Baseline Survey Report for:

Strengthening the Capacity of the Teaching Workforce in Primary and Secondary Schools for Conflict Sensitive Education

March, 2019

THE REPUBLIC OF UGANDA

Education
2030

United Nations
Educational, Scientific and
Cultural Organization

European Union
Civil Protection and
Humanitarian Aid

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Acknowledgments

List of Acronyms

BRMS: Basic Requirements for Minimum Standards

CDRM: Conflict and Disaster Risk Management

CRRF: Comprehensive Refugee Response Framework

CSE: Conflict Sensitive Education

DEO: District Education Officer

DES: Directorate of Education Standards

DRC: Danish Refugee Council

DSO: District Security Officer

ECHO: European Civil protection and Humanitarian aid Operation

FGD: Focus Group Discussion

INEE :   Inter-Agency Network for Education in Emergencies

IOS: Inspector of Schools

KI :   Key Informant

LC1:   Local Council 1

LRA: Lord Resistance Army

MOES: Ministry of Education and Sports

NRC: Norwegian Refugee Council

PKI: Project Key Indicator

PTAs: Parents Teachers' Associations

RWC: Refugee Welfare Council

SDG: Sustainable Development Goals

SPSS: Statistical Package for Social Scientist

TIET: Teacher Instructor Education and Training

TV: Television

UNATU: Uganda National Association of Teachers Union

UNESCO: United Nations Education Scientific and Cultural Organisation

UNHCR: United Nations High Commission for Refugees

UNICEF: United Nations International Children Emergency Fund

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Executive Summary

This report presents the findings of the conflict analysis and baseline survey for the strengthening the capacity of the teaching workforce in primary and secondary schools for conflict-sensitive education in West Nile districts of Arua, Moyo and Yumbe. Both primary and secondary data were used in the study and data techniques and sources were triangulated to give credibility to the study findings. Care was taken during the study to ensure that data was collected from informed stakeholders about the subject matter. Study participants included persons, institutions and community who were either directly or indirectly related to conflict-sensitive education in the West Nile districts of Arua, Moyo and Yumbe. These specifically included a sample of local government district education staff, head teachers, teachers, police officers, officials from the Ministry of Education & Sports, development partners and participants from refugee settlements and community. Primary data was collected using survey questionnaire, face-to-face semi-structured interviews, Focus Group Discussion and observation checklist. The secondary data reviewed included relevant policies, education curricula, training manuals, booklets and guides.

A mixed methods approach to the study was used involving both qualitative and quantitative data. A sample of about 426 participants were involved in the study selected across the three districts of Arua, Moyo and Yumbe. The sample was designed through strategic random sampling for quantitative (questionnaires) data putting in mind the district, category of school (primary, secondary), refugee community and gender for the participants. The participants in the face-face semi-structured interviews and FGDs were purposively selected basing on their responsibilities, roles, experience, gender and profession in relation to the subject area.

In a nutshell, the following were the findings according to the assignment focus areas:

Focus area: 1

Assess the general context, the nature and dynamics of the conflicts within the refugee settlements and host communities in the West Nile region of Northern Uganda including gender-based violence;

From the study findings the nature and dynamics of conflicts within the refugee settlements and host communities in the districts of Arua, Moyo and Yumbe in West Nile involved:

a) Interpersonal conflicts,
b) Person vs. person conflicts,
c) Person vs. environment conflicts, and
d) Person vs. society conflicts.
e) Gender-based conflicts

Focus area: 2

Identify the key drivers of conflicts, the push and pull factors of involvement to violent conflict among the refugees and host communities within the settlements in West Nile region of Northern Uganda;

The study identified the following as the key push factors of involvement to the violent conflict among the refugees and host communities within the settlements of West Nile region of Uganda. The key drivers of conflict include:

(A)   Community

- Land issues
- Ignorance of Laws, Regulations and Government policies
- Shared water sources
- High level of illiteracy
- Livelihood activities
- Tribal discrepancies
- Cultural and religious differences
- Domestic violence
- Alcoholism
- Drug abuse
- Witch Craft allegations
- Belief about HIV
- Rebellious youth

(B)   School Management

- Enforcement of school rules and regulations
- Conflicting interests between school Admin and students
- Practicing tribalism
- Religious affiliations
- Delays in implementing school programs
- Personalization of school resources
- Conflict of interest
- Lack of systematic communication channels
- Gender-based distribution of resources
- Disrespect f learners school choices

(C)   Teaching and learning Processes

- Language difference
- Teachers' refusal to present schemes of work for approval
- Poor leadership styles
- Individual differences
- Poor management of games and sports
- Inter-school competitions
- Interference from foundation bodies
- Self-fish competitions among teachers
- Practicing Nepotism
- Lack of parental involvement
- Insufficient use of appropriate teaching methods
- Cultural differences
- Inadequate school facilities

(D)   Education System and Policies

- Accelerated Education Program and Mainstream Education system
- Partners' rigid implementation model
- Differences in remunerations between government and partners supported schools
- Inadequate secondary schools in refugee settlements

(E)   Economic and Technological Drivers

- Social Media (WhatsAPP)
- Commercial motor bike riding (Boda Boda)

(F)   Cultural Norms

- Gender discrimination
- Property ownership
- Cultural differences

(G)   Natural Hazards

- Lightening

In addition the following were noted as the pull factors:- games and sports, water points, medical services, joint gardening, school/education, inter-marriages, music, dance and drama and market days. It is notable that some of the push factors have potential of being pull factors if well managed by the relevant stakeholders.

Focus area: 3

Ascertain the extent to which these conflicts impact on and the identify the stakeholders that can assist to prevent the conflicts including gender-based violence in the refugee settlements and host communities in the West Nile region of Northern Uganda

The study disclosed that the conflicts have had grave impact on the learners in their total life socially, psychologically and at times physical damage to their bodies when they escalate to violence. The following were the identified stakeholders in the prevention of conflicts in West Nile region arranged alphabetically:

a) Community leaders (Local Council 1, clan leaders)

b) Development partners (UNHRC, Fin Church, UNICEF, Windle International, UNESCO, DRC etc.)

c) Local Government Administration

d) Ministry of Education & Sports

e) OPM

f) Refugee Welfare Councils (RWCs)

g) School Administration

h) Uganda Peoples' Defense Forces

i) Uganda Police

Some of impact of conflicts on the stakeholders include:

•   It affects teaching and learning process.

•   Leads to low enrolments.

•   Poor performance.

•   Poor relationships between teachers and the communities.

•   Low morale in teaching.

•   Leads to transfers of teachers.

•   Teachers fear to be posted to the school

Focus area: 4

Identify capacity gaps in terms of the education system and the required competences of teachers, local government officers and other critical personnel for conflict sensitive program planning, education and management

The study revealed the gaps in terms of the education system and competences of relevant stakeholders in the CSE programs were summarized under the following headlines:

a) Institutions with conflict sensitive education guidelines

b) Teachers' trainings

c) Quality of previous training and teachers' motivation to implement CSE

d) Teachers' education qualifications as per MoES requirements

Focused area: 5

Identify potential synergies and opportunities for mainstreaming conflict resolution and conflict sensitive education programs within the scope of current programs.

The study surveyed all possible opportunities for mainstreaming conflict resolution and conflict sensitive education programs within the scope of the current education programs. Responses from the study participants revealed the following as the most appropriate entry points:

a) Brining Bringing on board religious institutions

b) CSE trainings and workshops for teachers

c) Dissemination of CSE materials

d) Facilitating school peace clubs

e) Games and sports

f) Improving school infrastructures

g) Music, Dance and Drama

h) Promoting girl-child education

i) Supervision, monitoring and inspecting of schools and teachers

j) Supporting CSE district structures

k) Training community and district leaders

l) Training School administrators and teachers to use CSE methodology in school administration and during teaching

Focus Area: 6

Identify the best practices and tools for making conflict analysis an on-going process within reasonable frequency as per the needs and requirements of the organization.

In identifying the best practices and tools for making conflict analysis an on-going process within reasonable frequency as per the needs of the requirements, the study found the following as key:

a) Equal access to education services and facilities
b) Giving high priority to conflict preventive measures
c) Promoting equity and holistic learning
d) Stabilizing the education system
e) Fast response to change and stabilizing long term support

1.0   Introduction

Inequalities in access to learning opportunities may be a consequence of any number of factors, for example the education system is affected when a country experiences conflict and political crises. Conflict sensitivity in education entails understating the context in which the education system is operating particularly inter-group relations, understanding the interactions between the interventions and the context and acting upon the understanding of these interactions in order to minimize impact and maximize positive impacts of the intervention.

Undoubtedly, the South Sudan insurgency, leading to the influx of refugees in the West Nile region and the Northern Uganda's two decades of insurgency led by the Lord's Resistance Army (LRA) to a great extent has bred conflicts in the refugee settlement and community schools in West Nile region of Uganda, negatively impacting the education system.

Perhaps education among other social-economic sectors has experienced the greatest impact ranging from destroying training infrastructure, interruption of school programs, violation of school rules, change in curricula, inter-tribal conflicts among the refugee and settlement communities, gender-based violence, change of environment challenges, and language clashes, to mention but a few.

It is imperative for government through the Ministry of Education & Sports (MoES) to have a balanced education system and programs in areas affected by political and other related disasters. If education itself is not well planned and facilitated, it can contribute to further conflicts and more especially when it nurtures social tension among different groups, for example children from one group having access to education at the exclusion of others based on gender or ethnic origin. The effects of Sensitive Conflict Education (CSE) if not well checked can have long-term disastrous effects to the education system the learners and the society in general. Due to its open door policy, West Nile region of Uganda has turned out to be a home of the South Sudanese refugees, the majority of whom are of school-going age. Certainly, CSE in the refugee settlement and community in such areas where even the refugee population threatens the local citizen cannot be ruled out.

The government of Uganda through the MoES has made some efforts to minimize the detrimental effects on the provision of equitable and safe education to learners in the refugee settlement areas and host communities. In 2015, the MoES endorsed a Framework titled the *Conflict and Disaster Management Guidelines for Education Institutions in Uganda*. The Framework aimed at developing conflict and disaster prevention and mitigation capacities through education. Additionally, the MoES has made attempts to strengthen education sector capacities for Conflict and Disaster Risk Management (CDRM) at central, district and school levels by integrating CDRM into the primary and secondary curricula.

 In an effort promote conflict sensitive education approach in the post-insurgency Northern Uganda, the United Nations Education, Scientific and Cultural Organisation (UNESCO) in

collaboration with the European Union – European Civil Protection and Humanitarian Aid Operations (ECHO) provided support towards strengthening the capacity of the teaching workforce in primary and secondary schools for conflict sensitive education in three districts of Arua, Moyo and Yumbe from West Nile region of Northern Uganda. The project is anchored within the Education 201 Agenda for Sustainable Development and particularly Sustainable Development Goal (SDG) 4, focused on inclusive and quality education. It aims at promoting access to quality, safe and relevant education for children and young people within the three host districts of Northern Uganda through the provision of CSE that fosters inclusivity, social cohesion, resilience, respect and safe learning environments for all learners irrespective of their ethnic backgrounds. The specific objectives of the project are to:

1. Strengthen policies and systems of the education sector in conflict affected contexts for conflict-sensitive education based on results of a conflict analysis;

2. Increase the capacity of the Ministry of Education and Sports and the district local government of Arua, Moyo and Yumbe to promote, advocate and support the delivery of conflict-sensitive education accessible to all learners at all levels of education; and

3. Strengthen the capacity of the primary and secondary school teaching workforce towards developing tailored programs on CSE and provide psychosocial support to their peers and learners in challenging conflict contexts in order to re-establish social cohesion, increase conflict-coping skills and share practices.

1.1   *Purpose of the Baseline Study*

The main purpose of the baseline study was to twofold:

a) Establishing benchmark data related to the specific objectives and expected results of the project, so as to be able to measure progress towards the achievement of these objectives during the final evaluation.

b) Assessing the causes and dynamics of conflict(s) in the refugee settlements and host communities in the West Nile region of Northern Uganda and how they impact on the attainment of learning outcomes among the refugee children. The analysis will also provide quality inputs and propose a strategic road map for effectively implementing conflict-sensitive education programs as well as mainstreaming conflict transformation in the targeted communities in the West Nile region of Northern Uganda.

1.1.1 Baseline Study Specific Objectives

The following were the specific objective of the baseline study:

i   Assess the general context, the nature and dynamics of the conflicts within the refugee settlements and host communities in the West Nile region of Northern Uganda including gender-based violence;

ii   Identify the key drivers of conflicts, the push and pull factors of involvement to violent conflict among the refugees and host communities within the settlements in West Nile

region of Northern Uganda;

iii   Ascertain the extent to which these conflicts impact on; and identify the stakeholders that can assist to prevent the conflicts including gender-based violence in the refugee settlements and host communities in the West Nile region of Northern Uganda;

iv   Identify capacity gaps both in terms of the education system and in the required competencies of teachers, local government officers and other critical personnel for conflict-sensitive program planning, education and management;

v   Identify potential synergies and opportunities for mainstreaming conflict resolution and conflict-sensitive education programs within the scope of current programs and approaches, potential entry point/roadmap for mainstreaming peace building in to conflict-sensitive program planning, education and management;

vi   Identify the best practices and tools for making conflict analysis an on-going process within reasonable frequency as per the needs and requirements of the organization; and

vii   Present the key findings in a validation meeting.

1.2   Key Baseline Study Questions

The report is structured along the specific objectives of the baseline study highlighted in 1.1.1 above. Below, the scope of each specific objective of the baseline study and the sections in the report addressing the specific questions are provided.

Table 1: Baseline study questions and scope

Baseline study question and scope	Report Sections addressing the questions
1. How do refugees and host communities relate with each other? • Nature and dynamics of relationships • Gender-based violence	**Section 3.3:** Nature of conflicts
2. What are the drivers of conflicts, the push and pull factors of involvement to violent conflict among the refugees and host community in Arua, Moyo and Yumbe districts • Primary and secondary causes of conflicts • Factors that unit communities and in schools • Factors that divide communities and in schools • Issues of gender-based violence	**Section 3.4:** Causes of conflicts
3. How have the conflicts affected the refugee community, settlement and education system in districts of Arua, Moyo and Yumbe? • Short and long term effects of conflicts among refugees • Effects of conflicts on refugee community • Effects of conflicts on the education system • Issues of gender-based violence	**Section 3.4** Effects of the conflicts

4. Who are the stakeholders involved in preventing conflicts in the refugee settlement and host communities of West Nile region? • Stakeholders and their roles in conflict prevention at all levels	**Section 3.6:** Stakeholders involved conflict prevention
5. Identify capacities in terms of education system and competencies of school teachers, local government district staff and other critical staff for planning and implementing programs for conflict sensitive education. • Tailored trainings in conflict sensitive education • Policies on conflict sensitive education • Guidelines on conflict sensitive education • Integration of conflict sensitive education in curriculum • Training materials (manual) • Supervision reports on conflict sensitive education	**Section 3.7:** Capacities and competencies for school teachers and district staff to plan and implement conflict sensitive education
6. Identify potential synergies and entry points for mainstreaming Conflict Sensitive Education in the current education system. • Opportunities at school, community, district and national level • Peace building in conflict sensitive education	**Section 3.8:** Entry points for integration of CSE in current education program
7. What are some of the best practices and tools for making conflict sensitive education as continuous process as per the needs and requirements of the organizations? i. Best practices and tools for conflict sensitive education	**Section 3.11:** Best practices and tools for conflict sensitive education

1.3 Scope and geographical coverage of the Study

The baseline study focused on collection of data on conflict-sensitive education that fosters inclusivity, social cohesion, resilience, respect and safe learning environment for all learners irrespective of their ethnic backgrounds in selected districts of West Nile region of Uganda. The survey was guided by the objectives (see subsection 1.1). The study was conducted in consultation with the district local government of West Nile and the advisory group who included: MOES – DES, MOES – TIET, UNHCR, Save the Children, UNICEF, UNICEF, Windle Trust Uganda, NRC, Kyambogo University, Makerere University, National Council for Higher Education, UNATU, Uganda National Examinations Board and UNESCO.

The baseline was geographically limited to three districts of Arua, Moyo and Yumbe from the West Nile region as illustrated on the map.

Figure 1: Map of West Nile

Source of Map:

2.0 Baseline Study Methodology

2.1 Sampling

The baseline sampled key stakeholders involved in conflict sensitive education such as training institutions, local government district education staff, refugee settlement communities and peace building entities such as the police in the districts of Arua, Moyo and Yumbe.

2.1.1 Selection of the districts

There are seven (7) districts in the West Nile Region and out of these 3 (three) districts were purposively selected to participate in the baseline study. The three districts were selected based on the following criteria:

Number of refugee settlements in the district – conflict sensitive education is more prevalent in districts with refugee settlements. Therefore, it was found significant to involve districts where sizeable refugee settlement communities exist. Yumbe *(Bidi Bidi refugee settlement)* is believed to have the biggest number of refugees in the World.

i.   Southern Sudan refugee host districts – the highest number of refugees (over 90%) of the current refugees in West Nile region are from Southern Sudan and these are the ones involved in conflict. It was important to engage districts hosting the biggest Southern Sudan refugees.

ii.   Level of conflicts in the region – compared to the participating districts, the remaining districts of Maracha, Nebbi, Adjumani and Koboko that were opted out of the study were found more peaceful and therefore insignificant conflicts were anticipated. This implies that Arua, Moyo and Yumbe were appropriate samples compared to the other districts in West Nile region.

2.1.2 Selection of Schools

There are many schools in the districts of Arua, Moyo and Yumbe, however, the schools in refugee settlements and host communities from were of great significance to the baseline study. Two categories of schools in Arua, Moyo and Yumbe were predominant and purposively selected to participate in this study and these included primary and secondary schools. Only schools in the refugee settlements and host communities qualified to participate in the study. Figure 2 presents the number of schools that participated in this study from each of the districts of Arua, Moyo and Yumbe.

Figure 2: Number of schools that participated in the study
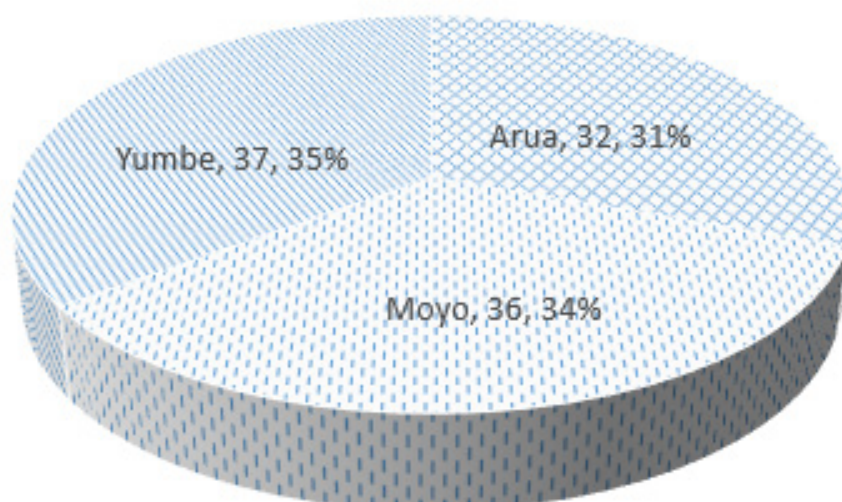
As indicated in figure 2, Yumbe district had the highest number of schools (37) that participated in the study covering 35% of the schools that participated in the study followed by Moyo with 36 schools (34%) and Arua with 32 schools (31%). As per category, in total, 85 primary schools and 20 secondary schools participated in the study.

2.1.3 Selection of Individual Participants in the study

The consultants' team coordinated with the heads (administrators) for all the institutions that participated in the study in order to obtain a sampling frame from which participants were purposively selected. For example the Head teachers provided the list of teachers from which participants were selected. The selected participants had the right either to participate or decline participation in the study. For each district that participated in the study, the individual participants were selected basing on the following criteria.

- Being a teacher in refugee settlement or host community schools
- Teachers responsible for discipline and conflict resolving
- Senior woman and senior man teachers in the schools
- Refugee teachers teaching in refugee settlements and host communities

A summary of the number of teachers that participated in the baseline is provided in table 2.

Table 2: Number of teachers who participated in the study

District	Number of participants (teachers)		
	Male	Female	Total
Arua	57	36	93
Moyo	56	54	110
Yumbe	79	33	112
Total	192	123	**315**

As depicted from table 1 the total number of teachers who participated in the study were 315 teaches from the three districts of Arua, Moyo and Yumbe. The total female teacher participants were 123 about 39% of the teachers who participate while male teachers covered 61%.

At the district level, the district education officer played key role in providing key information used by the consults to generate a suitable sampling frame from which participated were purposively selected to participate in the study. The criteria used to select participants at the district level included roles and responsibilities assigned, job title related to education services and years of experience in service at the district. Some of the participants at the district level included; Inspector of Schools (IoS), District Education Officers (DEO), District Security Officer (DSO), District Education Officers in charge of Emergencies, District Education Committee members, district education officer for special needs education.

At the police stations, the district police commander (DPC) played similar role like district education offer to provide information used to purposively select the participants among the police officers. At the community level the Local Council 1 (LC1) and Refugee Welfare Council leaders played the equivalent responsibility. However, participation of female was emphasized to ensure gender balance among the participants. The overall total sample population of the study is summarized and presented in figure 3.
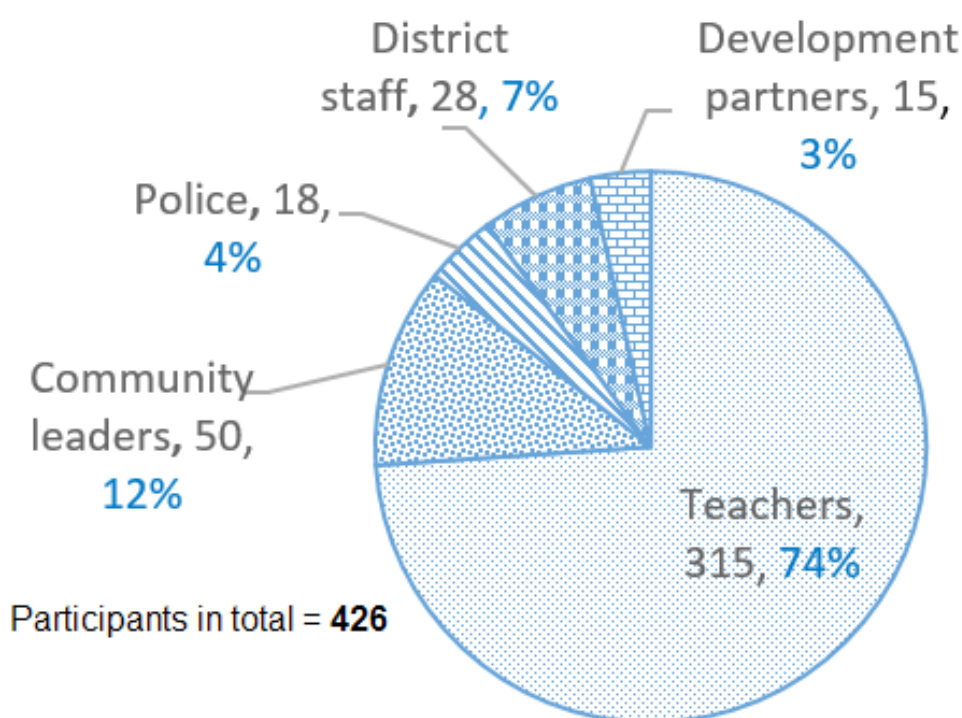
Figure 3: Total Sample population of the baseline survey study

Selecting the individual participants was given high priority and time was taken to properly identify suitable participants in order to ensure validity and reliability to the findings. Figure 4 provides a summary of the individual participants selection process at all levels. It

involved identification of participants with characteristics required to attain the study main objective, followed by eliminating participants who partially has the required attributes. The participants consent was highly observed, so only those willing to participate were involved to obtain the total number of potential respondents who participated in the study.
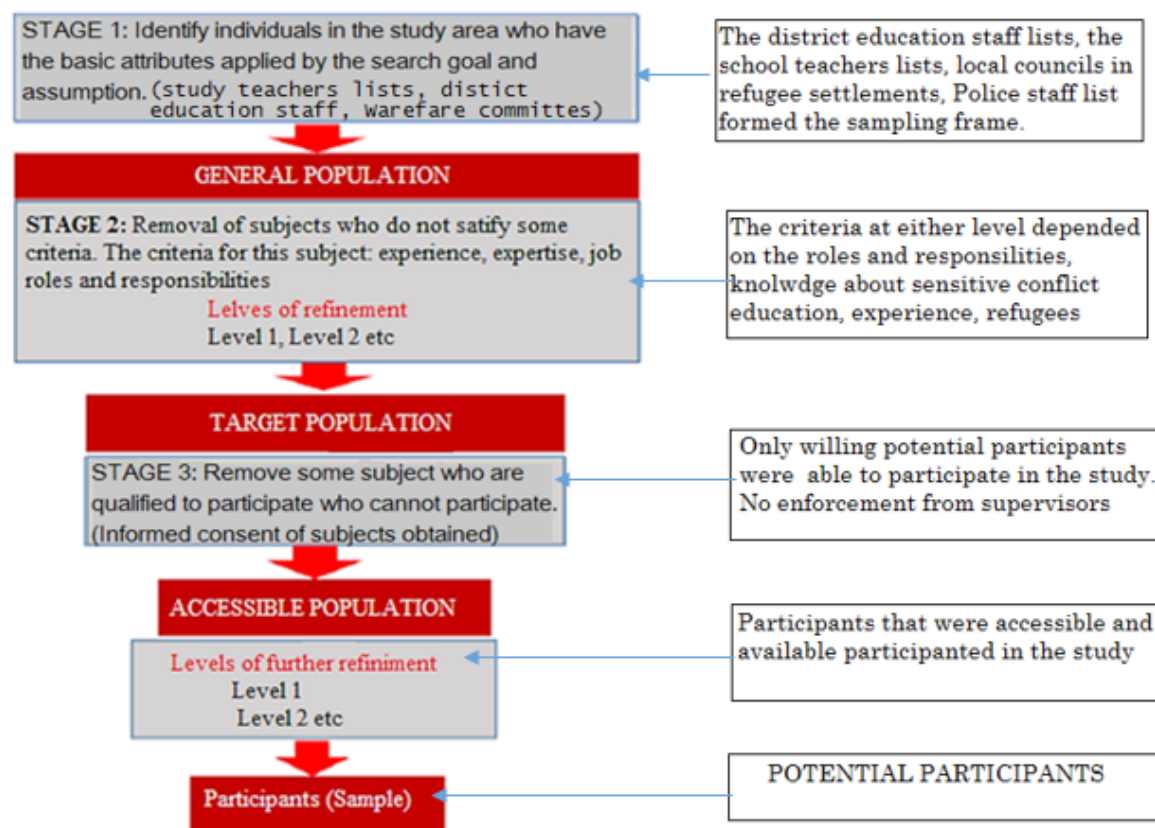
Figure 4: Summary of Participants selection Process for this study

2.2   Data collection Methods

Both primary and secondary research methods were employed in this study as described in subsections 2.2.1 and 2.2.2

2.2.1 Secondary Data Review

Secondary data review involved reading and analyzing literature that was pertinent to the scope of the baseline study. The documents reviewed included;

i.   Uganda Response Plan for South Sudan Regional RRP 2017

ii.   The MoES Education Response Plan for Education in Emergencies

iii. Comprehensive Refugee Response Framework (CRRF)

iv.   Inter-Agency Network for Education in Emergencies (INEE) Minimum Standards for Education in Emergencies

v.   Guidelines such as conflict and disaster management for primary and post-primary institutions, guidelines on conflicts management by development partners

vi.   Booklets provided by MoES on conflict management in schools

vii. National curricula for both primary and secondary schools in Uganda

viii. Teachers' schemes of work

ix.   Schools standing regulations and rules

x.   School time tables

The reviewed information from the above documents was used to enrich findings of the baseline survey and comprehensively guided the study in triangulating and cross validating of the primary field data.

2.2.2 Primary Data collection Methods

The primary data was collected using the following four (4) main methods:

i.   Face-to-Face interviews using interview guides (Appendix: 5.3)

ii.   Questioning using structured questionnaire (Appendix: 5.2)

iii. Focused Group Discussions using FGD guides (Appendix: 5.4)

iv.   Observations using an observation checklist (Appendix: 5.5)

(a)   Face-to-Face Interview Guide(s)

Face-to-face interviews were conducted to district staff, community leaders and police officers in the districts of Arua, Moyo and Yumbe who are involved in conflict sensitive education. A total of 47 participants individually interviewed face-to-face from all the three districts of Arua, Moyo and Yumbe. Interviews were conducted from places and time that were conducive for the participants and more especially teachers had to take their interviews outside class hours to avoid interrupting the school lessons.

(b)   Structured questionnaires

The semi-structured questionnaires were administered mainly to both primary and secondary school teachers where the survey was conducted. The same questionnaire was applicable to both primary and secondary school teachers. However, a sample of 315 teachers warranted a survey not key informant interviews.

(c)   Focus Group Discussions using FGD Guide

The Focus Group Discussions (FGDs) were carried out in each of the three districts that were surveyed. The focus group discussions targeted high level participants with expertise in conflict sensitive education. The participants in the FGD included head teachers, School board of governors for secondary schools and Parents Teachers' Associations (PTAs) for primary schools, teachers with specialized responsibilities and roles towards conflict sensitive education and district education and security staff.

(d)   Observations using an observation checklist

The study involved observing objects, activities, and materials in the school environment that could either contribute to conflict sensitive education or its prevention among the learners, refugee settlement and host communities. A checklist was used and critical to observe included schools display of management structure; school motto; school information records such as safety and security committee files, punishment and record books; relevant school statutory and policy documents; suggestion box; control measures to school premises and infrastructure safety measures such as guards and wall fence.

2.3 Field Work Preparations

The significance of adequate preparations for data collection and management in any study is beyond debate. Prior to the beginning of the field survey, the consultants made comprehensive preparations purposed to involve all concerned stakeholders. The aim was to ensure that all stakeholders sufficiently understand their responsibilities, roles and objectives in relation to the study. Among other activities during the preparations included;

a) Reviewing all key literature pertinent to the assignment;
b) Distributing tasks and responsibilities to various entities;
c) Holding meetings with various stakeholders;
d) Preparing and testing of the data tools;
e) Training and orienting researchers in data collection; and
f) Planning for data entry and data management.

2.3.1   Reviewing Literature Relevant to the Assignment

The consultants comprehensively reviewed literature pertaining to the assignment to help the team get in depth understanding of the assignment and in the preparation of the field data tools. The literature reviewed included guidelines, curricula, training manuals, and booklets related to conflict sensitive education in Uganda.

2.3.2   Distribution of Tasks and Responsibilities to Various Individuals

In order to execute the assignment adequately, it was important to assign and agree on the roles and responsibilities towards the baseline. Various tasks were assigned and agreed upon and these included gathering and reviewing of relevant literature, development of data tools, testing of the data tools, collecting of data, data cleaning and analysis, report writing and sharing, quality assurance issues, field coordination and logistical support.

2.3.3 Holding Meetings with the Stakeholders

The consulting team engaged in meetings with the stakeholders after the contract confirmation process. The meetings purposed to initiate the consultant team with key assignment stakeholders and also create a common understanding of the needs of the assignment. The meetings were significant in developing a systematic understanding about the overall context within which the assignment could be accomplished.

2.3.4 Developing and Testing of the Data Tools

Prior to the actual data collection, the consultants developed all the relevant data tools required to conduct the baseline based on the study objectives and literature reviewed. The tools were shared with the client for review and approval. Besides, a pilot study was carried out in Arua testing the suitability of the developed tools before their final deployment. It should be noted that the participants in the pilot study did not participate in the final study. Pilot data was analyzed and sample reports assessed in relation to the project key indicators (PKI). Lessons learnt from the pilot study was used to further refine the tools before their final application.

2.3.5 Training and orienting consultant team

In order to ensure quality in data collection and management, the consulting team underwent training and orientation to the assignment. The process of training and orienting the consulting team took two days. The responsible consultants learnt the principles and mode of implementation of the various tasks to be undertaken in conducting the baseline study. Table 3 provides a summary of the content for training and orientation of the various players of the consultants' team.

Table 3: Training and Orientation activity for the consultants

Consultant category	Key contents
Senior Consultants	• Consultants' tasks and responsibilities • Baseline study methodology • Reporting format and requirements • Plan for baseline implementation
Field team leaders Data assistants Data analysts	• Research techniques and ethical issues • Baseline study basics • Data quality assurance principles • Best field practices and principles • Data tools administration and management • Conducting successful FGDs
Data clerk Administrative assistant	• Consistence in data entry • Checking data validity • Generating reports

2.3.6 Refining and finalizing baseline study methods

After going through the two-day training, the field team was sent to the field to test what they had learnt with their respective field team leaders. Feedback was provided to the senior consultants and appropriate refinement on the procedures and techniques to be used in the field was concluded.

2.3.7 Planning for Data Entry and Management

Before the data collection activity commenced, the field team was fully provided with all the updated relevant data tools and equipment to be used in the field. Specifically the following were provided;

i.   Interview guide
ii.   Focus Group Discussion guide
iii. Questionnaire
iv.   Observation checklist
v.   Stationery such as paper, pencils, pens, markers, rules and folders
vi.   Introductory letter identifying the consulting firm authentic representative from the client
vii. Adequate logistical support

2.4   Field Implementation

In implementing the field data collection exercise, three main activities were conducted, namely:

i.   Administering of the questionnaire
ii.   Conducting Interviews
iii. Moderating Focus Group Discussions
iv.   Conducting observations

2.4.1 Administering Questionnaire

The consultant organized a team of mobilisers who worked closely with development partners focusing on education in the refugee settlements and host communities in the districts of Arua, Moyo and Yumbe. The key role of the mobilisers were to support the questionnaires enumeration team. The mobilisers specifically played the following tasks:

i.   Seeking permission to undertake the baseline in the respective districts in time
ii.   Meeting with the relevant stakeholders to communicate the forth-coming survey study
iii. Identifying relevant personnel in each district and schools who are knowledgeable, available and willing to participate in the survey
iv.   Identifying refugee host community local leaders who can provide relevant information concerning the study
v.   Mobilizing the participants of the FGD as per the scheduled dates
vi.   Preparing venues for the Focus Group Discussions

Upon arrive of the field team from Kampala, the mobilisers had already set the field ground ready for the exercise and it was relatively easy to locate the respondents either at the district, school or refugee settlement and community. If a chosen participant declined to participate in the study or was not available, a replacement would be selected from the sampling list.

Figure 5: Teachers filling a questionnaire from their staff room

2.4.2 Key Informant Interviews

Face-to-face interviews were conducted in each of the districts of Arua, Moyo and Yumbe where the baseline study took place. The interviews targeted the district education officers, district security officers, police officers, head- teachers, inspectors of schools, school board of governors and teachers with special responsibilities toward conflict sensitive education. Special recognition was given to female participants who in most cases are victims of conflicts in most communities and finding out whether there were issues of gender-based conflicts. On average 16 interviews were conducted in each district. Qualitative data in principle does not depend on the number of participants but relevance and depth of understanding of the respondents. The interview data was triangulated with data obtained from questionnaires and FGDs to give credibility to the findings.

Figure 6: Interview session with a study participant

2.4.3 Focused Group Discussions (FGDs)

The key category of information sought in the Focus Group Discussion entailed general context, nature and dynamics of conflicts, causes of conflicts, stakeholders' involvement in conflicts/peace building and potential synergies/opportunities for mainstreaming conflict resolution and conflict sensitive education program. The focus group discussion participants, i.e. head teachers, parent teachers association (PTA), teachers with specialized responsibilities and roles towards CSE and district education and security staff were selected with care to avoid insistences of one member over dominating the discussion. The FGD guide was used across a category of various participants. Participants of the same category were grouped together, for example the district education staff had a different discussion group from school FGD. Also within the schools primary FGD was separated from secondary school FGD. Group rules were set and strongly adhered to throughout the discussions. The moderators of the FGD were impartial and equal opportunities were provided to all participants. Female participants were strongly encouraged to participate to minimize gender imbalance. Each category of participants has unique FGD depending on their roles and responsibilities towards CSE. Twelve (12) focus group discussions were conducted in the three districts with 4 in each district.

Figure 7: FGD with local leaders in refugee host community

Figure 8: FGD in a secondary schools

2.5   Data Management and Analysis

2.5.1 Data Entry

An online professional survey data entry interface using Survey Monkey was designed and customized to ease data entry for completed questionnaires. On daily basis questionnaires enumerated during the day were captured in the online system in the evening by the data assistants. Inputting data in the system by the very data assistants who collected minimized data entry errors. The online systems centralized the data from the different districts. Completed questionnaires that were not captured into the online system from the field were entered in the system upon arrival at the consultants' office. To speed up the transcription of qualitative data from interviews, the data were scanned and imported into the NVivo version 11 qualitative analysis application

2.5.2 Data Analysis and Report Presentation

2.5.2.1 Quantitative Data Analysis

Upon concluding the data entry process, the input data was exported into the Statistical Package for Social Scientists (SPSS) application version 23.0 that formed the main springboard for quantitative data analysis. Following is a summary of how data was analysed.

Quantitative data was analyzed mainly for frequencies and percentages. Given the objectives of the assignment and the nature of the questions in the questionnaire, descriptive statistical analysis was not relevant for this study. The results of the analysis were presented in tables, graphics, charts for ease of analysis and interpretation.

2.5.2.2 Qualitative Data Analysis

The interviews, FGDs and document reviews formed the main source of qualitative data. The qualitative data from interviews and FGDs was organized, cleaned, and patterns (themes)

identified using NVivo application. Detailed descriptions of qualitative data analysis is provided as follows:

- Field notes were taken during FGDs and interviews in form of script under each question. During analysis, the transcribed notes from various respondents were compiled into various categories and the responses under each of the various categories were also be compiled.

- A summary of key patterns and themes were identified from various categories and explanations provided. By combining the analysis for both qualitative and quantitative, certainly the findings of the baseline were triangulated. Therefore, appropriate conclusions and recommendations were articulated.

2.6 Data Limitations

The majority of the schools interviewed though acknowledged to have and follow the current curricula, however, none of them presented tangible curricula for verification. The consulting team did not have the opportunity to attend class lessons to verify whether and how conflict sensitive education was actually being articulated. These limitations however, were narrowed by the comprehensive preparations of the field team. Deep interview probes helped to further verify any identified gaps in the data.

2.7 Quality Assurance

In order to attain quality assurance for the baseline, the consulting team undertook the following measures:

2.7.1. Prior-Field Activities

The data collection tools were developed after a serious review of the literature. No technical terminology or terms were used in tools. The team carried out a pilot study to test the tools. The consulting team underwent comprehensive training to ensure that the objectives of the study are well understood and attained. Interviews and FGDs with the local community were conducted with the assistance of language interpreters because some of the host community leaders were not good at English. All participants were available and willing to participate in the study, therefore the responses provided are valid and reliable.

2.7.2 In-field Activities

The field supervisors would take back some randomly selected questionnaires to the field to the respective respondents for re-administration. The goal was to check for consistence of the data provided by the respondent. In situations where responses varied substantially, the enumerator who conducted the interview was replaced and interview redone. Additionally the field leaders had close supervision of the field team to minimize omissions and errors. The field leaders ensured that all questionnaires were filled without errors. The consulting team made sure that data in the field and thereafter was used for only the purpose intended for.

3.0 Baseline Survey Findings

This section presents findings of the baseline under the following sub-sections: survey area coverage, demographic characteristics of the respondents, number of conflicts, frequency of conflicts, nature and dynamics of conflict, causes of conflicts, effects of conflicts, stakeholders involved in conflict prevention, capacities and competencies of school teachers and district staff to plan and implement conflict sensitive education, entry points for integration of conflict sensitive education in the current education program and best practices and tools for conflict sensitive education.

3.1 Baseline survey coverage area

The baseline covered three districts in the West Nile Region as summarized in figure 9.
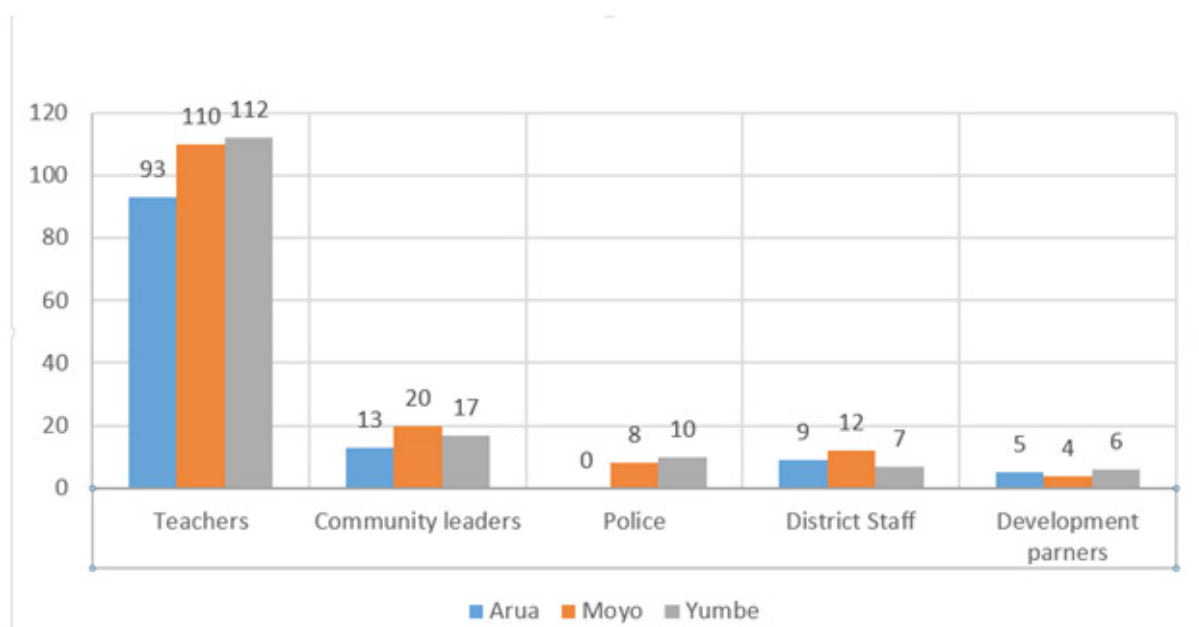
Figure 9: Sample population distribution per district

A total of 426 respondents participated in the survey as pointed out in figure 9 with teachers presenting the biggest number of 315 and development partners the least with 15 participants. Important to note is that the number of schools and teachers are too many as compared to the development partners. Arguably, the two cannot be fairly compared in terms of numbers. The questionnaire respondent rate was 92%.

3.2 Demographics Characteristics of the Respondents

3.2.1 Teachers by Qualification

The study revealed the varying quality of teachers in terms of qualifications across in the sampled primary and secondary schools. A summary of teachers' qualifications varied from Degree holders, Diploma holders, Grade 3 teachers and others as presented in figure 10.
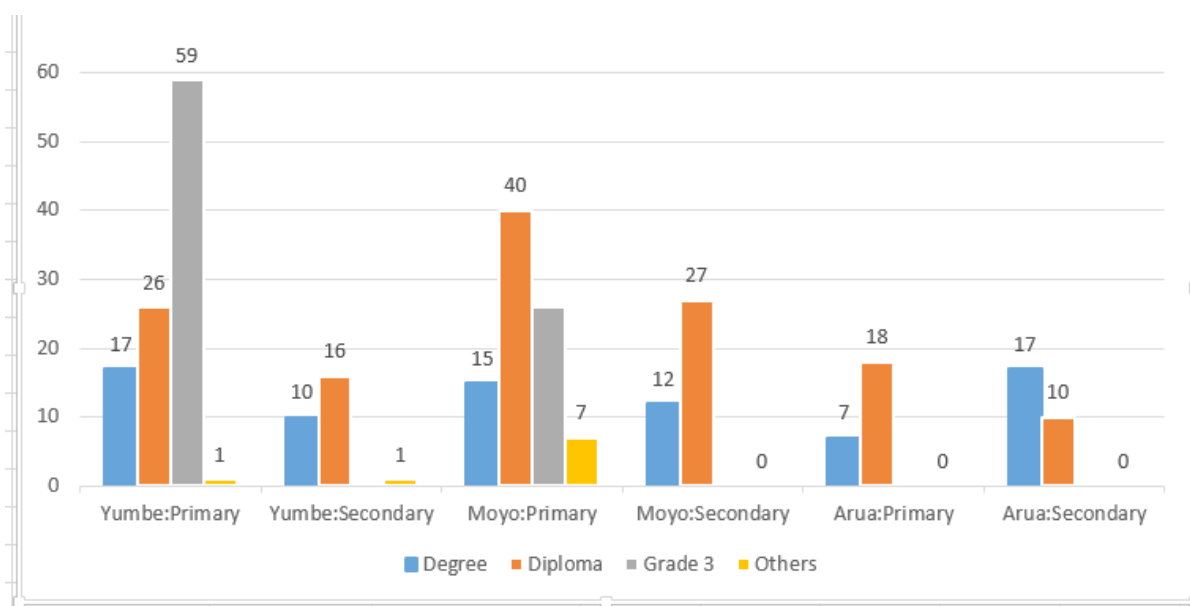
Figure 10: Sampled teachers' per qualifications in Yumbe, Moyo and Arua

As exposed in figure 10, the dominant (70%) participants were primary teachers. The level of qualification for the teachers who participated in the study is still wanting with only 25% of the teachers holding degrees. The majority of the teachers are Diploma holders covering about 43% of the participating teachers.

3.3 Nature and Dynamics of Conflicts in Refugee Settlements and Community Schools

The study findings uncovered various nature and dynamics of the conflicts that have had an impact on the provision of education services in the districts of Arua, Moyo and Yumbe. Any nature of conflict in the learning environment delimits learners' rights and opportunities to get access to relevant, holistic and quality education in a peaceful manner. The study participants exposed existing conflicts in the following forms:

3.3.1 Intra-personal conflicts (Person Vs. self)

The study participants revealed that some conflicts arise within an individual (person) leading to biased emotions, attitudes, feelings which to some extent minimize peace among the learners. Some learners and parents mostly the refugees, due to displacement from their home land develop negative attitudes towards anything including education. It was further noted that some parents from South Sudan have negative attitude towards the schools in the refugee settlements and host communities. One of the key reasons pointed out was the temporary structures of some of the schools as illustrated in Figure 11.

Figure 11: Temporary staff room for one of the schools in a refugee settlement

"We as individuals at times develop self-conflict that drive our emotions and behaviour affecting our decisions" district staff

3.3.2 Interpersonal conflict (Person vs. Person) - most dominant

From the study findings, person verses person conflicts was found the most dominant and sometimes violent in the refugee settlement and host communities of West Nile. The baseline participants disclosed various conflicts involving different persons and which have bred to conflict sensitive education issues either directly or indirectly. Some of the person verses person conflict include tribal conflicts among learners within the refugees themselves and at times between the refugees and the local citizens. A participant asserts;

"In this school prevalent conflicts emanate among the various tribes of the South Sudan refugees and more especially between the Dinka and the Nuer and at times between the Dinka and rest of other South Sudan tribes. The Dinkas are hated by other tribes for reasons we do not know." School teacher

The person verses person conflicts were reflected in schools in the process of enforcing school rules and regulations. Some teachers were reported to side with the students in failing the school administration to implement the school rules and regulations, leading to conflicts among two entities in the sampled schools. Though the person vs person conflicts were identified as most dominant in schools and refugee communities, the level of violence was minimal. It was also noted that violence has subsided in the past two years due to intervention

by the development partners such as UNICEF, DRC through their awareness campaigns. The quantitative rate of conflicts involving violence in the past two years is summarized in figure
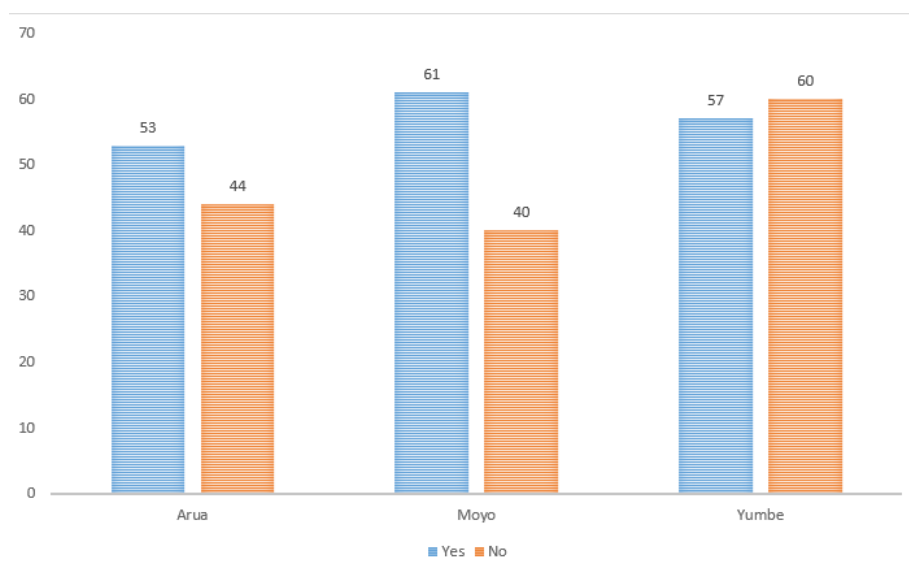
Figure 12: Rate of conflict involving violence in Arua, Moyo and Yumbe in the past two years

As noted from figure 12, though interview corresponds indicate that there has been some reduction in the level of conflicts in the refugee settlement and host communities, statistical values disclose a worrying state. Interpretation of the findings in figure 12 reveal that 54% of the respondents have experienced conflicts involving violence in their districts with Moyo experiencing the highest level (61) of violent conflict while Yumbe experienced lest conflict involving violence in the past two years.

3.3.3 Person vs. environment conflicts

Other nature of conflicts uncovered by the study participants was that involving people and the natural environment in the refugee settlement and host communities. The study participants revealed the ongoing destruction of the environment (cutting down trees for firewood and grass for the houses) by the refugees. It was reported that the local citizens treasured their environment. Such conflict, has to some extent emanated into conflicts extended to the learners, hence negatively impacting on the attainment of learning outcomes among the learners.

"My friend, the refugees have caused serious conflicts with host communities because of their destructive nature. Refugees are found of cutting down grass freely for building their houses against the will of the local residents. At the same, refugees destroy the trees around for firewood"
district staff

3.3.4 Person vs. Society Conflict

The study also revealed the existence of conflict involving individuals and the society. It was noted that the South Sudan refugees are not respectful and do not adhere to the laws and rules governing the respective host communities. This has bled into friction between the

community and the refugees, hence affecting the school programs in the refugee settlement and host communities. Some of the laws that are pertinent to the local communities include child marriage, respect for elders, child sex and defilement, among others. To the South Sudan refugees, these are regarded as normal practices yet to the host community, they are regarded as serious crimes. All these practices directly learners, and hence conflict with the education system in Uganda.

The problem we have with South Sudan refugees is they do not respect laws and rules governing our community. What is crime for example drug abuse and child sex seems to be normal to them"
Focus Group Discussion

3.4   *Causes and Effects of Conflicts to the Education System in West Nile*

The triangulated sources and methods of data using in this study uncovered varying causes of conflicts in the West Nile districts of Arua, Moyo and Yumbe. An analysis of the participants' responses revealed the following thematic areas as the main origins of conflicts that are impacting the education programs in the region. The key main drivers of conflicts identified in the study include:

- Community
- School Management
- Teaching and learning process
- Education Systems and Policies
- Economic and Technological factors
- Cultural norms

3.4.1 Community

Various drivers of conflicts in the refugee settlement and host community schools' and learning environment arise from the community and these include:

3.4.1.1   Issue of Land

Study participants [local citizens] disclosed that most land on which schools were built was offered freely by the past generations (great grandfathers and mothers). However, the current generation greatly value and feel they own the land housing the schools. Land donation by their ancestors was done mostly without any documentation. Struggle for land between the school administration and the local communities has generated conflicts that disrupt school activities and programs. Some parents are reluctant to pay functional school fees because the schools were built on their great grandparents' land.

"Most of the so called school land was acquired from ancestors of the community free and now with increased value of land, the current generation has opened land wrangles between heads of clans and the traditional schools. They claim for compensation of all kinds to which the school administration is not ready to provide" **Focus group discussion.**

3.4.1.2 Shared Water Sources

The study participants disclosed that though water points in the refugee resettlements and host communities tend to make various categories of people meet for a common cause, at times they serve as source of conflict. That, water points more especially during the dry spell cause friction between the refugees and the local citizens due to long lines. Some of these conflicts may emerge between children at the water point but escalate to involve adults, tribes and at times extend to the schools. Once learners experience conflicts, it negatively impacts on the learning abilities and motivation.

"Sources of water tend to put us together in most times, however, during the dry season the story is different. Due to long lines people sometimes lose patience and exchange words and at times ending in violence". **Community leader.**

Figure 13: Dry spell lead to water crisis and conflicts at the water points

3.4.1.3 Ignorance of Laws, Rules, Regulations and Government Policies

The differences in the national laws and cultural norms between the refugees from South Sudan and host communities is another source of conflicts extending to the education system and programs in the West Nile region. Some of the behaviours of refugees are according to Uganda's law viewed as crimes whereas among the refugee communities they are considered normal practice. For example, child sex among the minors in the refugee settlement camps was quoted to be a common currency. Sex below 18 years of age in Uganda is a serious crime. These differences in national laws and cultural norms create conflicts that affect school going children and extended to the learning environment.

"Most of the refugee parents or students do not want to adhere to our national laws and cultural norms leading to conflicts between us. To us certain is a sign of disrespect and abuse" **community leader**

3.4.1.4 High level of illiteracy

The study also revealed the existence of high level of illiteracy among both the refugees and the local community. Most of the people do not understand education programs and systems neither community regulations and therefore end up acting contrary to their expected roles and responsibilities and hence arising to conflicts with the government and school programs.

3.4.1.5 Livelihood Activities

Among other key sources of conflicts in the refugee settlement and host communities are livelihood by the refugees. The refugees keep on destroying forests for firewood and grass for building their shelters. The tents given to refugees provide temporary shelter and refugees have stayed for a long period hence end up cutting grass to build semi-permanent shelters. The local citizens are protective of their environment and also feel cheated because the refugees collect firewood and grass from their forests without any cost hence resulting into conflicts among the two communities. Much as such conflicts exist among adults, they are extended to their children and learning environment demanding for balanced education system.

3.4.1.6 Leadership Wranglers

The study uncovered the existence of wranglers among community leaders rising to conflicts that at times extend even to the learning environment especially in schools where conflicting leaders are parents. Their political and ideological differences are extended in schools from the community.

"We have had incidences on functions where community leaders expose their differences leading to conflicts among categories of people the learners inclusive" **school teacher**

3.4.1.7 Tribal/Clan Discrepancies

Inter-tribal conflicts were quoted by the study participants as the main source of conflict among the refugees themselves and the host communities, and these are extended to the learning environments among the learners. Though such conflicts owe their roots in inter-tribal disagreements they cause tension and at times violence among the learners. Inter-tribal tribal disagreements among the various South Sudan ethnic groups were reported to be prevalent leading to tense conflicts among the learners and causing stress on the education programs. Most common conflicts exist among the Dinka, Nuer and Acholi of South Sudan origin or between Acholi of Uganda and Acholi of South Sudan. It was noted that some of these conflicts start from home among parents but escalate and extend the learners at school. Findings show that although incidences of violence have decreased, the inter-tribal conflicts are a common currency in the refugee settlements and host community schools as summarized in the following extract;

"Of late we have got some relief but violent clashes among various tribes were almost registered every week interrupting our school activities." **Focus group discussion.**

3.4.1.8 Cultural/Religious Differences

The study participants disclosed that differences in cultural and religious beliefs are a source of conflict not only in the community but in the learning environment. Some people strongly believe their cultural and religious believes are more superior than others hence leading to conflicts.

"Every individual believes his or her cultural or religious institution is more important than others. So on functions if for example you invite a catholic to officiate it offends other religions," **Community leader**

3.4.1.9   Domestic Violence

From the study findings it was also discovered that domestic violence especially between husbands and wives stimulated by various reasons concludes into conflicts that negatively affects the children. Mostly women are the victims of domestic violence and common in polygamous families. Many children have been neglected by their parents due to domestic violence including their rights to equitable education services as reported by one of the respondents as follows;

"In our community domestic violence is still prevalent and some husbands end up abandoning their children and deny them basics rights education inclusive." **Community leader**

3.4.1.10   Alcoholism

All primary data sources of this study revealed alcohol as one of the sources of conflicts that directly and indirectly leading to conflicts. It was uncovered that some parents due to redundancy as refugees get involved in excessive drinking of alcohol that end up causing conflicts among themselves. Parents' conflicts emanating from alcoholism however, are extended to their children (indirect conflicts) either by ignoring their children's education requirements or fighting them. Some learners and more especially in secondary schools were also quoted to be consumers of alcohol that directly causes conflicts among themselves and their peers at school.

"Some of our students take alcohol and we have no total control over them and more especially after school hours." **Police officer**

3.4.1.11   Drug Abuse

The study discovered that in the refugee settlement and host communities and especially among the youth drug abuse is a common practice. The bad practices associated with drug abuse such as stealing, defilement, violent tendencies crop among the learners were common. For example, in the school environment, learners whose property has been stolen become violent against the suspects and these lead to conflicts that are extended to their families. The school administration in most cases has no total control against such practices and more

especially outside school hours. Conflicts resulting from drug abuse are more violent and disorganize school programs by engaging teachers and administration in conflict resolving and counselling.

"There are some of our learners who take drugs and is trivial cause of conflicts in the learning environment but for us a teachers we have limited control especially outside class hours and out of the school compound" **school teacher**

3.4.1.12   Witch Craft Allegations

The study uncovered that witchcraft allegations among the refugees and the host communities are rampant. Any sickness or death is most cases is attributed to witchcraft, hence raising conflict that is extended to children and to the school environment as cited below;

"Ooh, witchcraft allegations and counter allegations are common. Sickness and deaths are believed to be routed by witchcraft causing serious conflict among individuals, families and tribes." **Police Officer**

3.4.1.13   Belief about HIV

Refugees from South Sudan believe that HIV was initiated in their home country by Ugandans. Therefore, they want to retaliate by also infecting Ugandans to balance the status. That South Sudan and more especially redundant men spend time on drinking alcohol and indulging in sex with the intention to spread HIV to Ugandan women. This to some extent has led to conflicts, unfortunately, most conflicts have no boundaries, and they are extended to learners and the learning environment, hence affecting the education programs.

"The South Sudan refugees strongly believe that HIV was taken to their home land by Ugandans, so they want to revenge by effecting Ugandans. This has caused conflicts between the two communities" **Community leader**

3.4.1.14   Rebellious Teens

The study participants disclosed that some youth in the host communities rebel against their parents. Rebellious youth vacate their homes for various reasons and join the settlement causing conflicts between the community and the refugee settlements. The rebellious youth are school going age and once in the camps, they do not want to attend school hence escalating the conflicts between their refugee hosts, school and their parents.

"Some teens from the local community have become rebellious against their parents to the extent that   they end up escaping to the refugee camps where they are free to misbehave with their peers" **Police officer; community leader**

3.4.2 School Management

3.4.2.1 Enforcement of school rules and regulations

The study participants disclosed that in the process of the school administration enforcing rules and regulations governing the students body at times conflicts emerge that affect the

education programs. In some circumstances, certain learners who fail to adhere to the school rules and regulations turn against the school administration hence creating conflicts between the two entities. Whereas, some teachers side with the students to rebel against the set rules, some rules are too harsh forcing the students to violate them. Instances were also reported in which the school prefects side with the teachers against the students' body. In either cases, enforcing of unfair rules and regulations creates division among various groups in the schools stimulating conflicts that puts stress on teaching and learning. Some learners may go to their villages during class hours while others who are lazy try to antagonize the serious ones. In such circumstances, the refugee teachers instill good behaviour using corporal punishments. However, according to the Uganda Education policy framework, corporal punishment is prohibited, hence building conflicts in the learners' environment.

"We have amazing conflict in the learning environment especially when school new regulations and rules are introduced. Sometimes a section of teachers align with the students to fail school administration to implement such regulations" **school teacher**

3.4.2.2   Conflicting interests between school administration and students

The study participants disclosed that most times students' interests and teachers' scheduled school activities do not match resulting in conflicts and at times violence at school. One common incident that results in conflict between the students and school administration involve TV programs. While the school administration prefers the students to watch TV news to get current affairs, the students' key interest centers on football matches. Failure to meet the students' interests in most cases ends in serious violence that affect the school programs.

Students these days do not adhere to interest of the school in general which is in most cases is for their academic benefit. We have had here running battles on TV programs, you cannot imagine they prefer watching soccer than TV news that educate them about current affairs", **school teacher**

3.4.2.3   Practicing Tribalism

Findings of the study revealed that some school management practice tribalism towards the teaching staff and learners. Members belonging to tribes of the school management are provided special privileges and opportunities, while the rest are neglected. The unprivileged tribes in such circumstance fell denied equity to education services.

We have issues of tribalism with our school management creating lines of division among the staff and learners. If the head teacher is from tribe x, he/she prefers to assign most management roles to staff of the same tribe, **school teacher.**

3.4.2.4   Religious Affiliation

The study participants revealed that some schools are affiliated to particular religious institutions. That such schools consider that religion to be most superior to others and this affects the learning environment. For example on school functions only religious songs and leaders from particular religion are recognized hence creating conflicts in the school

environment among the learners, school staff and leaders.

3.4.2.5   Delays in implementation of school programs

The study revealed that some conflicts in schools owe their roots in delayed implementation of school programs and most especially new programs. The learners are always eager to have programs implemented on time as per the school schedules. Many learning institutions especially secondary schools have had students going on strikes due to delayed implementation of programs hence creating unnecessary conflict between the students body and school administration.

3.4.2.6   Personalisation of School Resources

The study findings disclosed that some school staff mainly on management personalize school resources such as furniture, houses, equipment creating room for discomfort among others staff on the same level. That Personalisation of school resources denies other staff opportunity to put such resources to use.

"Some staff members do not want to share school resources with others as if they are personal"
school teacher

3.4.2.7   Conflict of Interest

The study findings disclosed the practice of conflict of interest among some school management staff in some schools. That some school management staff do offer some supplies and services to the very school where they are working leading to conflict of interest. That it creates unfair service evaluation and delivery with other competitors in the same service.

3.4.2.8   Lack of Proper Communication Channels

The study participants disclosed that some schools there is absence of structured communication channels. That for example a learner can directly present his/her case directly to the head teacher without consultation from other authorities such as class teacher, master on duty or even deputy head header. In such schools other management staff think they are undermined and not recognized once not consulted on issues that are directly under their jurisdiction.

3.4.2.9   Gender-based Distribution of Benefits

From the study participants, it was revealed that unfair distribution of benefits to both teachers and students is a critical source of conflict in the education system in West Nile. Some partners distribute materials to certain groups of students for example, girls and leave the boys, hence causing conflict between the two groups. There is an incident in which some teachers were given smartphones and others left out. This caused conflict in the teaching staff and affected the provision of education services in the respective school.

"We had a gender-based conflict here that was not east to resolve. Some of the partners distributed sanitary materials to the girls, the boys were not happy and it ended into violence between the boys and girls", **school teacher**

3.4.2.10 Disrespect of students' choices

The study disclosed that some parents have total disrespect for school choices and more especially when moving from primary to secondary school. That, parents still dictate choices of schools for their children against their will causing conflict between the parents and the children. For example, one girl was refused to join a secondary school of her choice for senior five and she committed suicide!

> *"Some parents believe that since they pay school fees for their children, learners have to take parents' school of choice. Many times learners have conflicted with their parents and especially when moving from one level of education to another"* **Focus group discussion.**

3.4.3 Teaching and Learning Process

3.4.3.1 Language Difference/Use

The study participants disclosed that language though to some extent is a unifying factors sometimes initiate conflicts among the learners hence disrupting the learning environment. The origin of conflicts is three fold;

(a) Competition in language –there are many local language spoken by the learners and each learner recognizes other languages as inferior to theirs. In situations where a local language is to be used for example during musical festivals, it creates conflict among learners over which language to select and which one to ignore.

(b) Rude language – the local citizens view language used by the refugee as militant and paying no respect for the local community. This has earthed conflicts between the local community and refugees that at times are extended to the learning environment, and hence negatively affecting the education system in the refugee settlement and host communities

(c) Thematic teaching approach to lower primary – the Uganda national education policy advocates use of the dominant mother tongue in the area as the medium of instruction in the lower primary schools (primary 1-3). This has created conflict over which language to be used in a multi-cultural setting such as the one found in the local communities and refugee settlements and in schools as illustrated in the following excerpt;

> *"We have a challenge with the thematic approach to lower learners because our community is rich of a variety of local languages yet the education policy advocates use of vernacular."* **School teacher**

3.4.3.2 Teachers' refusal to let their schemes of work approved

Findings from the study disclosed that some teachers are very reluctant to get their schemes of work approved by their supervisors. According to the education system in Uganda, no approved scheme of work is worthy implementing in class room environment. The teachers'

refusal to approve their schemes of work is not only an indicator of incompetence but subordination hence yielding conflicts among the teaching staff.

"Some teachers are stubborn and do not want to have their schemes of work approved by higher authority contract to the teaching profession ethnics" **Focus Group Discussion**

3.4.3.3   Poor Leadership Styles

Some school management staff are poor managers and leaders and do not play their cards very well. That others use divide and rule, while other are gender biased while there are those who practice favourism based on tribe, religion, age etc. In absence of good leadership styles in schools, conflicts are bred and maintained within the learning environment.

3.4.3.4   Individual Difference

That some conflicts in learning environment owe their roots in individual differences among the teachers and the leaners. Each teacher or learner is different from another in many ways and sometimes where such differences are not amicably resolved, they end up in conflicts among the learners and teachers.

Yah, our individual differences should not be ignored. Some of our personal differences in character end up in disagreements and at times violence" **Focus Group Discussion**

3.4.3.5   Poor management of Games

The study findings exposed games and sports to some extent as a unifying factor among the refugees and the host communities, and also as a source of conflicts. The findings show that in most cases games and sports have served well in refreshing and relaxing the minds of troubled persons but in some circumstances end up stimulating conflicts among the participants. Very few participants accept fair play and defeat, especially while playing against a different community or tribe. On many instances games that start on peaceful ground end up violent to the extent of causing serious injuries and calling for police and other law enforcement entities to settle the conflicts due to poor affiliation.

"Though we use games and sports recreation activity and bind unit among learners in most they end up into violence and conflict among the learners" **School teacher**

3.4.3.6 Inter-School Competitions

The study findings disclosed that some schools recognize themselves more superior than on various grounds such as academic, games and sports, school culture, school management, geographical location hence undermining other schools. Undermined schools in result revenge creating conflict among schools. That there has been some cases where schools attach each other on such grounds in cold-wars hence affecting their learning abilities and concentration in class.

"Some schools distinguish themselves more important than others and this at times as teachers get us conflicts among learners at all levels" **School teacher.**

3.4.3.7   Interference from Foundation Bodies.

The study uncovered that many schools have foundation bodies and these bodies still have great influence over so many school programs, activities and decision making some of which are contrary to equity education service provision. That some foundation bodies for example want to influence the appointment of head teachers and school management, influencing the admission of learners in the school among others. All these influencing tendencies by the foundation bodies breed conflicts in the education system and programs.

We a big challenge with the foundation bodies for our schools, they want to influence all our decisions and programs contrary to provision of equity education service provision" **School teacher**

3.4.3.8   Selfish Competition among Teachers

The study findings disclosed that unprofessional competition among teachers for favourism before the school management to some extent yield conflicts among them in many schools. Teachers end up ill talk against others teachers before head teachers, Parent Teacher's Association and other high authorities in the education system hence creating conflicts.

Our teachers engage in selfish competitions among themselves. Competitions are normal and healthy provided it is not done at the expense of others but here the story is difference. They end up criticizing each other breeding serious conflicts in the learning environment" **Focus Group Discussion**

3.4.3.9   Practicing Nepotism/Formation of Cliques

The study also uncovered the practice of nepotism in the teaching and learning process. Nepotism is a source of conflict among people of varying tribes' origins and backgrounds. For further inform reference is made to sub-section 3.4.2.3

3.4.3.10   Lack of Parental Involvement

The study disclosed that some conflicts arise in schools when schools management attempts to administer disciplinary measures towards some learners without parental involvement. That schools need to incorporate some parents on the school disciplinary committees to cater for the parents' community interests.

"We have had serious conflicts here for not involving parents in students' affairs at school. Some parents do not mind though but to be on the safe side parents' involvement and more especially disciplinary issues and selection of choices for schools are critical" **Focus Group Discussion**

3.4.3.11   Inadequate use of Teaching Methods

It was revealed that some teachers use inadequate methods of teaching in the class rooms that fail learners to understand the subject matter. That teachers who fail to use appropriate teaching methods end up breeding conflicts with the learners.

"Some teachers do not know how to teacher and there is no way such teachers will be in harmony with the learners" **Focus Group Discussion**

3.4.3.12 Cultural differences

The study revealed that some conflicts among the leaners, teaching staff and community emanate from their cultural differences. Some people's cultural norms are believed to more relevant and superior than others hence creating conflicts among various people. That the cultural differences especially among the South Sudan refugees and host communities are wide breeding to conflicts in the cultural practices among the two groups.

3.4.3.13 Inadequate Schools Facilities

According to the study participants, some conflicts among the learners owe their origin in insufficient schools facilities. In some circumstances learners struggle for tables, chairs or books leading to conflicts among themselves and hence affecting the education environment. The struggle for facilities among learners mainly affects the weak ones and the girls as the formula is "survival for the fittest." Though the teachers come in to settle such conflicts, the study notes that they have psychological torture on the victims that at times results into unbalanced opportunities to education facilities.

In our school limited learning space, furniture and scholastic lead to learners struggle hence developing conflicts in the learning environment. In most cases our female learners are highly affected because it is survival for the fittest" **school teacher**

3.4.3 Education Systems and Policies

3.4.3.1 Accelerated Education Program and mainstream education system

From the study findings, it was discovered that the introduction of accelerated education program and mainstream education (Government) has brought about disparity the resource support by partners and the government. Those two receive more support than the refugee and host community schools.

"Our colleagues in government schools are remunerated better than us in refugee settlement schools yet we are on the same level" **school teacher**

3.4.3.2 Rigid Implementation Model

The study revealed that the implementation of programs by the development partners in the refugee settlement and host communities depends on their budgets and scope of activities and location. Subsequently, some schools are over supported while others under supported creating inequity in service provision among the schools and learners.

"Our mode of implementation is determined by our scope and budget at hand" **Development Partner**

3.4.3.3 Disparity in remuneration between Government and Partner Supported Schools

The study finding disclosed a difference in salary between teachers paid by the government and those by the development partners. Further Reference is made to sub-section 3.4.3.2 of this report.

3.4.3.4 Insufficient Secondary Schools in Settlements

The study disclosed that there are insufficient secondary schools in the refugee settlements yet the refugee school going population is high. The high number of learners who graduate from primary education find limited options for secondary schools within their community leading to over congestion, struggle for school resources and stationery hence leading to conflicts among the learners.

3.4.4 Economic and Technological Drivers

3.4.4.1 Social Media (WhatsApp)

The study findings revealed that some teachers opt to spend most of their team on social media more especially WhatAPP during the learning hours leaving the students with no option but play in classes. In schools where teachers are found of Social Media use during school hours find challenges of completing their curriculum in time and creates negative impact on the learners' performance.

"WhatsAPP has spoilt out hard working teachers because most of the time is spent on social media instead of teaching the learners" **Community Leader**

3.4.4.2 Commercial Motor Bike riding (Boda Boda)

The study findings disclose that due to hard economic situation teachers have opted to start commercial motor bike riding to supplement on their insufficient salaries. However, when passengers surface during class hours, it not surprising teachers get on the business at the cost of the learners in some schools. In schools where the administration is weak the rate of commercial boda boda is unavoidable.

"Some of our teachers give us challenge when they found of riding boda boda to beef up their small salary during school hours" **Focus Group Discussion**

3.4.5 Cultural Norms

3.4.5.1 Gender Discrimination

From the study findings it was discovered that some cultures do not promote gender equity in school and access to resources education inclusive. High priorities are given to boys suffocating girl child education in the region.

"Girls are most neglected from the age of 13 for education opportunities because of the cultural belief in the area. They are believed to have matured and read to marry" **Police Officer.**

3.4.5.2   Ownership of Property

Some cultural norms in the region disown women property ownership despite the fact that women over work and do all the domestic tasks. According to the cultural norm all property belongs to a man. The belief is generating conflicts are more especially in communities where there are education women.

3.4.5.3   Cultural Differences not marrying other clans

The findings of the study revealed due to some cultural differences, some people are prohibited from marrying other clans believing they come with curses to their clan. That such belief is strong among the elders and once young girls and boys are refused to marry partners of their choice on clan grounds conflicts erupt between the parents and their sons and daughters.

3.4.6 Natural Hazards

3.4.6.1 Lightening

The study exposed among other conflicts sources in the education activities, the continued appearance of natural hazards, especially lightening. The schools in the refugee settlements and host communities are temporary structures and lack lightening protectors yet lightening is a common hazard in the West Nile region of Uganda. According to the cultural theories, lightening is believed to be sent by some tribes and once it strikes, it definitely disrupts the school programs, but at the same time creates tension (conflicts) among some tribes. At times the lightening is very strong leading to loss of lives for the learners.

"Lighting is a serious challenge that has caused conflicts between the school administration and parents. Lighting is very frequent and strong that has even claimed lives of learners" **police officer**

All in all the degree of influence of all the drivers of conflicts in the refugee settlements and host communities in West Nile have been summarized in figure 14
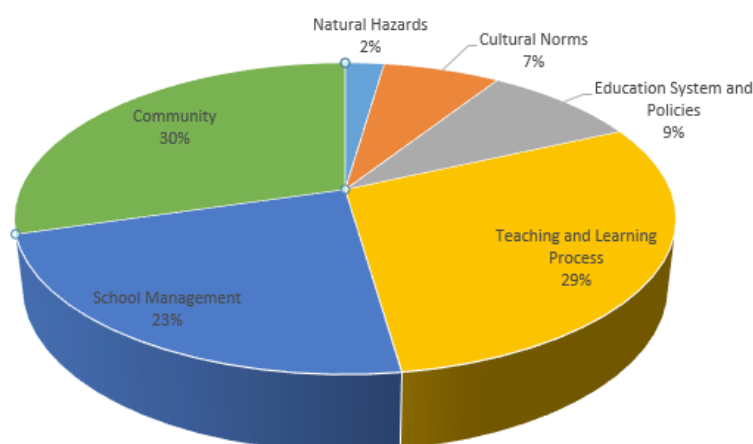
Figure 14: Degree of influence of the drivers of conflicts in West Nile region

As indicated in figure 14 most conflicts are caused by the community with 30% of the conflicts identified. 29% of the drivers of conflicts are due to teaching and learning processes, while 23% are caused by school management. The least drivers of conflicts according to the study findings are those caused by the natural hazards.

3.5 Unifying Factors between the Refugees and Host communities

The study also unearthed unifying factors between the host communities and refugee settlements. The study participants disclosed the following as the key factors uniting the refugees and host communities randomly listed:

3.5.1 Games and Sports

Though the study participants highlighted games and sports as one of the events that end up cropping conflicts among the learners, they affirm that games and sports are more of a unifying factor than a source of conflict. In most cases, schools have used games and sports to bring different learners from varying tribes for a common cause. During games and sports learners tend to identify and support their respective teams rather than individual origins or tribes. That through games and sports, the learning environment is level irrespective of gender, tribe, age, religion or national status.

"We games and sports not only to refresh learners mind but also to put them together for a commission objective. When we group learners irrespective of tribe, gender, religion etc. during games and sports they relate as brothers and sisters" **school teacher**

3.5.2 Water Sources

Water sources or points whether in the host communities or refugee settlement were quoted by the study participants as bringing together refugees and local residents. That though during the dry spell, some friction is at times experienced between the two groups, varying people meet at water points and initiate friendships between families or homes as explained below;

"Water sources help us to come together in harmony. Either group is free collect water whether refugee or local citizens and sometimes we start our friendship from such places." **District staff**

3.5.3 Medical services

The study participants disclosed that medical services in the host communities are shared freely and without any challenges. All patients follow the same protocol while getting medical services whether refugee or local citizen. The key principle is first come first serve irrespective of national status apart from issues of emergencies as explained in the excerpt below;

"Our medical personnel are not discriminative, we are all served the same way like our brothers from South Sudan. Only acute cases are given special attention." **Focus group discussion**

3.5.4 Gardening

The study participants revealed that during gardening especially land preparation and harvesting some refugees join the host community to do the work in anticipation of food

or financial support. Joint gardening is commonly a mutual agreement done between the refugee families and host community families. No discrepancies were reported resulting from joint gardening; instead such activity was considered to cement good working relationships between the two parties. Though joint gardening is a seasonal activity, participants disclosed that established working relationships continue between the two parties in and out of season.

Gardening reason is our best time with the refugees, it brings together to work in the gardens especially when planting crops. We work together as brothers and of course we give them some harvest at the appropriate time" **community leader.**

3.5.5 Schools

Schools were cited by the study participants among the factors that tend to unite the refugees and the host communities. Both children of the refugees and local citizens go to the same school and neither of the two refuses another to share the school. Some refugees prefer to take their children in public schools because of better infrastructure while some local citizens opt to take their children in refugee-supported schools because of free scholastic materials provided. There was no vivid conflicts emanating particularly resulting from sharing schools between the refugees and the local citizens. Further, the school curricula are standardized, implying uniformity in what learners are taught and experience within the school environment.

At national level, the Uganda Government White Paper on Education, 1992, shows three (3) out of six (6) national aims of education which relate to fostering inclusivity, social cohesion, resilience, respect and safe learning environment for all learners. These are:

1. To promote understanding and appreciation of the value of national unity, patriotism and cultural heritage, with due consideration to internal relations and beneficial interdependence.

2. To inculcate moral, ethical and spiritual values in the individual and to develop self-discipline, integrity, tolerance and human fellowship.

3. To instill into Ugandans a sense of service, duty and leadership for participation in civic, social and national affairs through group activities in educational institutions and the community.

Further, several aims and objectives of primary and secondary education focus on fostering the same qualities.

A review of both the Uganda primary and secondary school syllabi shows that there is focus on provision of conflict-sensitive education that fosters inclusivity, social cohesion, resilience, respect and safe learning environment for all learners. These themes are integrated in subjects such as Christian Religious Education, Islamic Religious Education, Music, Dance and Drama, Local Language, Social Studies, Creative Arts and Physical Education.

The syllabi are noted to be life-centered and relevant to the Uganda situation. Teachers are required to draw on the experiences of the learners and build lessons progressively from the

known to the unknown using discussion and guided discovery as the main methods (emphasis on continuous learner-centered and activity-based, experience-based learning approaches). This implies that the curricula and methods of implementing it align with the aims of CSE.

However, since the consultant team did not observe any live teaching and learning sessions, it was difficult to appreciate whether and how these components were taught.

3.5.6 Inter-marriages

Another unifying factor among between the refugees and host communities were inter-marriages. Participants revealed that some refugees get married to the local citizens. These marriages tend to link the two families. Children born out of the inter-marriages were considered to create strong bonds between the families. It was noted that though those marriages are free and take place, they are not very common. Some tribes among the refugees were considered protective of their young ladies as clarified below;

"Yes we marry each but some of those are very protective of their yet they want ours!"
Community leader

3.5.7 Music Dance and Drama

Apart from games and sports, music, dance and drama was reported as a key unifying activity in the learning environment that instills peace, harmony and unite the refugees and local citizens irrespective of their national status and tribe. Music, dance and drama makes people speak the same language, motivate and support each other to ensure that their team excels as further elaborated here;

"During our music season, we experience harmony at school because our learners come together without minding about their tribes, gender and nationality." **School teacher**

3.5.8 Markets

The study participants revealed that markets are among the places where refugees and local citizens come together in peace. That there is no discrimination during the local marketing days. Both the refugees and the local citizens end up in the same market and there is no price discrimination. Any person is free to go and shop in the open market irrespective of the tribe or status of the nationality.

The local market get us together with the refugees, buying merchandise and also drinking together without any problem" **Focus group discussion**

Summarily, the degree of unifying factors between the refugee settlements and host communities are presented in figure
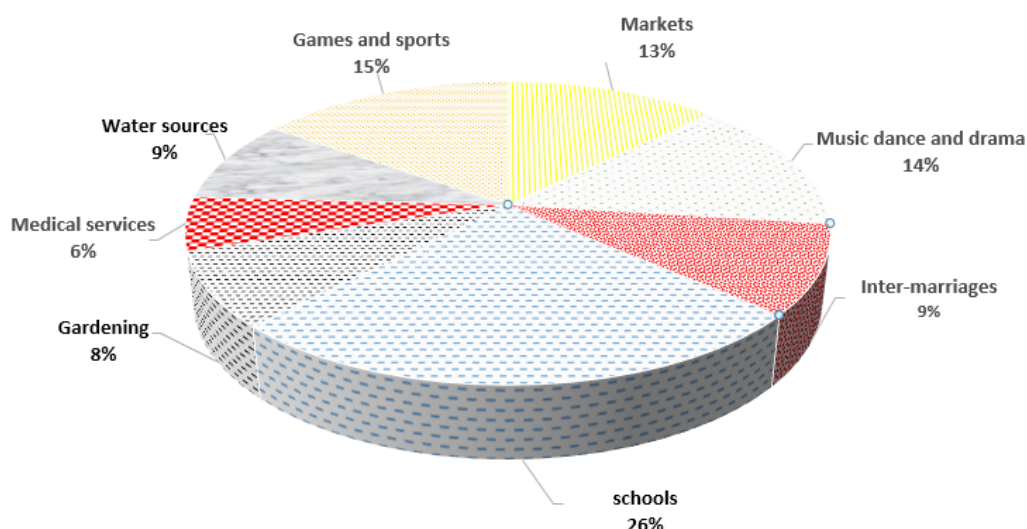
Figure 15: Summary of unifying factors between the refugee and host communities

As portrayed in figure 15, the key unifying factors between the refugee settlements and the host communities are the schools covering 26% of the unifying factors. Other core unifying factors include games and sports (15%), Music, dance and drama among the learners (14%) and the local markets where both the refugees and host communities do their shopping (13%).

3.6 Stakeholders involved in conflict prevention in West Nile

Conflicts if not well management can be detrimental to learners achieving the intended school learning outcomes. Learners need a peaceful and conducive environment totally free from any form of conflicts. When conflict exists among the learners, it is extended to the parents and home, and the reverse is true. The study revealed several attempts by stakeholders involved in preventive measures against stimulation and growth of conflicts in the learners' environment. Some of the stakeholders listed randomly as exposed by the study participants include the following:

3.6.1 Refugee Welfare Councils (RWCs)

The Refugee Welfare Councils (RWCs) were quoted by the study participants as key leadership units within the refugee settlements. The RWCs apart from taking welfare of the refugees as regards to food distributions, play other critical leadership roles in the settlements, including but not limited to settlement and prevention of conflicts among individuals and tribes. They are the equivalent of Local Councils in the host communities. RWCs ensure that discipline and peace exist among the refugees and where conflicts have emerged they form the first layer conflict prevention among the refugees.

"The refugee welfare council not only are responsible for the welfare of the refugees but also take charge of administrative duties within the refugee settlement" **community leader**

3.6.2 Uganda Police

The study participants exposed that conflicts that escalate into violence are mostly managed by the police because the police has trained personnel to handle violence. It was reported that police handles only issues that have been reported to their stations. Most settlements have nearby police posts, however the participants revealed lack of cells to keep violent individuals yet they have challenges with transporting them to the respective district police offices.

"We are called when conflicts to resolve conflicts mainly involving violence whether in refugee resettlements or host communities because we are experts in handling riots" **Police officer**

3.6.3 School Administration and Board of Governors

3.6.3.1 School disciplinary committees

Responses from the study participants from both primary and secondary schools disclosed the existence of disciplinary committees, mainly composed by the school teachers. The main purpose of the committees is to instill discipline and settle conflicts among the learners. The committee members play varying roles that range from providing psychosocial support to administering punishments to perpetuators of crimes as per the school rules and regulations. The school disciplinary committees mainly handle reported escalated cases that cannot be resolved at the class teacher level. All the discipline committee were gender sensitive involving both females and males and were reviewed on a regular basis.

"We have the disciplinary committee composed of selected teachers whose main objective is to resolve conflicts and ensure peace among learners" **school teacher**

3.6.3.2 Class teachers

The study discovered that all classes, in both primary and secondary schools have been assigned class teachers whose responsibility goes beyond ensuring academic excellence. Among other responsibilities of the class teachers is to minimize the spread and escalation of conflicts among the learners in class. Each class is responsible for class behaviour making them accountable for the behavior of the learners. Class teachers develop varying peace building strategies for their respective classes aimed at minimizing conflicts among the learners. It is school strategy to motivate the class teachers by providing some special and additional allowance for the roles and responsibilities they play.

"In each class, class teachers are assigned responsibilities among which entails settling difference among the learners using the school regulations and rules" **Focus group discussion**

3.6.3.3 School Prefects Body

The school management and the class teachers are backed up by the school prefects' body in ensuring discipline and minimizing conflicts in the learning environment. The selection process for school prefects differed according to the various study participants. In primary schools, discipline is number one filter before a learner is seconded to be part of the school prefects. Most primary schools prefer teachers to dictate and recommend names of the

prefects who are screened by the disciplinary committee before appointment. The logic is to get the most disciplined learners who are able to minimize conflicts among other learners; and not to appoint learners who may end up stimulating conflicts and fail the school programs. In secondary schools, the process is a mixture; some schools give platform to whoever is interested to join the prefects' body to campaign and win an election before being installed as a prefect. Others (few) schools prefer to screen the potential candidates on grounds of discipline before they launch students' campaigns. All in all, irrespective of the school, the study learnt that school prefects supplement the roles played by other school bodies responsible for minimizing conflicts among the learners.

3.6.3.4 Senior Man and Woman Teachers

The findings showed the existence of senior woman and man teachers in both primary and secondary schools. The roles and responsibilities of these teachers is specifically to handle conflicts that are gender-based including sex violence, defilement, girl child abuse, and other related conflicts that disrupt the learning environment and deny learners equitable education opportunities as explained below;

"Our senior woman and senior man teacher are teachers of high reputation with experience and expertise in gender-based matters. They counsel and advise their students on various conflicts related to gender." **Focus group discussion**

3.6.3.5 Parents Teachers Associations (PTA)

The study report that at times conflicts crop up between the school management and the teaching staff, and such conflicts if not timely and appropriately handled cause damage to the teaching and learning environment. In most cases when one party is highly affected in a conflict, such party tends to extend the conflict to their immediate vulnerable object. Like most parents' conflict affect their children, in the same way when teachers are in conflict with the school management, learners become the vulnerable group. That School Board of Governors, School Management Committees and Parents and Teachers' Associations (PTAs) stand a neutral ground best placed to settle and minimize conflicts involving teachers and school management.

"We have high level administrative structure called Parents teachers association (PTA). The PTA help in solving conflicts involving teachers, school management and the learners" F**ocus group discussion**

3.6.4 Development Partners

The study participants disclosed that some development partners (UNHRC, UNICEF, and DRC) are playing a critical role in minimizing conflicts in the refugee settlement and host community schools. For the past three years, conflicts among the refugees themselves and between refugees and host communities were prevalent. That, though the development partners are not directly engaged in conflicts affecting education systems, their services such as dissemination of materials on conflict management such as booklets, brochures, manuals

and training of selected teachers in peace building approaches among learners in refugee settlements and host communities have had great impact. Some teachers have undergone training on how to minimize and control conflicts among the learners and themselves.

"We appreciate the assistance provided by development partners in the region towards capacity building and awareness towards conflict sensitive education" **District staff**

3.6.5 Ministry of Education & Sports

The study participants reported that though the impact of the MoES in the refugee settlements and host community schools is not heavy, its general role in encouraging harmonious learning environment cannot be underestimated. The MoES has in place relevant statutory documents including the teachers' code of conduct by the Teaching Service Commission, Guidelines for School Management Committees, Security Guidelines to Education Institutions, Alternatives to Corporal Punishments in Schools (2008), school syllabi, Basic Requirements for Minimum Standards for Education Institutions, and submission to the Human Rights Convention. All these are instruments of peace building and conflict prevention in the learning environment. However, most schools raised concern on limited access to some of these relevant documents

3.6.6 Community leaders

The study disclosed the existence of Local Councils one (LC1) in the various communities elected by the local population mainly to handle all sorts of misbehaviors in the community across varying age groups and nationalities. These communities are also gender-sensitive with at least a women's representative to handle women or girls' affairs. It was noted that at times conflicts that start at community or home level end up extending to the learning environment. The LC1 work at times with the school administration to settle conflicts that involves the school and the community; for example, issues of school land are settled by the LCs.

"Our community leaders are equally assisting us to resolve conflicts of domestic nature and land issues" **Focus group discussion**

3.6.7 School Management

The study learnt that some conflicts emerge between the prefects' body and teachers especially regarding enforcement of the school rules and regulations. That where student prefects' board and teachers are in conflict, the school administration and management step in to resolve them. These kinds of conflicts were prevalent in secondary schools where most prefects go through an electoral process and want to please their voters supporting students failing to adhere to the school rules and regulations. This was not common in primary schools because the process of appointing prefects involves disciplinary screening.

All school in our district have set up school management committees mainly responsible for settling conflicts among learners and between the teachers" **District staff**

3.6.8   Local Government District Education Staff

The study revealed that there are some conflicts that are beyond school level concerning teachers which are managed at district level. The local district education office is where all head teachers of public schools report and get their conflicts resolved. Findings showed that the district education staff have expertise and capacity to handle high level conflicts among teachers and head teachers and serious conflicts that are violent and involve gender-based violence at school. At the district level, there is an officer responsible for emerging issues, security officer, and inspectors of schools who form a formidable team to react to issues raised. However, some districts decried limited capacity in terms of trainings, training materials and adequate man power to execute the task.

3.7   *Capacities and Competencies of School Teachers to plan and implement Conflict Sensitive Education*

The study examined the capacities, competencies and challenges of the teachers to plan and implement conflict sensitive education in the West Nile districts of Arua, Moyo and Yumbe. The following were the findings of the study:

3.7. 1.   Percentage of schools with toiled training programs on conflict sensitive education

The surveyors investigated the existence of tailored training programs on conflict sensitive education to check on the capacity of teachers and what extent the programs were being implemented. Responses of the study participants are summarized in the Figure 16.
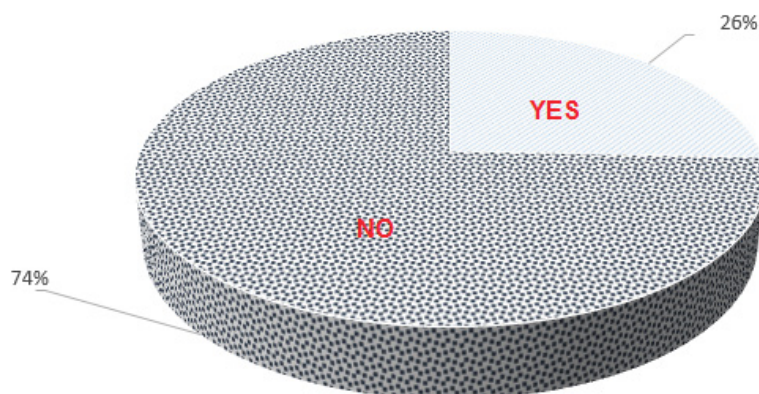
Figure 16: Percentage of schools with tailored programs on CSE

As evidenced in Figure 16 about only 26% of the schools that participated in the baseline survey have tailored programs on conflict sensitive education. The majority (74%) of the school lack customized programs on conflict sensitive education. Study participants disclosed both limited capacities in terms of facilitation and inadequate competencies due to limited trainings and skills about conflict sensitive education.

3.7. 2   Percentage of teachers with training in Conflict Sensitive Education.

To establish teachers' competencies and capacities to plan and implement CSE in their schools, the investigators inquired about previous CSE trainings and workshops teachers attended in the last two years. The findings of the study are summarized in Figure 17.
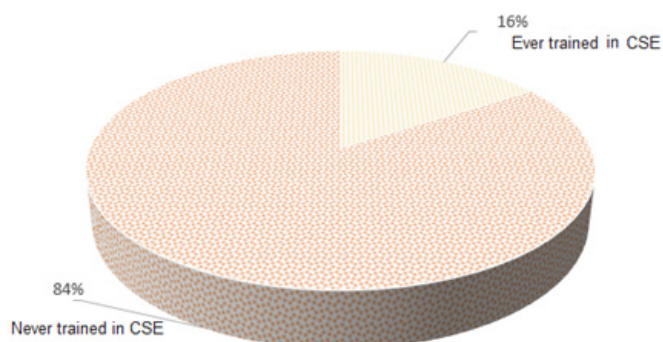
Figure 17: Percentage of teachers with training in CSE in previous two years

As indicated in Figure 17, the majority (84%) of teachers who participated in the baseline survey have never received training in CSE for the past two years. Only 16% of the teachers (selected) had attended training on CSE in the last two years. This discloses a big competence and capacity gap among the teachers to plan and implement CSE in the education programs. That the trainings were carried by DRC and topics covered included violence, ways of protecting yourself and friends from violence, knowing where to seek help, how to support learners experiencing violence among others.

"We have had a few of our friends get the opportunity to undergo training on CSE because of little financial resources. Mostly the senior woman and man teachers have been attending and yet they cannot fully support the school" **school teacher**

3.7.3   Percentage of participating schools with guidelines on CSE

The competencies of the teachers can also be checked basing on the availability of guidelines for the subject matter. This study explored the availability of teachers' guidelines on CSE and the findings are summarized in Figure 18.
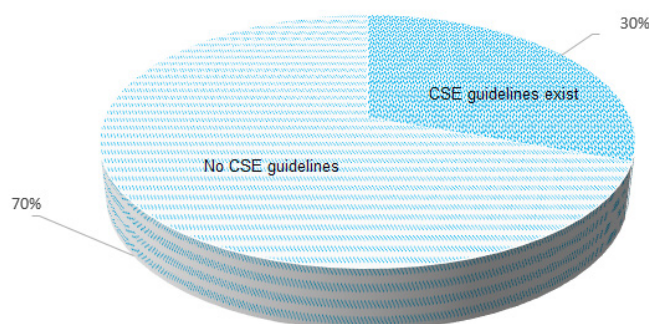
Figure 18: Percentage of schools with CSE guidelines

Figure 18 clearly indicate that only 30% of the schools that participated in the baseline survey have guidelines on CSE. The majority (70%) of the schools lack CSE guidelines, possibly it explains the continuous conflicts in the learning environment for the last two years.

"The biggest challenge we have is that few schools have been selected to get their teachers train in CSE. Not only that but we do not have access to guidelines on CSE and related reading to help internalize the concept" **school teacher**

Following in Table are the schools with CSE guidelines as per the study findings:

Table 4: Schools with CSE Guidelines

Primary Schools	Secondary Schools	District
Chinyi Primary School		Arua
Bright Light Primary School		
Andramare Primary School	Lusu Secondary school	Moyo
Belle Primary School	Ebeneezer Baptist SS	
Waka Primary School	Itula SS	
Itula Primary School	Metu SS	
Pusu Primary School		
Lusu		
Iboa Primary School		
Hilltop Primary School		Yumbe
Ariwa Priamary School		
Twajinji Primary School		
Yoyo Primary School		
Koro Highland Primary School		
Rock City Primary School		
Kijebere Primary School		
Ayago Primary School		
Hope Primary School		
Tokuro Primary School		
Ariju Model Primary School		
Alaba Primary School		
Kado Primary School		
Luzira Bright New Primary School		
Kodejje Primary School		

3.7.4   Quality of Training and Teachers' motivation to make CSE a reality

In order to assess the capacities and competencies of the teachers to plan and implement conflict sensitive education programs in West Nile, the survey also focused on the quality of previous trainings and teachers' motivation to make conflict sensitive education a reality. The

findings on rating of trainings and teachers' motivation for CSE planning and implementation are presented in Figure 19.
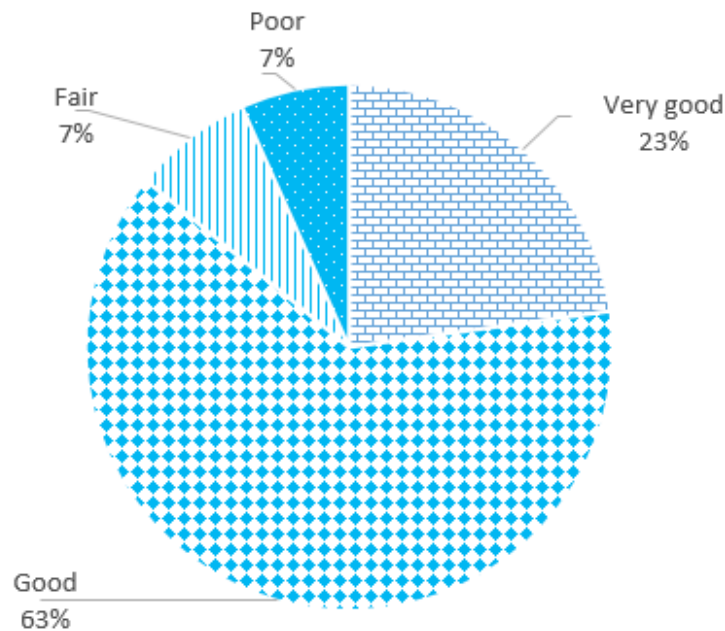
Figure 19: Rating of previous training and teachers' motivation to make CSE a reality

From Figure 19, it can be concluded that teachers' previous training and motivation to make CSE a reality was generally good. Only 7% of the participating teachers rated poor for various reasons.

"Though the contents of the training and approach was good, I consider it haven been poor because it was not representative of school. Training only two teachers out of over 20 teachers was not fair" **school teacher**

"The training was very good according to me because the facilitators were knowledgeable of the study subject and illustrated vast experience" **school teacher**

3.7.5 Teachers' level of Education

The study surveyed teachers' level of education in the districts of Arua, Moyo and Yumbe as a strategy to evaluate their capacity and competencies to plan and implement conflict sensitive education programs. Findings of the survey are presented in figure 20.
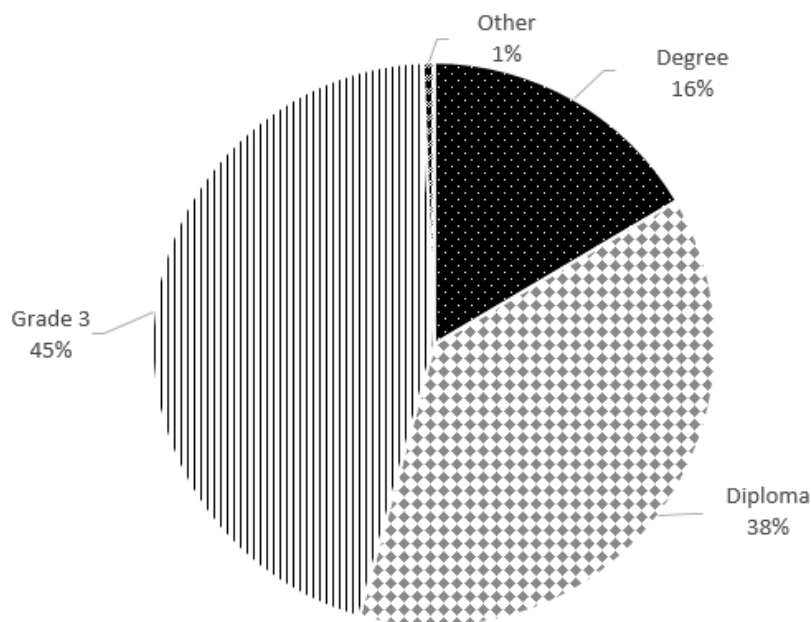
Figure 20: Teachers' level of education for the plasticizing teachers

Figure 20 uncovers the various levels of education for the teachers who participated in this study. The survey revealed that almost half of the teachers who participated in the baseline survey were Grade 3 teachers (45%). This is because the dominant participating schools were primary schools. Only 16% of the participating teachers had degrees.

3.8 Entry points for integration of Conflict Sensitive Education in the current Education Programs

The survey study investigated the various entry points for integrating conflict sensitive education the current education programs. The findings of the study disclosed the following as the most appropriate entry points for integrating CSE in the national curriculum:

3.8.1 Music, Dance and Drama

The study participants disclosed Music, Dance and Drama (MDD) as one of the best entry points to integrate CSE in the current curriculum. It was reported that MDD is embraced by all schools both primary and secondary, therefore, if well facilitated at a competitive level makes CSE a reality. From the findings, different themes focusing on CSE can be formulated on annual basis and schools participate competitively for awards. Music, dance and drama provides good platform for sharing and disseminating critical message to a group of people. When music festivals are organized, various categories of people such as parents, community leaders, political leaders in additional to the learners themselves share the message.

"One of the most effective approaches to instill CSE in our schools is through music, dance and drama. Music and drama removes boundaries in tribes, religion, language mention it" **school teacher**

3.8.2 Games and Sports

Similar to MDD, games and sports were quoted to provide good platform for sharing information on CSE among the learners and teachers. Findings revealed that awareness campaigns about CSE can be conducted prior to the beginning of games and sports and materials on CSE distributed. Games and sports equally tend to put together various kinds of people for a common interest.

"To best of my experience there is power of unit and peace that can totally silence conflict in our learning environment. The challenges we have is that we cannot afford to facilitate games and sports adequately in our schools. Some schools even do not own a playing ground" **school teacher**

3.8.3 Trainings and Workshops

The study participants pointed out that training and workshops provide tangible input to integrate CSE to the current curriculum as explained below;

"We can only give out what we have, without our training and refresher training and workshops it becomes impossible for us to be update with CSE." **Focus group discussion**

The statistical study findings disclosed that there is a big training gap for teachers and trainer of trainers (TOT) in CSE. Therefore, training of teachers and TOT (in teacher training colleges) for CSE can ease integration of CSE in the current training programs. It makes a positive impact to have teachers graduating from colleges with skills in CSE while practicing teachers undergoing training and refresher trainings.

3.8.4 School Clubs

School clubs such as Child Rights Clubs, Debating Clubs, Red Cross Society, Interact Club, etc., were cited fertile ground for getting learners appreciate and know CSE. Though the majority of the study participants mentioned the existence of such clubs, they admitted their inactiveness as elaborated in the extract below;

"Yes we have clubs in our school but they are not active due to limited facilitations. Our clubs are in name but not action, the schools cannot afford to support their clubs like in other good schools." **School teacher**

3.8.5 Improving School Infrastructure

Through the observation checklist, it was observed that most schools in refugee settlements were not built as per the national standards but temporary buildings for emergence. These temporary builds are a source of conflicts as they do not provide safe learning environment for the learners and teachers. Therefore, improving infrastructure of the schools in refugee settlements was identified as an entry point for development partners and MoES to integrate CSE in the current education programs.

"Most of the schools in our refugee settlements are overpopulated yet housed in temporary structures below the required standards yet some public schools with good structures are with no learners. We appeal to development partners and MoE to either upgrade the temporary school structures or relocate the learners to the empty good public schools" **district staff**

3.8.6   Promoting Girl Child Education

The findings of this study disclosed that females are most affected during conflicts whether in the school environment or communities; and this has affected the provision of equitable education services. The study participants revealed that the rate of school drop outs is highest among female learners due to various reasons including child sex, early marriage and pregnancy, defilement, neglect, among others. The regional cultural beliefs and practices also demotivate girls' education. For example once a girl starts the menstruation periods she is considered mature and ready for marriage as early as 12 years of age. Promotion of girl-education to that effect is a good entry point for integrating CSE in the current education programs.

"The girl child is the much affected in most kinds of conflicts in the learning environment and most neglected as per the culture in our area. Many brilliant girls have missed to complete their studies, therefore a special fund to support their education balance the equation" **school teacher**

3.8.7   Dissemination of CSE Materials

Though the study participants mentioned some selected teachers mainly senior men and women teachers have undergone training in CSE, there was evidence of insufficient CSE guidelines in the sampled schools. The findings of the study uncovered that only 30% of the schools that participated in this study have CSE guidelines (refer to Fig 18 above). The dissemination and distribution of CSE guidelines creates another entry point for integration of CSE into the current education programs. This improves on the capacity and competencies of the teachers and communities to make CSE a reality both within the school environment and communities.

"We have limited literature on CSE, and you can only give what you have, therefore for us as teachers we need reading materials so that we can be able to teach our learners the same. Few teachers have got the opportunity for training or workshops on CSE" **Focus group discussion**

3.8.8   Training of Community Leaders

The study revealed that conflicts that affect education programs do not only owe their origin in the school involvement and are not inclusively resolved by the school management. Some conflicts originate from the community and escalate to the learners' environment, hence interrupting school programs. There are incidents of conflicts in the school environment that cannot be resolved fully by the school structures but call for external entities such as district officials like District Security Officers, Resident District Commissioners (RDCs), among others. This implies that training in CSE requires to be extended to the local district staff and community leaders as well.

"Most our community leaders called upon and depended upon in the managing and resolving some conflicts that affect the learners' environment. I think it is important for them also to get some basic training in conflict management for quality reasons" **Focus group discussion.**

3.8.9 Supervision, Monitoring and Inspection of School

For effective application of CSE in the current education programs in the West Nile region supervision, monitoring and inspection of schools and teachers provided an open door. Findings of the study revealed that there is insufficient supervision, monitoring and inspection of schools in the region due to limited resources and facilitation at the district level. Further, teachers too experience intensive supervision while still under training and once they are in service, they get minimal supervision as expressed below;

"These days we cannot afford to regularly inspect all the schools as it was due to limited resources and more especially transport. The schools are many and our budgets for monitoring and inspection are wanting." **District staff**

3.8.10 Supporting District Structures

The findings of the study discovered existence of some district structures that could be used to promote CSE among the schools and learners in the region. Some of these structures exist in name but are in active due to lack of resources. For example, district language boards lack permanent staff, office space and stationery and yet can play key role in guiding the teachers in writing, disseminating and interpreting CSE materials for the teachers and learners.

"We have our language board which are supposed to help in the interpretation and writing of education programs especially for the thematic approach but they are inactive. If these boards are facilitated with office and stationery they make a contribution to CSE in our district" **District staff.**

3.8.11 Engaging Religious Institutions

The study discovered that most schools that participated in the study are somehow aligned to some religious institutions. Religious institutions are champions of peace building in the community, therefore, certainly when given a role to play in the CSE in the education programs, the success rate is likely to be high. The study participants maintain that training of religious leaders along community leaders, spearheads CSE in the learning environment and community. As noted earlier some conflicts that emanate from the community end up affecting the school system and programs.

"Where we going wrong is to neglect religious institutions at the fore front on peace building in our learning environment. Historically religious leaders are champions of conflict resolution. I propose that schools get aligned to religious institutions and engage religious likes such of CSE activities" **School teacher**

A summary of the priority for each of the entry points for CSE as per the responses from the study participants are presented in figure
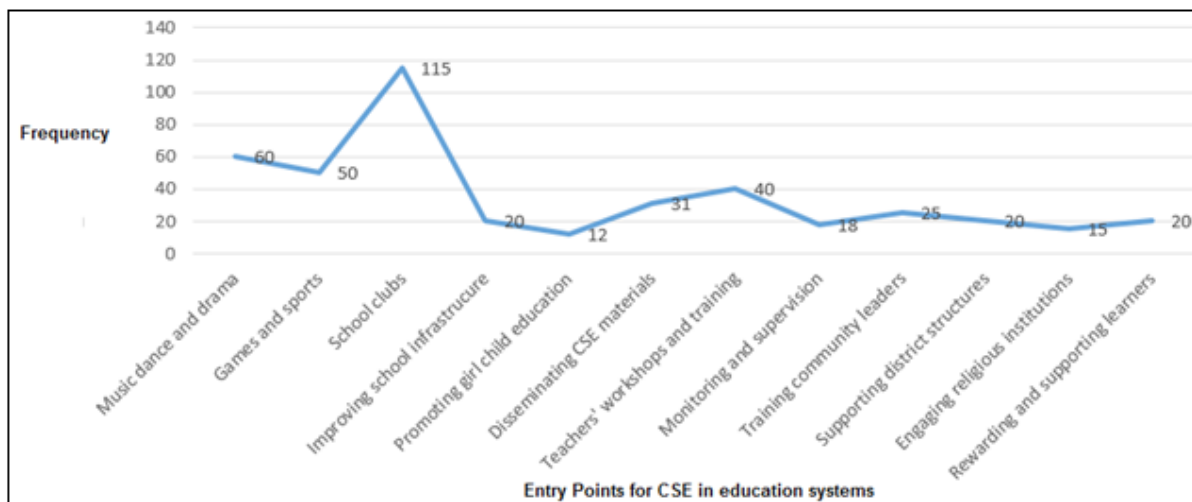
Figure 21: Priority for integration of CSE in the current education program

According to the study participants as disclosed in figure 21, the key priorities in order of importance are school clubs; music, dance and drama; games and sports; dissemination of CSE materials and training and workshops for stakeholders on CSE.

3.9 Some obstacles to Conflict Sensitive Education in West Nile Region

The study also surveyed some of the current obstacles to effective conflict sensitive education in West Nile region especially in the districts of Arua, Moyo and Yumbe. The following were the findings:

3.9.1 Insufficient Trained Manpower

The study disclosed lack of sufficient trained manpower at all levels; i.e. at district, school and community level, to implement CSE programs in the schools and community environment. Findings show that there are personnel who have undergone CSE training, and that the limited trainings in the region have been organized and facilitated by Danish Refugee Council (DRC) and UNICEF. It becomes very challenging to implement CSE programs without sufficient human resources to execute the tasks.

"Few of our friends have got the opportunity to get some training on CSE. The majority of the teachers need and our PTA members require training on CSE to beef up our capacity" **School teacher**

3.9.2　　　　Logistical challenges

Another obstacle to successful implementation of CSE programs in West Nile as identified by the study is inadequate logistical support to both the infrastructure and the human resources. Most of the stakeholders (e.g. Police Officers) involved in the prevention and resolving of conflicts lament limited facilitation in terms of transport, insufficient human resource at the regional court, lack of medical police officers to carry out medical tests on victims of defilement, insufficient funds to support school clubs, among others.

"Our biggest challenge is facilitation in terms of transport to easily reach to places where conflicts involving violence has taken place. We need motor bikes to improve our movement to schools. Also in the refugee resettlement we do not have places where to keep people involved in violent conflicts"
Police officer

3.9.3 Insufficient Supervision of Teachers'

That due to limited resources, the study findings reveal that the supervision of teachers' is insufficient and irregular. For effective implementation of CSE program it is important to have regular supervision programs for schools especially since CSE in not examinable and teachers focus on examinable subjects. This therefore calls for regular monitoring and supervision of the teachers throughout the teaching period.

"If the teachers are monitored and supervised on a regular basis some of the elements of CSE can be easily integrated in the school programs. However, we are ill facilitated with monitoring and supervision in terms of transport and allowances" **district staff**

3.9.4 No Provision for Learners with Special Needs

The study discovered that there are special needs learners in the West Nile region. However, there was no evidence of the existence of teachers for special education though there is special education staff at district level. On-sight observations by the consultants also revealed lack of special needs resources, for example ramps, braille, support staff, in the sampled schools. Negligence of special needs learners in schools prepares favorable grounds for conflicts in the education systems as the safety and access to education services of such learners is threatened.

"In our schools we do not have teachers for special needs learners and they are many need assistance. Yes, at the district there is an official for special needs education but there is need for teacher on the ground who can handle our learners with special needs" **school teacher**

3.9.5 Inadequate updated CSE Reference Materials

The capacity of the teachers to share information among other strategies is measured in the availability of updated reference materials and guidelines. There was no evidence of available updated CSE materials among the schools that participated in the study. Most of the schools and districts lacked reading materials on CSE. The study participants disclosed that given the limited trainings on CSE, access to CSE reading materials is a deterrent for them to implement it in the schools.

"The CSE materials are not only insufficient but also may not be update. It is been a while since we were last trained. There is need for refresher training and corresponding new materials. Me as a teacher I know literature will always change" **School teacher**

3.9.6 Learners' Feeding Gap

The study discovered that some schools sometimes had a feeding program where by learners were provided meals at school. This feeding program due to insufficient resources and increasing number of refugee learners was stopped. This has greatly interrupted the school

program as some learners continue to demand the meals while others opted to going back to their homes during lunch time to get food. Some learners live a long distant from school and hence end up taking more time on the way and report to school late.

"We used to get our learners lunch and it enabled us always to move according to school program but ever since lunch was removed due to limited resources we find ourselves conflicting with the school programs. Students demand for long time to go for lunch outside the school compound and you cannot know what goes while they are there" **school teacher**

3.9.7 Language Barrier

The study revealed the existence and use of various languages due to the varying tribes both within the refugee settlements and host communities. The Uganda thematic curriculum for the lower primary advocates for training of learners in vernacular. In a multi-language community, identifying a single language that unites all learners remains a big challenge in the region. It instead creates conflict among the learners and teachers as one language is considered superior to another. It was found that most schools in refugee settlements and host communities have both refugee learners from South Sudan and the local citizens; and there is no local language that cuts across the two nationalities.

"We have challenges with implementing thematic approach for the lower primary classes as recommended by the MoE. Selecting an appropriate local language that unites both the refugees and host communities remains a problem" **school teacher**

3.9.8 Poor School Infrastructure

Most school infrastructure mainly in the refugee settlements are short of the standard infrastructure expected according to Uganda MoES recommendations. The study revealed that many school structures are of temporary nature and lack school fence, security guards to safe guard against illegal access to the school premises. This makes schools vulnerable to security threats and creates tension and conflict. Some classrooms have no strong walls separating one class from another, this implies that conflict that emerges from one classroom can easily be transferred to the neighbouring classroom.
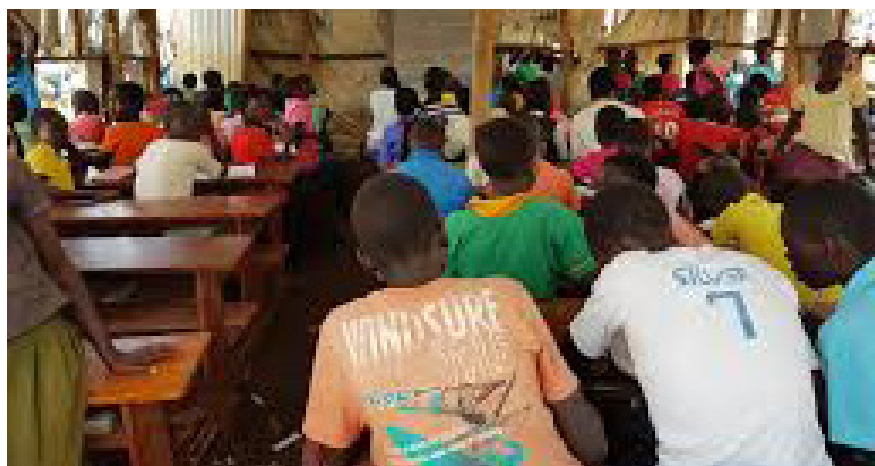
Figure 22: Classroom structure in one of the refugee settlement schools

"Some of the school structures raised up by the development partners in the refuge settlements are sub-standard (temporary) and not conducive for learners creating conflict with the Uganda education system" **District staff**

3.9.9 Conflicting Curricula

The study discovered some challenges with a multi-curriculum for the refugee settlement schools and more especially with the South Sudan refugee teachers. The Uganda teachers proving services in the refugee settlement schools maintain that their counterparts from South Sudan are used to South Sudan and Kenya curricula not Uganda's curriculum. There are still challenges among the teachers which curriculum to follow among the three hence creating inequity in the education services in the refugee settlement schools.

"One other challenge we have as local teachers, our friends from South Sudan (refugee teachers) want to use their curriculum from South Sudan or that of Kenya instead of Uganda curriculum. It is therefore recommendable to have them oriented on the Uganda curriculum" **school teacher**

3.9.10 Conflicting Teachers' Salary Scales

The study disclosed presence of two different salary scales among the teachers providing services in the refugee settlement schools hence rendering CSE efforts rather ineffective. The study participants revealed that South Sudan teachers are offered salary that is not equivalent to their Ugandan counterparts who are paid by the Uganda government MoES. That MoES pays their teachers more than what the development partners' offer to the South Sudan refugee teachers. The imbalance in salary offered to the teachers leaves CSE not a reality in the refugee settlement schools where both teachers from South Sudan and Uganda teach.

"For us refugee teachers we are contented with varying salary scale. The teachers of our equivalent in public schools are paid slightly more than what the development partners pay us. It is good for us all get the same salary provided we are the same level" **school teacher**

3.10 Field Observations

The study under took observation of relevant items that directly or indirectly influence CSE programs in schools in the refugee settlement and host community schools. Table 7 a summary of the availability of the observed items in most schools:

Table 5: Relevant documents supporting CSE in schools (Source: Filed observations)

S/N	Items	Available	Not available
01	**National flag and flag pole**		√
02	**School motto**	√	
03	**School management structure displayed**		√
	Management information and records		
04	Management committee	√	
05	Discipline committee file	√	
06	Security and safety committee file		√

S/N	Items	Available	Not available
07	Learners development file	√	
08	Learners daily attendance book		√
09	Visitors' book	√	
10	Punishment and reward records book		√
	Relevant statutory documents		
11	Government White Paper on Education (1992)		√
12	The Teaching Service Commission Regulations		√
13	Relevant level National Curriculum and Syllabuses		√
14	Security Guidelines to Educational Institutions		√
15	The Children Statue (1996)		√
16	Children Act Cap 59 (2000)		√
17	Alternatives to Corporal Punishment (2008)		√
18	General timetable (displayed		√
19	School Rules and Regulations (displayed)		√
	School committees		
20	School Management committee	√	
21	Staff Discipline Committee	√	
22	Staff Safety and Security Committee		√
23	Learners' Council /Prefects Body	√	
24	Learners' Safety and Security Committee		√

A critical analysis of table 7 reveals that relevant documents for security and safety in the education sector that can be used to instill CSE in education programs are not available in most schools. On average about only 33% of the relevant CSE support documents are available in schools. Efforts should be made by the MoE and development partners to avail basic relevant documents that promote CSE in refugee settlement and host community schools.

3.11 Best practices and tools for conflict sensitive education

Review of literature and participants' responses disclosed various best practices and tools for conflict sensitive education that can applied in the West Nile districts of Arua, Moyo and Yumbe. These include the following:

3.11.1   Equal access to education services and facilities

It is recommendable to carry out an education and conflict analysis purposed to discover the historical links between education and conflict in order to understand the broad status of conflict. In the absence of equitable education, conflict can affect education and education can also contribute to conflict. Otherwise, education plays a critical role in mitigating conflict dynamics in the community and among learners.

3.11.2   Ensuring safety of learners (no harm) and learning environment

Notably, education programs in conflict-affected environments need to be implemented carefully because they can either reduce or increase the risks of conflicts. Therefore, special attention must be focused on the following:

i.   Prioritizing plans, programmes and policies should be based on a comprehensive conflict analysis.

ii. Education programs should promote gender and social equalities in the learning environment and community.

iii. It is important to integrate conflict sensitive programming in education services.

iv. Education programmes must be well-balanced and not favour of one group over another.

v.   The participation of the community is some of the education programs is a key tool for minimizing conflicts.

vi. The education programmes should have the capacity to respond to various community priorities taking into account the particular context.

3.11.3   Giving high priorities to conflict preventive measures

Priority in all the programming and activities should be aimed at preventing occurrence of conflicts rather than their management. Some of the conflict prevention strategies include the following:

i.   Building emergency preparedness and readiness conflict and disaster risk reduction programmes.

ii. Protecting the learning environment from all kinds of attacks.

iii. Educating the community and learners about risks that can escalate into conflicts.

iv. Protecting teachers and learners from all sorts of attacks.

v.   Focusing on safety for learners and teachers.

vi. Supporting policies and regulations aimed at protecting boys and girls from exploitation and abuse.

vii. Providing alternative education for youth inclusive of life and vocational skills.

3.11.4   Promoting equity and holistic learners

The education programmes should focus on holistic education and development of learners in an environment where there are equal opportunities to education facilities. Particularly this requires;

i.   Providing psycho-social support and protection to the learners.

ii. Providing equitable distribution of services across various categories or entities such as gender, religion, ethnic tribe, etc.

iii. Re-integration of out-of-school children and youth into schools and training institutions.

iv. Zero tolerance to marginalization and discrimination among learners and teachers.

v. Delivering teaching and learning of peace building through learner-centered pedagogy, curriculum and reading materials that are free of gender and social biases.

3.11.5   Stabilizing the education system

Conflict sensitive education programmes are likely to be effective where education systems are very stable with minimal inequalities of any kind. This necessitates to either rebuild or transform the existing education system through:

i.   Providing appropriate, relevant, safe continuous education to learners and youth to set standards and national education priorities.
ii.   Strengthening institutional systems, staff capacities and competences.
iii. Providing transparency, fairness and accountability to the stakeholders.
iv.   Reinforcement of the teachers' salary scales.
v.   Creating other strategies to reward and recognize best CSE teachers and other role models in the refugee communities and schools.
vi.   Enhancing teacher trainings and teacher of teacher's trainings.
vii. Ensuring existence of adequate number of trained teachers in learning institutions.
viii. Providing regular and continuous support supervision to teachers
ix.   Providing regular and continuous monitoring and inspection of the CSE intervention.

3.11.6   Fast response to change and establishing long-term support

The development of conflicts in the education system takes moments but the the resolving of the same is a gradual process. Some conflicts when not responded to in time create lasting damage to both the learners and learning environment. Therefore, strategies need to be put in place to respond to conflicts just in time and also for the development partners to be in position to establish long-term support purposed to totally eliminate conflicts in the learning environment. This can be done in various ways including:

i.   Coordinating with existing education structures.
ii.   Timely responding to changing conditions in the learning environment.
iii. Developing flexible education financing mechanisms to adjust to the contingencies.
iv.   Developing strategies to peace building in the learning environment.
v.   Creating categories or clusters purposed to build peace in the learning environment.
vi.   Recognizing the links between education, development objectives, state building and security.
vii. Responding to national priorities on education.
viii. Maintaining existing commitments among various stakeholders.

3.12 Challenges of the study

Generally the survey was successful, the scope and geographical coverage were achieved as planned. The data collected was triangulated in methods and sources giving credibility to the study findings. Nevertheless, there were some challenges faced during the survey, and these included:

Food distribution timing – The survey was conducting during the period when food distribution activity was ongoing for the refugees. Some food distribution points are distant from the where refugees reside. Most refugees get involved in food collection including the learners, hence interrupting the scheduled meetings.

Teaching hours – The survey was conducted at the time when the schools were active. This implied that both the teachers and learners had to attend to their lessons. The data assistants had to wait for the lessons to end before interviewing the teachers and school administration.

Development partners responses – an online questionnaire was administered to the development partners in the refugee and host communities. Due to their tight schedules limited responses were achieved.

Involvement of learners in the baseline – Due to tight schedules, scope of the study and school programs, it was not possible to involve the learners as participants of this study. All interviews and Focus Group discussion took place during learning hours and therefore, the survey team was mindful about interrupting the school lessons.

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5.1 Appendix 1: Proposed CSE implementation Road Map

Key Activities	Verifiable Indicators	Means of Verifications	Output	Yr1	Yr2	Yr3 etc.
	NATIONAL CSE STRATEGY					
	# of CSE guidelines developed	-Minutes of meetings	Improved access and management of CSE services			
	# CSE booklets developed	-CSE Booklets in stock				
	# of CSE training materials developed	-CSE training material available				
	# of curricula reviewed	-Review reports				
	#of CSE manuals developed	-Manuals distribution lists				
	# of CSE policies developed	-Policy distribution lists				
	# of CSE plans developed	-Plan distribution lists				
	Improved government Educ. white paper	-Revised Govt. educ. White paper				
		-Revised teacher code of ethics				
	#No of MoE staff trained in CSE	-Training attendance list, budget	Improved CSE capacity for MoE staff			
	#No of workshops in CSE at national level	-Workshop attendance and venue				
	#No of CSE conferences at national level	-conference reports				
	Improved teaching service code of ethics	-new teaching service code of ethics				
	# of CSE mentorship programs at national level	-Schools supported				
	# of districts monitored on CSE	-monitoring reports				
	# of schools with improved salary scale nationally	-District school payrolls				
	# of districts/schools rewarded on CSE	-budgets for CSE awards				
	# of education institutions strengthen on CSE	-MOE reports				
	# of CSE awareness campaign strategies	-Awareness reports	Improved advocacy for quality relevant CSE services at all levels			
	# of CSE awareness procedures	-Minutes of meetings				

Indicator	Means of Verification	Outcome
# of CSE awareness plans	-Session reports	
# of SCE networks developed	-Partnership agreements	
# of CSE brochures developed	-Distribution lists	
# of CSE dialogues held	-reports and minutes	
# of TV CSE shows	-TV shows	
# of media articles on CSE released	-CSE media reports	
# of awareness tools developed	-posters, billboards, burners, flyers etc.	Improved conflict preventive measures
# of policies for gender-based balance and social equities developed	-Reports and minutes of meetings	
# of conflict response plans developed	-Response plans and reports	
Level of integration of CSE in Educ. systems	-CSE integrated in Educ. system	
# of CSE programs at National level	-Program reports	
# of security and safety polices for schools	-available security and safety policies	
# of school support with infrastructure building	-completion certificates	
# of districts monitored, inspected and supervised		
# of regulations and policies for protection of teachers and learners developed	-regulations and policies in place	Improved conflict prepared at national level
# of staff mentored in emergency prepared and readiness at national level	-lists of staff mentored	
# of policies against discrimination of learners developed	-social equity policies available	
# of options to education for youth inclusive available	-alternatives to education your inclusive	
# of holistic centered pedagogy curricula developed	-integrated curriculum in place	

Indicator	Source	Result
# of conflict analysis carried out	-Conflict analysis reports	

DISTRICT CSE STRATEGY

Indicator	Source	Result
# of schools disseminated on CSE guidelines	-CSE guideline dissemination reports	Improved access to CSE services
# of CSE booklets distributed to schools	-CSE booklist distribution lists	
# of CSE training materials distributed to schools	-CSE materials distribution lists	
#of schools with CSE manuals	-CSE manuals distribution lists	
# of schools disseminated on CSE policies	-CSE policies dissemination reports	
# of CSE plans implemented in schools	-CSE implementation reports	
% of district staff involved in CSE programs	-District CSE program reports	
#No of district staff trained in CSE	-training attendance lists, budget	Improved CSE capacity for district staff
#No of workshops in CSE at district level	-workshop reports	
#No of CSE conferences held at district level	-conference reports	
# of CSE mentorship programs at district level	-mentorship program reports	
# of schools supervised and inspected	-school supervision reports	
# of schools monitoring tools developed and in use	-school monitoring reports	
# of schools with improved salary scale	-new teachers' salary scale	
# of schools rewarded on CSE excellence	-CSE award budget	
# of CSE programs/plans at district level	-district CSE program reports	

Indicator	Means of Verification	Outcome
# of CSE awareness campaign carried out	-awareness reports	Improved advocacy for quality relevant CSE services at district level
# of CSE awareness plans implemented to schools	-implementation plans	
# of partners supporting CSE at district level	-partnership agreements	
# of Schools supported with CSE awareness materials	-distribution lists	
# of school clubs supported	-reports	
# of CSE dialogues held at district level	-reports and minutes	
# of schools supported in MDD	-reports	
# of media articles on CSE at district level	-reports	
# of awareness tools implemented	-implementation reports	
% of schools implementing for gender-based and social equities policies	-implementation reports	Improved conflict preventive measures at district level
# of conflict response teams	-response plans and budget	
# of schools Level of integration of CSE in Educ. systems	-new holistic curricula	
# of CSE programs implemented		
# of schools supported in security and safety polices implementation	-safety and security policies	
# of school support with infrastructure building	-standard infrastructures in schools	
# of schools monitored, inspected and supervised	-monitoring and inspection reports	
% of schools implementing regulations and policies for protection of teachers and learners	-implementation reports	Improved conflict prepared at district level
# of district staff mentored in emergency prepared and readiness	-reports and minutes	
# of schools implementing policies against discrimination of learners	-implementation reports	

Indicator	Means of Verification	Outcome
# of schools with options to education for youth inclusive available	-alternatives to education youth inclusive	
% of schools with holistic centered pedagogy curricula	-updated centered pedagogy curricula	
COMMUNITY CSE STRATEGY		
# of CSE sensitization at community level	-reports	Improved CSE awareness at community level
# of CSE materials dissemination to the community	-dissemination reports	
# of community dialogues on CSE held	-reports	
# of games and sports promoted at community	-Budget for games and sports	
# of MDD functions organized at community level	-Budget for games and sports	
Increased enforcement of Govt. policies	-government policies	
% of community leaders involved peace building	-reports	
Increased attention for special needs learners at community level	-special needs learners	
# of workshops on CSE for the community	-workshop reports	
# Radio spots at community level	-reports	
# of branded CSE materials at community level	-distribution lists	
SCHOOL CSE STRATEGY		
# of schools with equity in recruitment of learners	-admission procedures	Improved access of CSE services
# of schools with no discrimination in distribution of reading materials	-materials distribution guidelines	
# of schools with access to CSE guidelines	-CSE guidelines in place	
# of schools with holistic centered curricular	-Available CSE curriculum	
# of schools with separate latrines for males/females	-Separate toilets for boys and girls	
# of schools with life skills programs	-school programs	

Indicator	Means of Verification	Outcome
# of schools with lesson plans on CSE	-lesson plans and schemes of work	
# of schools with tailored CSE programs	-school programs	
# of teachers trained in CSE	-Training reports and attendance	Improved capacity for school and staff in CSE service delivery
# of teachers attended workshops on CSE	-Workshop reports	
# of TOT in CSE in the region	-Reports	
# of teachers rewarded on CSE excellence	-CSE budget awards	
# of teachers mentored on CSE programs	-Mentorship programs	
# of schools supported by development partners	-partnership agreements	
# of schools with improved infrastructure	-Completion certificates	
# of schools supported with CSE reading materials	-Distribution lists	
# of teachers with improved salary scale	-Pay slips	
# of teachers trained and providing psychosocial support services	-training reports	Improved conflict prepared at school level
# of schools with learners administration body	-school prefects list	
# of teachers trained in emergency preparedness	-emergency preparedness teams	
# of teachers for special needs per school	-staff list	
# of schools structures with special needs learners' provisions	-school structure plans	
# of teachers with copy of update curriculum	-Available curriculum	
# of schools with class teacher	-school organisation structure	
# of schools with school motto	-display of school motto	
# of schools with school administration committee	-school administration committee	
# of schools with school disciplinary committee	-school disciplinary committee	

Indicator	Means of Verification	Outcome
# of schools with security and safety rules	-security and safety rules in place	Improved school security and safety
# of schools with trained guards	-budget and payroll	
# of schools with control access to schools	-installation reports	
# of schools with Psychosocial system	-psychosocial services in place	
# of schools with violence reporting mechanism	-reporting mechanism	
# of schools with procedures for preventing violence	-procedures in place	
# of schools with rules and regulations	-rules and regulation in place	Improved discipline and management in schools
# of schools proving career guidance and counseling	-career guidance services in place	
# of schools with Provision for moral and spiritual guidance	-moral and spiritual guidance services in place	
# of schools with school management committees	-committee report and minutes	
% of schools with staff discipline guidance	-staff discipline guidance in place	
# of schools in parents participate in co-curricular activities	-co-curricular activities reports	Improved school-parents community
# of schools with VD programs	-School program	
# of schools practicing community work at least	-Termly school reports	
# of schools inviting community leaders to address learners	-Termly school reports	
# of schools conducting annual AGM for parents	-AGM minutes of meetings	
# of schools conducting orientation for new parents	-Orientation reports	

	Improved co-curricular activities
# of schools with regulations and rules governing sports and games, clubs, parties, seminars	
# of schools practicing co-curricular activities at various levels class, house etc.	
# of schools with co-curricular activities equipment	
# of schools with in indoor games	
# of schools with active clubs	
# of schools practicing games and sports	

5.2   Appendix 2: Questionnaires

5.2.1   Questionnaire for Local Government District Staff

Introduction: I   am_____   conducting interviews on behalf of UNESCO intended to generate a baseline for their newly project which will be implemented in Arua, Moyo and Yumbe districts. You have been identified a potential respondent for this study and your participation is highly appreciated in anticipations. The information provided will be given utmost confidentiality and used only for the purpose of the study.

Profile of Respondent

District: ---

Title of Respondent: --

Date of Interview: ---

Gender: (Male)   (Female)

Highest level of Education: --

Years of experience: --

1.   How many schools in your district located in the refugee resettlement community?

     ----

2.   Do schools in your district hosting refugees have guidelines on conflict sensitive education (YES/NO)

3.   If your answer in (2) is Yes, name the schools provided with tool guidelines or training materials on conflict sensitive education. -- -- -- --

4.   Has the conflict sensitive education policy been established in your district among the refugee resettlement community schools? YES/NO

5.   If your answer in (4) above is Yes, what role has the district education office played in the establishment of conflict sensitive education policy? -- --

6.   How do you rate the quality of capacity building and motivation for teachers to make conflict sensitive education a reality in your district?

        i.   Very good (b) Good   (c) Adequate (d) Inadequate

7.   If your answer in (6) above positive, have the teachers been able to achieve conflict

sensitive education in the schools in yours district (Yes/NO).

8. Outline some of the challenges affecting the implementation of conflict sensitive education for the schools in your district:

    ----

9. Do schools in refugee community in your district have tailored training programs on conflict sensitive education? (YES/NO. If Yes how many schools? ------------------------------

10. How do rate the capacity of trained teachers if any to provide psychosocial support to their peers and learners in challenging conflict contexts among the refugee community schools in your district?

    (a) Very good (b) Good (c) Adequate (d) Inadequate

11. Is there budget for provision, supervision, monitoring and support of conflict sensitive education by the district education program for schools in refugee resettlement community? Yes/NO. If yes what is the source of funding? --------------------------------------
     ----

12. Is there any role the district has played in the establishment of peer support clubs for teachers and learners in developing tailored programs on conflict sensitive education? Yes/No. If Yes how many schools in your district have peer clubs for teachers and learners with tailored programs on conflict sensitive education? --
    ----

13. What are some of the challenges (if any) faced in the establishment of such clubs? -------
    ----
    ----

14. What is the current number of personnel at the district level engaged in conflict education delivery programs? Male ---------- Female -------------

15. What the current number of schools in your district supported with conflict sensitive education mentorship program? --

16. Do you agree that there is the existence of education policies and strategies to promote conflict sensitive education at the following levels?

    a. National Level (Strongly agree, agree, do not agree)

    b. District Level (Strongly agree, agree, do not agree)

17. What is the current number of district education staff trained in the analysis of conflict for education planning and delivery in conflict affected contexts?   Male -----------------
     Female --------------------

18. Have you attended any workshop or meeting about conflict sensitive education in the last two years?   Yes/No. If your answer is Yes provide the date of attendance, venue and organizers

      Date   Venue   Organizer

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19. What is the current number of teachers in your district trained in conflict sensitive education in your district? Male ------------ Female -----------------

20. How many schools are supported to establish psychosocial support programs for learners who have been affected by conflicts in your district? --
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21. Are the schools in hosting refugee learners ever experienced conflicts that affect the learners and education environment in your district? Yes/No

22. What are the likely causes of the conflicts in the education environment in your district?

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23. Are the schools in your district ever experienced any form violence? Yes/NO

If your answer in (23) is Yes. Outline the forms violence in order of their frequency. ----------
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24. Outline some of the strategies in place to minimize such violence.

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25. What are some of the challenges affecting safe learning environment among the refugee schools in your district?

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26. Does the current curricula in the refugee schools reflect conflict sensitive education in your district? Yes/No. If Yes how many schools have adopted conflict sensitive education curriculum in your district?

5.2.2 Questionnaire for Schools (Primary/Secondary)

Introduction: I am_____ conducting interviews on behalf of UNESCO intended to generate a baseline for their newly project which will be implemented in Arua, Moyo and Yumbe districts. You have been identified a potential respondent for this study and your participation is highly appreciated in anticipations. The information provided will be given utmost confidentiality and used only for the purpose of the study.

Profile of Respondent

District: --

School: --

Title of Respondent: --

Date of Interview: ---

Gender: (Male)   (Female)

Type of School: (Primary)   (Secondary)

Highest level of education: ---

Nationality: ---

1.   Does your school have guidelines on conflict sensitive education (YES/NO)

2.   If your answer in (2) is Yes, what is the source of the said guidelines?

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3.   How do you rate the quality of training and motivation for teachers to make conflict sensitive education a reality in your school?

        ii.   Very good (b) Good   (c) Adequate (d) Inadequate

4.   If your answer in (3) outline some of the achievements towards conflict sensitive education in your school.

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5.   Outline some of the challenges affecting the implementation of conflict sensitive education in your school.

      ----

6. Does your school have tailored training programs on conflict sensitive education? (YES/ NO. If Yes how many teachers have under such training? --

7. How do rate the capacity of trained teachers in your school to provide psychosocial (counseling) support to their peers and learners in challenging conflict contexts?

   (b) Very good (b) Good   (c) Adequate (d) Inadequate

8. Outline line some of the activities in your school both curricula and co-curricular activities involving conflict sensitive education program.

   ----

9. Is there any role your school has played in the establishment of peer support clubs for teachers and learners in developing tailored programs on conflict sensitive education? Yes/No. If Yes how many teachers and students are involved in peer clubs with tailored programs on conflict sensitive education? (b) Teachers -- (b) students --

10. What are some of the challenges (if any) faced in the establishment of such clubs in your school? ---
    ----

11. What is the current number of teachers in your school engaged in conflict education delivery programs? Male -------------------- Female -----------------------

12. Do you agree that there is the existence of education policies and guidelines to promote conflict sensitive education at the following levels?

    a. National Level (Strongly agree, agree, do not agree)

    b. District Level (Strongly agree, agree, do not agree)

13. Have you attended any workshop or meeting about conflict sensitive education in the last two years?   Yes/No. If your answer is Yes provide the date of attendance, venue and organizers

Date   Venue   Organizer

----

14. Has your school ever experienced conflicts that affect the learners and education environment in your school? Yes/No

15. What are the likely causes of the conflicts in the education environment in your school?

    ----

16. Has your school experienced any form violence including gender-based violence? Yes/NO

    If your answer in (23) is Yes. Outline the forms violence in order of their frequency. -----
    ----
    ----

17. Outline some of the strategies in place to minimize such violence in your school especially among the refugees and local community?

    ----

18. What are some of the challenges affecting safe learning environment among the refugee schools in your school?

    ----

19. Does the current curricula/lesson plan for your school reflect conflict sensitive education? Yes/No. If Yes outline the key issues of the curricula.

5.3   Appendix 3: Interview Guides

5.3.1 Interview Guide for District, School and Community Stakeholders

Introduction: I   am_____   conducting interviews on behalf of UNESCO intended to generate a baseline for their newly project which will be implemented in Arua, Moyo and Yumbe districts. In this study will also develop a conflict profile for the above districts to generate a strategic road map for implementing conflict sensitive education programs and mainstreaming conflict transformation in the targeted communities.

1. How do the refugees and the host communities relate with each other? *(Probe for nature and dynamics of relationship, including gender-based violence)*

2. Are there instances of conflict between the two communities and in schools? (If yes, probe for nature/forms and dynamics of the conflicts including gender-based violence, frequency)

3. How many schools in your district are located in the refugee resettlement community? (for DEOs and from documents, probe for number of secondary, primary schools)

4. What are the key drivers of conflicts, the push and pull factors of involvement to violent conflict among the refugees and host communities within the settlements in West Nile region of Northern Uganda;

    a. What are the key causes of conflicts among the refugees and host communities within the settlements and schools? (probe for primary and secondary causes, key players in causing conflicts)

    b. What factors unite the two communities and in schools? (probe: how are these factors actual or potential causes of conflicts including gender-based violence)

    c. What factors divide the two communities and in schools? (probe: how are these factors actual or potential causes of conflicts including gender-based violence)

5. How have conflicts affected the refugees and host communities within the settlements (probe for short and long term effects, the most detrimental effect on the individuals and communities, especially the education system)

6. Who are the stakeholders that can assist to prevent the conflicts including gender-based violence in the refugee settlements and host communities in the West Nile region of Northern Uganda;

    i.   Who are the key stakeholders involved in preventing conflict including gender-based violence? (probe for stakeholders at various levels, their roles ---documented or *ad hoc*, how the prevention or resolution is done, especially in the education system)

    ii. What capabilities exist both in terms of the education system and in the required competencies of teachers, local government officers and other critical personnel for

conflict-sensitive program planning, education and management;

    iii. Is the type of education provided conflict-sensitive? (*probe for policies and guidelines on CSE, presence in the formal and non-formal curriculum, how it is implemented and its effect, — also observe and review relevant documents +schemes of work and lesson plans*)

    iv. Is there budget for provision, supervision, monitoring and support of conflict sensitive education by the district education program for schools in refugee resettlement community?

    v. Do schools in your district have tailored training programs on conflict sensitive education for the teachers in schools located in refugee resettlement community? (*probe for number trained, trainer, dates, content, duration of training, adequacy of training, supervision, number of schools with training guidelines and materials on conflict sensitive education*)

i. Identify potential synergies and opportunities for mainstreaming conflict resolution and conflict sensitive education programs within the scope of current programs and approaches, potential entry point/roadmap for mainstreaming peace building in to conflict sensitive program planning, education and management;

    1. *What opportunities are there at school, community, district, national level for mainstreaming conflict resolution and conflict sensitive education programs within the current education system?*

    2. *What are the potential entry points for mainstreaming peace building into conflict sensitive program planning, education and management?*

j. Identify the best practices and tools for making conflict analysis an on-going process within reasonable frequency as per-the needs and requirements of the organization.

    i. Is there any role the district has played in the establishment of peer support clubs for teachers and learners in developing tailored programs on conflict sensitive education? (*probe for best practices and challenges faced in the establishment of such clubs*)

5.4 Appendix 4: Focus Group Discussion Guide

Introduction: I am_____ conducting interviews on behalf of UNESCO intended to generate a baseline for their newly project which will be implemented in Arua, Moyo and Yumbe districts. In this study will also develop a conflict profile for the above districts to generate a strategic road map for implementing conflict sensitive education programs and mainstreaming conflict transformation in the targeted communities.

Section A: General Context, nature and dynamics of conflicts

1. How do the refugees and the host communities relate with each other? *(Probe for nature and dynamics of relationship, including gender-based violence)*

2. Are there instances of conflict between the two communities and in schools? (If yes, probe for nature/forms and dynamics of the conflicts including gender-based violence, frequency)

3. What causes conflicts, the push and pull factors of involvement to violent conflict among the refugees and host communities and schools? (probe for; actual or potential causes of conflicts including gender-based violence primary and secondary causes, key players in causing conflicts)

4. What unites the two communities and in schools? (probe: the key resources, situations, values etc. that bring people together)

5. What factors divide the two communities and in schools

6. How have conflicts effected communities? (probe for short and long term effects, the most detrimental effect on the individuals and communities, especially the education system)

iii. Who are the key stakeholders involved in preventing conflict including gender-based violence? (probe for stakeholders at various levels, their roles ---documented or *ad hoc*, how the prevention or resolution is done, especially in the education system ---*matrix format*)

7. Identify potential synergies and opportunities for mainstreaming conflict resolution and conflict sensitive education programs within the scope of current programs and approaches, potential entry point/roadmap for mainstreaming peace building in to conflict sensitive program planning, education and management;

8. What opportunities are there in your communities for mainstreaming conflict resolution and conflict sensitive education programs within the current education system?

9. What are the potential entry points for mainstreaming peace building into conflict sensitive program planning, education and management?

5.5   Appendix: Observation Checklist

5.5.1   School level observation checklist on CSE

Introduction:

This checklist was adopted from the Basic Requirements and Minimum Standards Indicators for Education Institutions (April, 2009) the Republic of Uganda - Ministry of Education And Sports.

The following key areas were keenly observed in relation to SCE:

Overall Management

The School has the following:

S/N	Item	Yes (√)	No(√)	Remark
1.	**The National Flag and Flag pole**			
2.	**A Mission statement**			
3.	**A Motto**			
4.	**A Vision**			
5.	**An Annual Work Plan**			
6.	**A School Management Structure (displayed)**			
7.	**Management information and records**			
	Management Committee			
	School Inspection file			
	Discipline Committee file			
	Staff Meetings file			
	Safety and Security Committee file			
	Staff Meetings file			
	Learners' Organization and Development file			
	A personal file for each member of staff			
	A personal file for each Learners			
	Learners' admission file			
	Visitors' book			
	Learners' daily attendance book			
	Punishment and Reward Records book			
	Others			
8.	**Relevant Statutory/Policy Documents and other instruments for School Management**			
	The National Constitution (1995)			
	The Local Governments Act (1997)			
	Government White Paper on Education (1992)			
	The Teaching Service Commission Regulations (1994) and 1996 (the Professional Code of Conduct)			
	The Management Committee Rules			

	Relevant level National Curriculum and Syllabus-es			
	The Children Statue (1996)			
	Children Act Cap 59 (2000)			
	Security Guidelines to Educational Institutions			
	Alternatives to Corporal Punishment (2008)			
	The Human Rights convention			
	General timetable (displayed)			
	School Rules and Regulations (displayed)			
	African charter on the rights and welfare of the child			
	Child friendly school checklist			
9.	**School committees**			
	School Management committee			
	Staff Discipline Committee			
	Staff Safety and Security Committee			
	Learners' Council /Prefects Body			
	Learners' Safety and Security Committee			
10.	**A suggestion box for:**			
	Teaching and non-teaching staff			
	Learners			
	Parents and the community			

Organisation and management of school safety and security

The School has the following:

S/N	Item	Yes (√)	No(√)	Remark
	Guidelines on the functions of the staff and student Safety and Security Committees			
	Learners sensitized on personal and national safety and security matters at least twice a term (at the beginning and the end of term)			
	Organized fire drills at the beginning of term			
	Fire-fighting equipment located outside each building			
	A twenty-metre fire-free protection zone around the school hedge (rural schools)			
	Buildings with door and window shutters			
	Door and window shutters with locks and bolts respectively and opening outwards			
	Trained guards working day and night			
	Safety and Security school rules and regulations			
	All buildings to have emergency exits			
	Guidelines on Safety and Security issued by Inspector General of Police(IGP)			

	School rules and regulations on prevention of violence and abuse			
	Prevention of violence procedures			
	Mechanisms for reporting abuse or violence			
	Response to cases of violence (psychosocial system, heath care counseling referrals)			
	Peer to peer support mechanism (reporting and monitoring)			
	Psychosocial system e.g. - Spiritual and moral care - Life skills e.g. prevention of self-harm, peer abuse, abuse by adults and societal abuse			
	The School has measures to: i) Control access to its premises ii) Ensure security within its premises			
	The School has measures to i) manage undisciplined and criminal minded teachers and learners ii) prevent crime iii) recruit and train guards iv) ensure infrastructural safety			

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