of the main causes for pupils“ dropping out of ABEK centres, world food programme,2009, MoE&S,2010, Sufina,2007, Parents, especially fathers, are believed to encourage and even force their young daughters to get married so that they may get bride price from them. This has been identified as a common problem facing girls after their 12th birthday. Such arrangements have attributed to poverty and hunger at the household level UNBS, 2008. Furthermore, FEDA, Uganda, 2007, argue that, Parents desire to marry off their daughters at an early age to get cows for the family as a source of wealth. Others want cows for the bride price of their sons; while some married men wish to marry young girls for whom they must pay a bride price. Against this background, many girls of between 13 and 18 years get married and forfeit going to school. This is also seen as one of the factors to the fail of the performance of Alternative basic education for development in Kotido district.

Poverty at household level, There is a lot of poverty in the Karamoja region at the household level (NAADS, 2009, MoFPED, 2008, UHRC, 2007. These reports have pointed out that the negatively impacted children’s education at different levels. It is also argued that, many children of school going age from poor families, despite UPE and ABEK, are still out of school. Cost of exercise books, pens and pencils are believed to be among the items that have forced children out of school. These seem minimal to many people outside the region, but they are an issue among the poor Karamojong parents. ABEK pupils are not subjected to wearing a uniform, but the general poverty situation in the family impacts on the household members like in buying clothes for children, especially girls. These and other related costs have hampered children from benefiting from ABEK.

Child labour at family level Boys between 12 and 18 years go grazing cattle in kraals far away from home, while the younger boys stay behind grazing some cattle, sheep and goats that are left behind to support family livelihood - grazing near home starts as early as at the age of 5 years. Girls, for their part, get involved in the family chores such as fetching water, collecting firewood, cooking, sowing and planting, weeding, harvesting and sibling

2.3. How Low performance of alternative basic education affects development in kotido district.

Available literature review indicates that, Low of performance of Alternative Basic Education is one of the most powerful determinants of poverty and unequal access to educational opportunity correlates with income inequality, (Ayalwa, 2005:32, UNISCO, 2006:13, Minear, 2002). It is also argued that, without educational investment to sustained economic growth, rural development and progress in poverty reduction is difficult. (Eknonudo, 2003, McEvory, 2001:17) further contends that, Increasing access and raising the proportion of children who complete primary education, eliminating disparities and increases the percentage of literate adult population are the ideal challenging goals. It is challenging to find specific modalities to address the demand, supply and process issues in education under the framework of poverty reduction. The main challenges and problems that hamper the efforts to improve access and quality and eventually ensure development are the questions of concern that this research intends to address.

Consider for instance, that when education levels are low, economies are often limited to resource extraction and agriculture (Herwiston, 2005, Fitzgerald, 2002). In many countries, the current level of basic education is so low that it severely hinders development options and plans for a sustainable future (DFID, 2001, Deng F.M.1998). A higher education level is necessary to create jobs and industries that are "greener" (i.e., those having lower environmental impacts) and more sustainable. However, this arguments seem general on the factor that education is taken as whole, there is still lacking evidence that low performance of alternative basic education leads to development in the economy. The focus of this literature review therefore aims at establishing how the low performance in ABEK, affected development in the district of Kotido.

Closely related to the above, education in general is fundamental human right under the universal declaration Human right of 1948, Article 26 of the declaration put it that people regardless of their colour have to enjoy this right (Colleter, 2003, Brophy, 2003). Furthermore, other binding conventions, like international convent on economic social and cultural right, of 1996, the millennium development goal Number all put basic education as right and one of the possible ways to overcome poverty and embrace development (Bird, 2003, Dong, 2003). However, the said documents do not tell us how lack or low performance of the right can affect development as per the requirement in this research. It is therefore

important; concern is taken to establish development is affect by low performance of alternative basic education.

Closely related to the above, low performance of Alternative Basic Education makes the relationship between education and sustainable development complex (DFID, 2003, Denge, 2001). Generally, research shows that basic education is key to a nation's ability to develop and achieve sustainability targets. Research by (World Bank, 2000:23, UNDP, and 2004:15) has shown that education can improve agricultural productivity, enhance the status of women, reduce population growth rates, enhance environmental protection, and generally raise the standard of living. However, the relationship is not linear. For example, four to six years of education is the minimum threshold for increasing agricultural productivity. Literacy and numeracy allow farmers to adapt to new agricultural methods, cope with risk, and respond to market signals. Literacy also helps farmers mix and apply chemicals (e.g., fertilizers and pesticides) according to manufacturers' directions, thereby reducing the risks to the environment and human health. This means that low performance of Alternative Basic Education cannot enable people to have the above mentioned qualities for sustainable development. Also, in spite of the above submission, limited literature is available to provide this submission in development in Kotido district. This research therefore intends to find out how alternative basic education can be affect as result low performance in Kotido district.

Contrary to low performance, Education benefits a woman in life-altering ways. An educated woman gains higher status and an enhanced sense of efficacy. She tends to marry later and have greater bargaining power and success in the "marriage market." She also has greater bargaining power in the household after marriage.(Harold,1993:13-14) An educated woman tends to desire a smaller family size and seek the health care necessary to do so. She has fewer and healthier children. An educated woman has high educational and career expectations of her children, both boys and girls. For females, education profoundly changes their lives, how they interact with society, and their economic status(Kujula, 2005, Meecheal, 1996). However, the low performance of Alternative basic may not be in position to all the above. This because children under the ABEK programme have been report to dropout most frequently, meaning that, attendance for knowledge accession may not be taking rout. For this reason this research intends to ensure that there is well mention of the challenges to alternative basic endure are clearly mention in the in this research.

Low performance of Alternative basic education affects the implementation of development programme. The uneducated citizenry is not able to implement informed and sustainable development. In fact, a national sustainability plan can be enhanced or limited by the level of education attained by the nation's citizens, (Bereday, Mario, 1979:122) Nations with high illiteracy rates and unskilled workforces have fewer development options. For the most part, these nations are forced to buy energy and manufactured goods on the international market with hard currency. To acquire hard currency, these countries need international trade; usually this leads to exploitation of natural resources or conversion of lands from self-sufficient family-based farming to cash-crop Agriculture (Kemper, Kreiwe,2005). This research is therefore intending to establish whether the performance of Alternative basic education, could also affect the ability of citizens in Kotido to ensure development in the region?

Low performance of Alternative Basic Education makes decision making in development challenge. Decision making Good community-based decisions - which will affect social, economic, and environmental well-being - also depend on educated citizens. Development options, especially "greener" development options, expand as education increases. For example, a community with an abundance of skilled labour and technically trained people can persuade a corporation to locate a new information-technology and software-development facility nearby (Avenstrup, 2004:23, Minear, 2002). Citizens can also act to protect their communities by analyzing reports and data that address community issues and helping shape a community response. For example, citizens who were concerned about water pollution reported in a nearby watershed started monitoring the water quality of local streams. In support of the above, it not also known whether underdevelopment in Karamoja region is as result low decision making as result of low performance of development programmes. Also it is not clear yet why there is limited community participation in improving the quality of life despite the reduction in the quality of education.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter focused on the methodology which was used in this study. This included:- Research design, area of study, population size, data collection instruments, sampling and sampling techniques, procedure of data collection, data quality, error control, data validity and reliability.

3.1 Research Design

Research design was a specific plan for studying the research problem (Glatthorn, 1998:67 Amine: 2004:169, Sarantokos: 1993). Research design contains among other things the logical sequence in which the study was to be carried out, the elements of the study, the methods of data collection and all administrative procedures that needed to be considered for the study was carried out without much difficulty, There many research designs and these in could, case study design, descriptive design, the explanatory, and explorative design.

The researcher used a case study design. In this sense a case study is to refer to studying of individual cases, often in their natural environment for a long period of time (Kromrey, 1986:320) and employs a number of methods of data collection and analysis. Furthermore, according to (Sarantokos, 1993:191) a case study was an empirical inquiry that investigates a contemporary phenomenon within its real-life context when the boundaries between phenomenon and contexts are not clearly evident and in which multiple source of evidence are used. In this case the case was looked at as the most appropriate design for this topic, because the research will be explorative in nature.

A Qualitative and quantitative approach to explore and analyze the situation under study was applied. This helped the researcher to understand the perceptions and perspectives of the local people on the benefits of disarmament this was because qualitative method emphasizes studies that were explorative in nature and it also emphasized measurement and search for relationships. Also, Qualitative methods use more of words than figures; helped the researcher to have an in-depth investigation of the study. The researcher carried out his study in a natural setting in a selected population to enable her widen her research perspective and knowledge.

Area of study

This study was carried out in the Kotido district in Karamoja region. The study was conducted in the six sub counties of Nakapelimoru, Kacheri, Panyangara Rengen Kotido, and the town council.

3.2. Population size

The researcher selected a group of interest persons to generate the result of study. This depended on the various information the researcher liked to get from the informants. In order to do take selection successfully, the researcher purposely sampled, and interviewed the responds who have experience in the subject matter this enabled the researcher to get relevant information on the topic of study. The respondents in this case included head teachers from the twenty eight primary schools, (ABEK) education facilitators in the district, sub-county leaders and the UPDF officials and district level staff.

3.4 Sampling and Sampling Technique

Sampling is the process used to select a number of study units from a defined study population whereas sampling technique is the method of selecting a number of study units from a defined study in a logical manner(Omona,2009,Amine,2004,Trochim,2008). There are different types of sampling namely probability sampling and the Non probability sampling. With the probability sampling, the elements of the population do not have a known chance of being sampled. (Amine, 2004) In this research however the representativeness of the sample will be considered important because the research will be kin to know how disarmament has influenced education in Kotido district (ABKE)

Under the non-probability sampling, the researcher used purposeful sampling techniques. This type of sampling was where the researcher's own judgmental common sense regarding the participant from whom information was collect is thought. In this research the researcher selected a sample based on his experience of knowledge of the groups to be sampled and in mind that the suggested population have the require knowledge that she was asking for.

3.5. Sources of data

The researcher intended to use both primary and secondary sources of information. Primary sources are those which are original in nature and collected afresh for the first time (Kothari 2004:95). The primary data of the research information included questionnaires, interviews,

and observations. Secondary data according to Kothari (2004: 3) is the data which has been collected and analyzed by someone else. These included text books, magazines, journals, and newspapers. The researcher intended to use them.

3.6. Data collection techniques

3.1.1. Questionnaire

The researcher set questions to be answered by respondents. This enhanced receiving relevant answers for the study. This method was suitable for the respondent who can read and write.

3.1.2. Interviews

There are some people who have no time to sit and answer questionnaires. For them, they prefer to be interviewed, others are sources of information but they do not know how to read and write, so the researcher will interview them as he codes the data.

3.6.3. Observation

In this study observation method helped the researcher to supplement the information which gathered from the informants who responded to the questionnaires and interviews. Observation were also used in order to gauge and counter- check the information.

3.6.4. Library information

The researcher used library information: books, journals, reports from districts on education, the News papers, magazines, and research reports on education. Other information will be collected from the internet. The libraries to be visited are: Kampala International University (Idi Basajjabalaba Memorial library), Uganda Christian university library, the Ministry of education and supports library, and Kyambogo university library.

3.6.5. Data collection instruments

This refers to the tools which was used for collecting data. Data will be collected with the help of self report methods of data collection. These will include; questionnaires, tape recorders, observation check lists, mobile phones, news papers, interview guides to mention but a few. All these instruments were administered in order to gather data from the informants.

3.6.6. Variable and levels of measurement

Variables are concepts or means that stand for variations within a class of objectives. For example a chair, gender, eye colours, motivation, achievements and so on (Amine, 2004:90). The researcher will use different variables to analyze the data collected. The researcher will use dependent and independent variables to measure the influence of disarmament on UPE in Kotido district.

3.6.8. Quality control

This involved testing the validity and reliability of the instruments which was used in this study.

Validity

According to Mugenda (2003:90) Validity is defined as the degree to which results obtained from the analysis of the data actually represents the phenomenon under the study. Also, According to (Sarantakos, 1993:78) validity means the ability of an instrument to produce findings that are in agreement with theoretical or conceptual values. It also means the ability to accurately result and measure what is supposed to be measure. To ensure validity the researcher intends to use a representative sample of respondents and give a detailed distribution for the readers to draw their own independence conclusion.

3.6.10. Reliability

Furthermore,(Sarankos:83) argues that reliability refers to ability of an instrument to produce consistency in the measure of results it is farther argued that reliability is equivalent to consistency. Furthermore, Reliability is a measure of the degree to which a research instrument yields consistent results of the data after repeated trials. The researcher will ensure this by selecting respondents without personal interest using standard instruments from one person to another; Mugenda (2003:95).Furthermore, in this research reliability of an instrument will refers to the consistency with which the instruments like questionnaires give similar information when administered more than once under constant conditions. To ensure consistence of the research instruments, the researcher will use simple language and clear instructions appropriate to the informants.

3.6.11. Data presentation, analysis and discussion

The findings to the research were presented, analyzed and discussed. To make the analysis and discussion meaningful and logical, the researcher based them on the research questions. Each question was considered at a time and it was related to the existing literature and the researcher will make an account of the findings based on the questionnaires and interviews. The conclusions were drawn from the findings and recommendations for further research were made.

CHAPTER FOUR
DATA PRESENTATION, INTERPRETATIONS AND ANALYSIS

4.0 Introduction.

This chapter analyses data collected from the field based on the research questions in chapter it deals with presentations, interpretations and analysis of objective by objective.

4.1 The Conceptual understanding of Alternative basic education for development of Kotido District

The respondents were asked questions on these objectives and the responses were shown in table one.

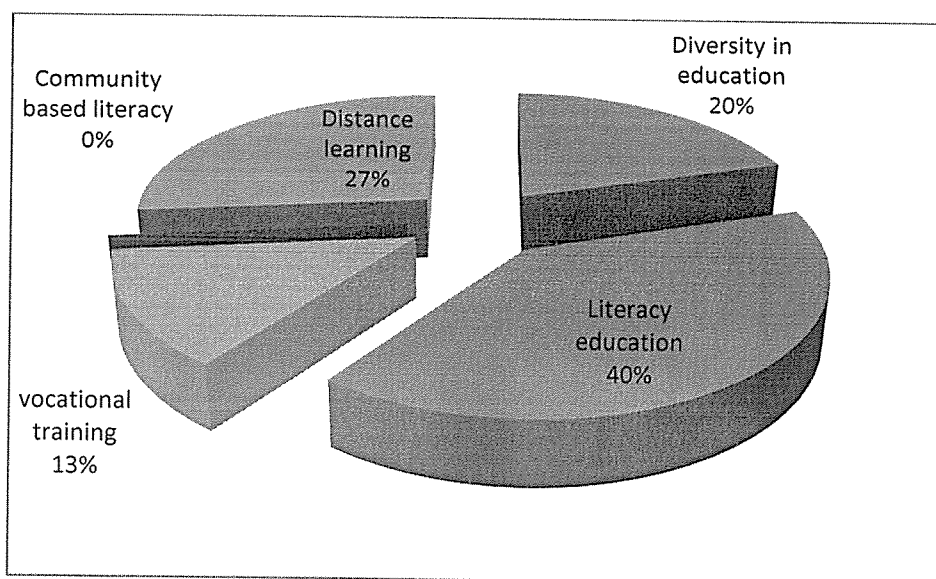
Table 1: The Conceptual understanding of Alternative basic education for development of Kotido District

	Frequency	Percentage
Diversity in education	15	20
Literacy education	30	40
Vocational training	10	13.3
Community based literacy	0	0
Distance education	20	26.7
Total	48	100

Source: Primary data

From the findings in the table1 above, 40% of the respondents said that they Conceptually understand Alternative basic education for development of Kotido District as literacy education, while 26.7% said distance learning and 20% said that diversity in education and the other 13.3% said that vocational training. This showed that the effect of financial rewards on the performance of academic staff was that they provide significant level of employee satisfaction as seen by 40% response. The data in table 1 can be illustrated in a pie chart as shown in figure 1.

Figure 1: Conceptual understanding of Alternative basic education for development of Kotido District



Furthermore the respondents were asked the question on the causes of low performance of alternative basic education for development the responses are shown in table 2

4.2 The causes of low performance of alternative basic education for development

The respondents were asked questions on this objectives and the responses were shown in table 2.

Table 2: Causes of low performance of alternative basic education for development

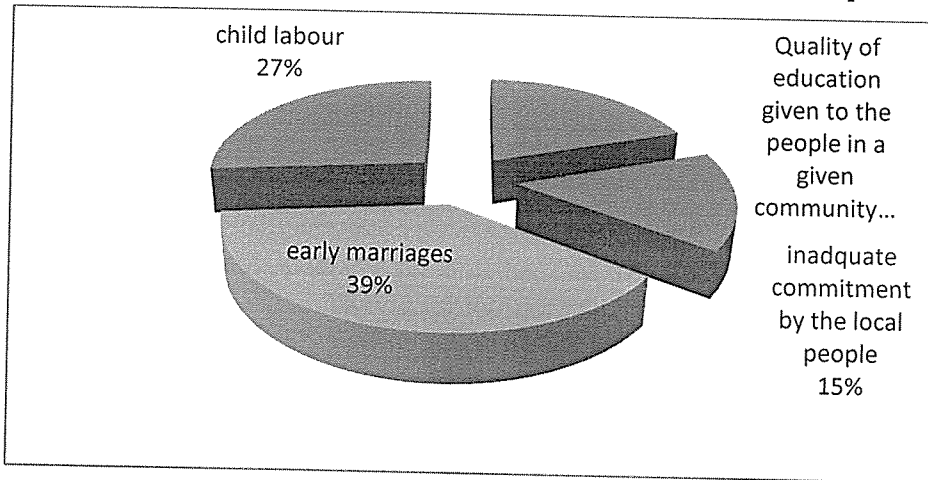
	Frequency	Percentage
Quality of education given to people in a given county	10	20.8
Inadequate commitment by the local people	8	16.7
Early and forced marriages	20	41.7
Child labour	10	20.8
Total	48	100

Source: Primary data

According to the findings in the above table 2 it was revealed that 66.67% of the respondents said that the causes of law performance of alternative basic education for development in Kotido district was Early and forced marriages, 20.8% responded that Quality of education

given to people in a given county and Child labour were the causes of low performance of alternative basic education for development in Kotido while 16.7% of the respondents said that Inadequate commitment by the local people. Data in the table 2 can be illustrated on a pie chart as shown in figure 2

Figure 2: Causes of low performance of alternative basic education for development



4.3 The how low performance of Alternative basic education affects development in Kotido District

Respondents were asked a question about objective 3 and the responses are shown in table 3

Table 3: how low performance of Alternative basic education affects development in Kotido District

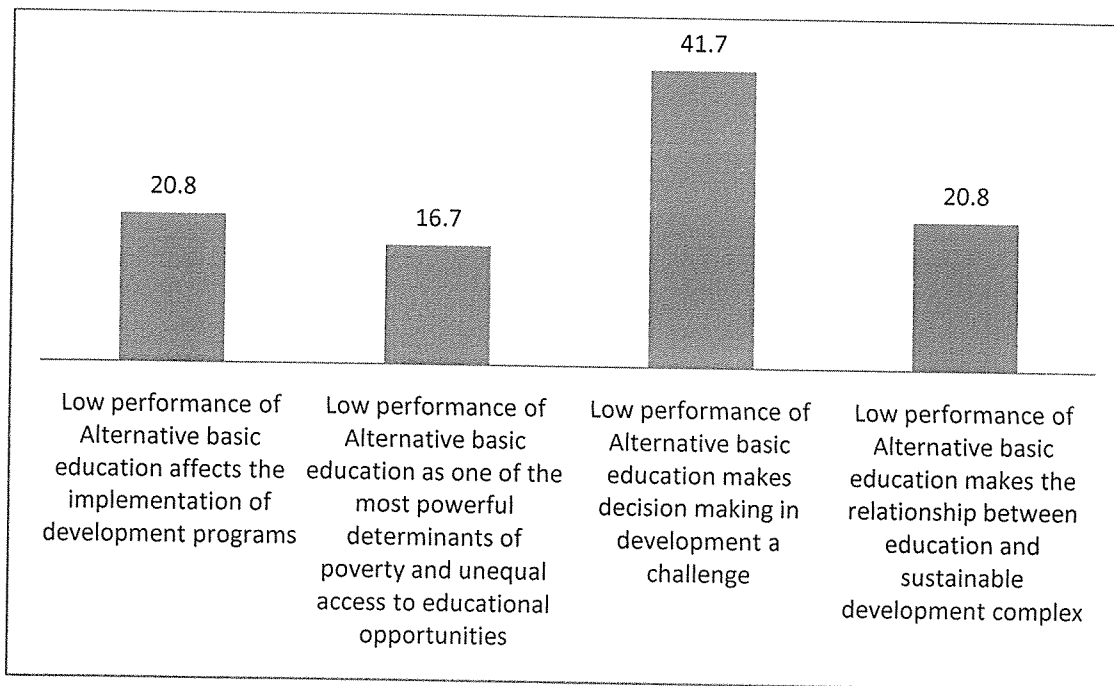
	Frequency	Percentage
Low performance of Alternative basic education affects the implementation of development programs	10	20.8
Low performance of Alternative basic education as one of the most powerful determinants of poverty and unequal access to educational opportunities	8	16.7
Low performance of Alternative basic education makes decision making in development a	20	41.7

challenge		
Low performance of Alternative basic education makes the relationship between education and sustainable development complex	10	20.8
Total	48	100

Source: Primary data 2016

From the findings in the table 3 above, 41.7% of the respondents said Low performance of Alternative basic education makes decision making in development a challenge, 20.8% said that Low performance of Alternative basic education makes the relationship between education and sustainable development complex and Low performance of Alternative basic education affects the implementation of development programs and lastly 16.7% said that Low performance of Alternative basic education as one of the most powerful determinants of poverty and unequal access to educational opportunities. The data on table three can be illustrate on a pie chart in figure 3

Figure 3: How low performance of Alternative basic education affects development in Kotido District



CHAPTER FIVE DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction.

This chapter presents Discussion and conclusion derived and drawn from the study after having presented, analyzed, discussed, the findings and recommendations that can be adopted and implemented to overcome the problems highlighted.

5.1 Discussion

The discussion of the findings was done objective by objective

5.1.1 The Conceptual understanding of Alternative basic education for development of Kotido District

The findings revealed that, majority of the respondents 40% said that they Conceptually understand Alternative basic education for development of Kotido District as literacy education. These findings were in line with those of ABEK 2006 who stated that Uganda is a signatory to the Universal Declaration of Human Rights - UDHR - (1948) that declares basic education as a right for everyone regardless of their age, sex, tribe, colour, gender, ethnic origin, and status, social and cultural origin. Similarly, the UN Convention on the Rights of the Child (CRC), which Uganda signed and ratified, acknowledges education as a basic right for all children. Uganda also pledged to achieve the commitments agreed provide universal primary education and promote gender equality in the Millennium Development Goals (MDGs),(ABEK,2006:10,Save, the Children Uganda,2006)

While Goal 2 (provision of universal primary education) is to achieve universal primary education with a specific target to ensure that “all boys and girls complete a full course of primary schooling” by 2015, Goal 3 aims at “eliminating gender disparity in primary and secondary education preferably by 2005, and at all levels by 2015.4 Uganda has also been part of international education fora, specifically the World Declaration on Education for All in Jomtien and the Dakar Framework for Action (April 2000) that spells out commitments to achieve Education for All (EFA) goals and targets for every citizen and for every society through, among other strategies, non-formal education including alternative basic education,(MDGs,2000, UNIESCO,2007, Sufina,2009).

At the national level, the Constitution of the Republic of Uganda (1995) stipulates that “all persons have a right to education” (Chapter 4, Art. 30). The Constitution spells out further the child’s entitlement to basic education, for which both the State and the parents are responsible. As part of its education intervention strategies, Uganda has in place the Education Sector Investment Plan (ESIP) and since 1997 instituted Universal Primary Education (UPE) for all school-going age children. At its inception, the UPE program saw a soaring in enrolments by almost 51% - from 2.7 million children in 1997 to 5.3 million in 1999 (Mo&ES, 2002,ESIP,2002).

5.1.2 The causes of low performance of alternative basic education for development

The findings revealed that 66.67% of the respondents said that the causes of low performance of alternative basic education for development in Kotido district was Early and forced marriages. These findings were in line with those of Sufina (2007), who stated that Early and forced marriages, Early and forced marriages are repeatedly given as one of the main causes for pupils’ dropping out of ABEK centres, world food programme,2009, MoE&S,2010, Sufina,2007, Parents, especially fathers, are believed to encourage and even force their young daughters to get married so that they may get bride price from them. This has been identified as a common problem facing girls after their 12th birthday. Such arrangements have attributed to poverty and hunger at the household level UNBS, 2008. Furthermore, FEDA, Uganda, 2007, argue that, Parents desire to marry off their daughters at an early age to get cows for the family as a source of wealth. Others want cows for the bride price of their sons; while some married men wish to marry young girls for whom they must pay a bride price. Against this background, many girls of between 13 and 18 years get married and forfeit going to school. This is also seen as one of the factors to the fail of the performance of Alternative basic education for development in Kotido district.

5.1.3 The low performance of Alternative basic education affects development in Kotido District

The findings revealed that, 41.7% of the respondents said Low performance of Alternative basic education makes decision making in development a challenge, these were in line with those of Denge (2001) who argued that basic education is key to a nation's ability to develop and achieve sustainability targets. Research by (World Bank, 2000:23, UNDP, and 2004:15) has shown that education can improve agricultural productivity, enhance the status of women, reduce population growth rates, enhance environmental protection, and generally raise the standard of living. However, the relationship is not linear. For example, four to six years of education is the minimum threshold for increasing agricultural productivity. Literacy and numeracy allow farmers to adapt to new agricultural methods, cope with risk, and respond to market signals. Literacy also helps farmers mix and apply chemicals (e.g., fertilizers and pesticides) according to manufacturers' directions, thereby reducing the risks to the environment and human health. This means that low performance of Alternative Basic Education cannot enable people to have the above mentioned qualities for sustainable development. Also, in spite of the above submission, limited literature is available to provide this submission in development in Kotido district. This research therefore intends to find out how alternative basic education can be affect as result low performance in Kotido district.

5.2 Conclusion

The researcher made the following conclusions which were done objective by objective.

5.2.1 The Conceptual understanding of Alternative basic education for development of Kotido District

The researcher concludes that Alternative Basic Education, as defined by Proceedings on Alternative Basic Education Conference (April 2003), is one type of non-formal education, referring specifically to basic education at the primary level that is organized outside the formal education system. It as innovative and non-conventional (non- formal) approach to children's basic education with the primary objective of providing quality basic education to disadvantaged children in different contexts.

As these definitions and other contextual presentations show, Alternative Basic Education is a form of non-formal education that can be taken as a foundation for further life-long learning for those who are not reached through the formal schooling system of relevant skills training opportunities. It is seen as an opportunity that paves the way for children and youth who are

not able to participate in the formal schooling system so that they benefit from alternative educational opportunities designed to meet their basic learning needs such as literacy, numeracy, oral expressions and problem-solving.

5.2.2 The causes of low performance of alternative basic education for development

Basing on this objective the researcher concludes that Parents, especially fathers, are believed to encourage and even force their young daughters to get married so that they may get bride price from them. This has been identified as a common problem facing girls after their 12th birthday. Such arrangements have attributed to poverty and hunger at the household level. Furthermore, argue that, Parents desire to marry off their daughters at an early age to get cows for the family as a source of wealth. Others want cows for the bride price of their sons; while some married men wish to marry young girls for whom they must pay a bride price. Against this background, many girls of between 13 and 18 years get married and forfeit going to school. This is also seen as one of the factors to the fail of the performance of Alternative basic education for development in Kotido district.

5.2.3 The how low performance of Alternative basic education affects development in Kotido District

The uneducated citizenry is not able to implement informed and sustainable development. In fact, a national sustainability plan can be enhanced or limited by the level of education attained by the nation's citizens, Nations with high illiteracy rates and unskilled workforces have fewer development options. For the most part, these nations are forced to buy energy and manufactured goods on the international market with hard currency. To acquire hard currency, these countries need international trade; usually this leads to exploitation of natural resources or conversion of lands from self-sufficient family-based farming to cash-crop Agriculture. This research is therefore intending to establish whether the performance of Alternative basic education, could also affect the ability of citizens in Kotido to ensure development in the region

5.3 Recommendations

Basing on the research objectives of the study the researcher made the following recommendations

1. The government of Uganda should pledged to achieve the commitments agreed provide universal primary education and promote gender equality in the Millennium Development Goals, While Goal 2 (provision of universal primary education) is to achieve universal primary education with a specific target to ensure that “all boys and girls complete a full course of primary schooling” by 2015, Goal 3 aims at “eliminating gender disparity in primary and secondary education preferably by 2005, and at all levels by 2015.
2. The government of Uganda should fulfil the international obligation that demands, provision of Basic education to its citizens. Uganda is a signatory to the Universal Declaration of Human Rights - that declares basic education as a right for everyone regardless of their age, sex, tribe, colour, gender, ethnic origin, status, social and cultural origin. Similarly, the UN Convention on the Rights of the Child (CRC), which Uganda signed and ratified, acknowledges education as a basic right for all children. Uganda also pledged to achieve the commitments agreed to in Goal 2 and 3 of the Millennium Development Goals
3. The government should take firm steps to ensure that the People in Karamoja region receive batter education. What is surprising is that even the Universal primary education that government intends to supports has wide challenges than any other programme. This research therefore intends to establish further how government has failed to support the Alternative Basic Education for education for development.
4. A higher education level is necessary to create jobs and industries that are "greener" (i.e., those having lower environmental impacts) and more sustainable. However, this arguments seem general on the factor that education is taken as whole, there is still lacking evidence that low performance of alternative basic education leads to development in the economy. The focus of this literature review therefore aims at establishing how the low performance in ABEK, affected development in the district of Kotido.

5.4 Area of further study

The researcher recommends that further study should be emphasized on the following topics

- i. Advantages and disadvantages of alternative basic education for Ugandan districts
- ii. The influence of alternative basic education on the prosperity of Ugandan districts

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APPENDIX A
RESEARCH QUESTIONNAIRE

Dear respondent;

I am Acheboi Rose Mary a final year student of Kampala International University conducting a purely academic study on the topic "THE PERFORMANCE IF ALTERNATIVE BASIC EDUCATION FOR KARAMOJA DEVELOPMENT IN KOTIDO DISTRICT". It's a partial requirement for the fulfillment of the award of the Bachelor Degree in development studies of Kampala International University

Responses provided will be treated with utmost confidentiality and used for only academic purposes. I therefore kindly request you to spare some time and truly answer this questionnaire.

SECTION A:

BACK GROUND INFORMATION (Please tick as appropriate)

1. Highest Academic Qualification of the respondent.

High school	Diploma	Degree	Masters	Professional	Others(specify)

2. Age of the respondent

Below 25 years	26-30 years	31-35 years	36-40 years	41-45 years	Above 45 years

3. Sex of the respondent (a) Male

(b) Female

7. How have you worked in the school?

(a) Less than year

(b) 1-4 years

(c) 5-10 years

(d) 10 years and above

SECTION B: Description of the conceptual understanding of Alternative Basic Education for development of Kotido District

1. Is there Alternative Basic Education for development in your district?

Yes

No

2. What do you understand by Alternative Basic Education for development?

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.....
.....
.....

3. Which of the above mentioned forms alternative basic education for development are you aware of in Kotido district

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.....
.....

SECTION C: The causes of low performance of alternative basic education for development

1. Are you aware of alternative basic education for development?

Yes

No

2. If Yes What are the major causes of low performance of Alternative basic education for development in your district?

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.....

3. Which of the causes mentioned above has affected your district

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.....

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.....

SECTION D: to find out how low performance of Alternative basic education affects development in Kotido District

1. Are there any measures taken to curb causes of low performance of Alternative basic Education in Kotido district?

Yes No

2. If Yes What are the measures taken to curb causes of low performance of Alternative basic Education in Kotido district?

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.....
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.....

3. Can you in your own words mention how low performance of Alternative basic education affects development in Kotido District

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.....

APPENDIX B: BUDGET

Item	Amount (UGX)
Internet Surfing	80,000
Typing	60,000
Printing	75,000
Binding	15,000
Transport	65,000
Air Time	100,000
Total	395,000

**Appendix II: The proposed Time Frame
February –August 2016**

Activity	Feb 20 th -29 th	March			April		May	August
		1 st –7 th 30 th	10 th -17 th	20 th –	1 st –10 th 30 th	10-		
Preparation • Visiting case study in preparation for the study • Pilot study	xxx	xxx						
Data collection Collection of data in the field			xxx					
Data processing/analysis Entry of data into computer Analysis of data Printing 1 st draft Corrections and handing over the Final report				Xxx	Xxx	Xxx	xxxx	xxx