



Amani Initiative

....together we can make a difference!



AMPLIFIED COMMUNITY ACTION AGAINST TEENAGE PREGNANCY & CHILD MARRIAGE PROJECT



Girls First Fund

Supporting Communities To End Child Marriage

**School mapping report
November, 2020**

AMANI INITIATIVE

P.O.BOX 11406

www.amaniwestnile.org

Table of Contents

Executive Summary	2
Enrollment analysis for primary schools.....	4
Sub-county level enrollment analysis for primary schools.....	5
Secondary school enrollment analysis	6
Covid-19 and education	6
Effect of Covid-19 on enrollment (case study of candidate classes)	7
Key findings and learnings from the school mapping process	9
Key recommendations and action points going forward.....	9

Executive Summary

Amani Initiative with funding from Girls' First Fund to implement the Amplified Community Action against- Teenage Pregnancy and Child Marriage (ACAA-TPCM) project which is the purpose of the mapping exercise. The 2-year project ending in July 2022 aims at "ending child marriage and teenage pregnancy for prosperity and social economic transformation in Maracha and Arua districts" with a focus on the three outputs as below: -

1. Community members empowered to become change agents in the fight against negative norms and behaviors that contribute to teenage pregnancy and child marriage.
2. Children, parents and child parents around partner schools have access to age appropriate sexual & reproductive health.
3. Improved social and economic opportunities for child mothers.

The school-based activities of the project include the following: -

- Engaging the school to mobilize parents for school-based sensitizations and dialogues on aspects of parenting and adolescent sexual & reproductive health to establish solutions to teenage pregnancy and child marriage that they can act on.
- Conducting 2 cohorts of the 12 sessions of the Grassroots soccer and life skills sessions program for at least 50 pupils/students of the school.
- School outreaches with focus on sexual & reproductive health and child protection.
- Recognizing best performing learners per year with scholastic materials as motivation to the rest of the learners.
- Setting up of school/community talking sign posts at partner schools with information on prevention of teenage pregnancy and child marriage to remind/sensitize the learners and communities on what they can do to prevent and respond to teenage pregnancy and child marriage.
- Supporting the school with guidelines and policies on prevention and response to teenage pregnancy and child marriage.

A school mapping exercise was conducted to identify and select 16 schools to directly benefit from the project across the 4 project sub-counties of Kijomoro, Oleba, Oluffe in Maracha District and Vurra Sub-county found in (Arua District) as in the table below:-

S/N	Name of the School:	School District	Sub-county	Village name
1	Ambekua Primary School	Maracha	Oluffe	Ambekua
2	Koriba Primary School	Maracha	Oluffe	Obicha
3	Kamaka Primary School	Maracha	Oluffe	Lirukua
4	Otravu Primary School	Maracha	Oluffe	Olipi A
5	Oleba Seed Secondary School	Maracha	Oleba	Onyi
6	Oleba Primary School	Maracha	Oleba	Aruaa
7	Paranga Primary School	Maracha	Oleba	Nigo
8	Mbafé Primary School	Maracha	Oleba	Mbafé
9	Alivu Primary School	Maracha	Kijomoro	Wija
10	Lamila Ciru Primary School	Maracha	Kijomoro	Nyoo
11	Kijomoro Primary School	Maracha	Kijomoro	Mundru
12	Ambidro Primary School	Maracha	Kijomoro	Liki
13	Ajono Primary School	Arua	Vurra	Omoo Akua
14	Oyoo Primary School	Arua	Vurra	Wali
15	Opia Primary School	Arua	Vurra	Olli
16	Ekarakafe Primary School	Arua	Vurra	Ocevu Nzenze

The purpose of the study was to find out the current status in regard to teenage pregnancy and child marriage especially as the result of Covid-19 impact within the schools, existing interventions within the schools to avoid duplication, availability of learners to benefit from the interventions, legal status of the schools and their willingness to be part of the project.

As part of the process of identifying the strategic schools to be engaged in the project, Amani Initiative engaged with the District Education Offices and the sub-county community development officers who recommended schools to be engaged in the program based on vulnerabilities of the communities around the schools.

School fees structure of partner schools

15 out of the 16 partner schools have a school fees structure of less than 100,000/= shillings with 1 secondary school paying over 200,000ugx per school term which is average enough to be covered by parents in the rural communities. All the schools mapped are under the Government of Uganda Universal Primary Education and Universal Secondary Education program which provides free education for all.

Number of teachers

The school mapping process indicated that there were 182 male teachers to only 83 female teachers across the 16 partner schools which could be a risk to girls especially in line with providing a space to listen and support girls during sensitive issues such as menstrual health and pregnancy.

Is school legally registered with MoES

All the 16 onboarded schools are officially registered with the Ministry of Education and Sports and meet the minimum basic education standards.

School location.

5 of the 16 partner schools are based in a rural setting and 11 in fairly urban setting. All schools mapped are near the road hence accessible and safer to the learners within the community.

Teenage pregnancy and child marriage cases.

13/16 schools have had cases of teenage pregnancy within 2020 and 12 of the 16 partner schools reported at least a learner being married off in the course of 2020.

Number of orphans in the school

Only 5 of the 16 partner schools have a database of number of orphaned children which comes to 362 learners. The number is estimated higher as 11 of the 16 schools could not provide this data.

Number of refugee learners in the school

None of the 16 partner schools have refugees within their population.

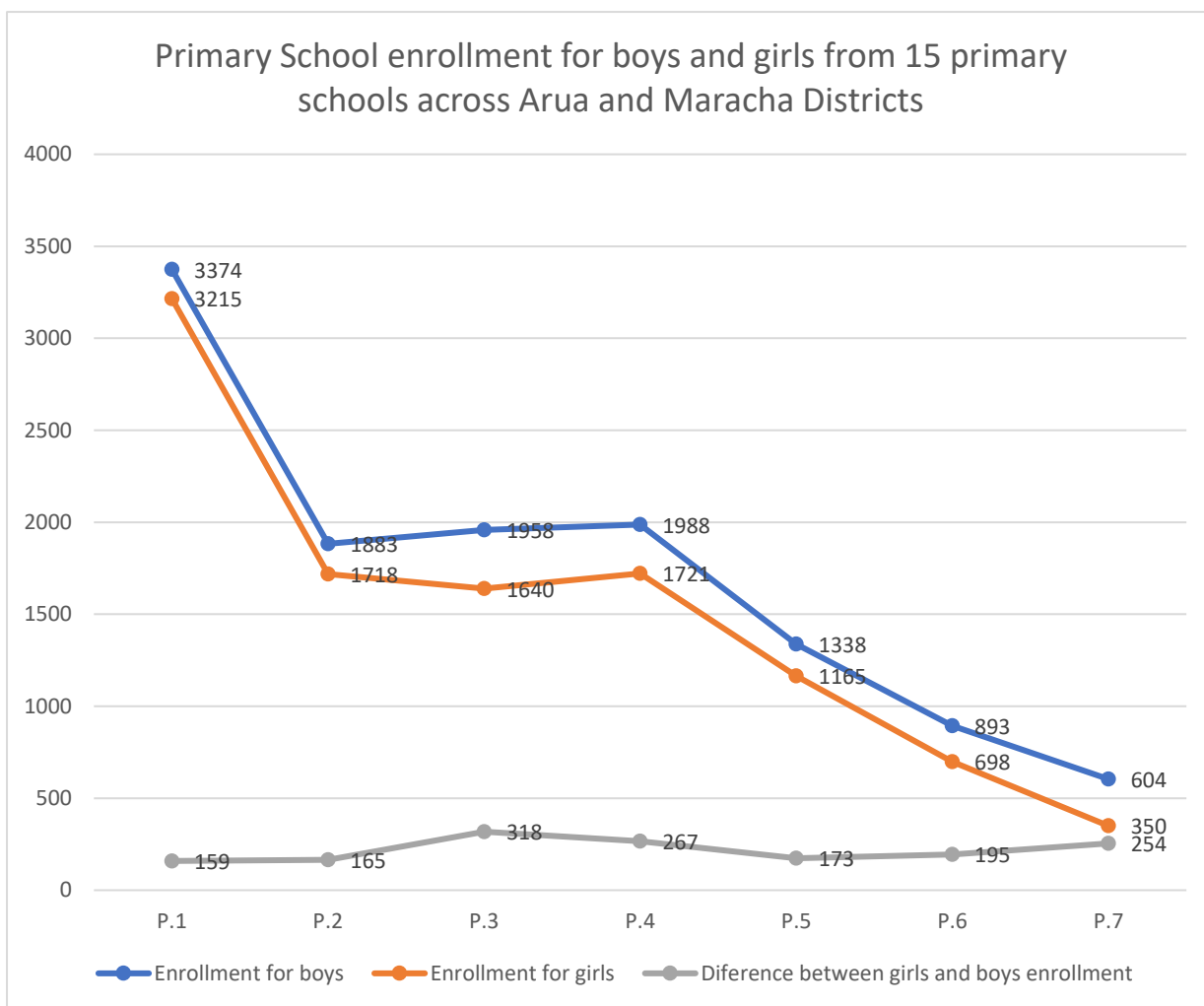
Existing organizations doing similar work.

All the 16 mapped schools did not have any organizations doing similar interventions as proposed in the project.

Willingness and meeting school selection criteria.

All the 16 mapped schools were willing to participate in the project and able to provide at least 1 hour in a week dedicated to the project. All the 16 schools also meet the project selection criteria.

Enrollment analysis for primary schools



Out of the 15 primary schools assessed we saw a big difference of 85% between pupils that enroll at primary one with those that complete primary Seven.

There is a high entry level for both girls and boys at primary one level standing at 3215 and 3374 respectively though the number of boys is only 159 more than that of the girls.

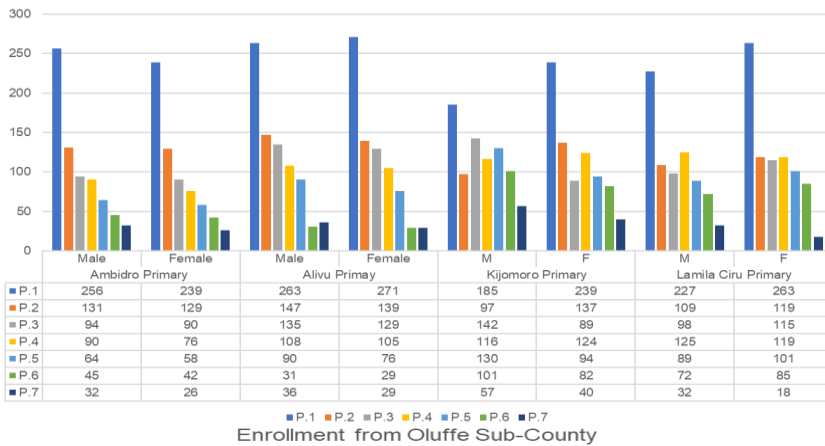
The enrollment drastically drops from primary one to primary seven to 1718 and 1883 for both girls and boys respectively with the difference between girls and boy's enrollment at 165 which is more than at primary one.

The enrollment stabilizes between primary two and primary four though the gap between girls and boys increases to 318 in primary three and 267 at primary four.

We also notice a steady decline in enrollment between primary four to primary seven with only 350 and 604 girls and boys respectively completing this level of education from an average of 3215 and 3374 for girls and boys enrolled at primary one. The difference between girls and boys is at 254 hence only 17.9% of the boys complete the primary level education cycle compared to only 10.9% of the girls which is a gender parity of 1.7 above the regional parity of 1.01 as of the 2014 National Census.

Sub-county level enrollment analysis for primary schools

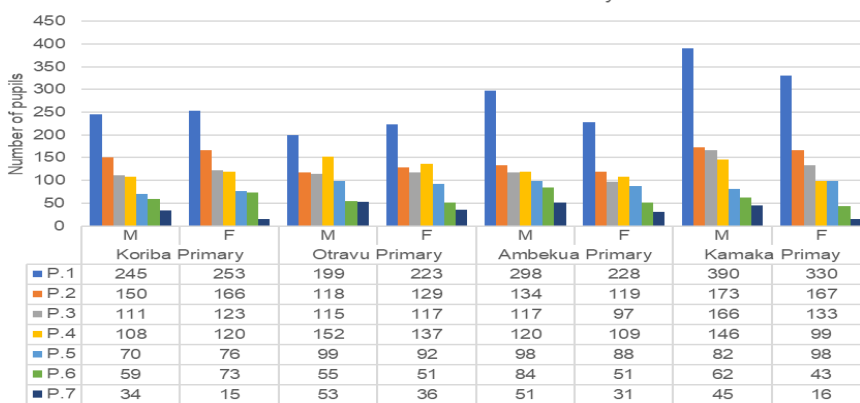
Enrollment from 4 primary schools in Kijomoro Sub-County, Maracha District



The project is to operate across 4 universal primary education (UPE) schools within Kijomoro Sub-County. The 4 schools have a current population of 6,165 pupils of which 3102 are boys and 3063 are girls.

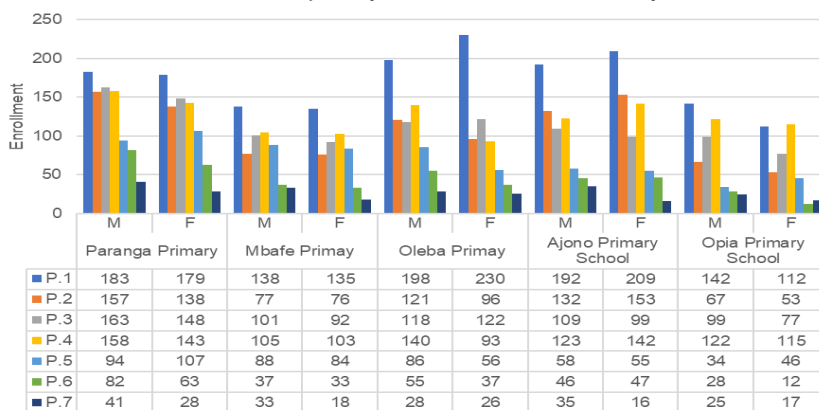
The 4 villages within which the four schools are based include Wija, Nyoo, Mundru and Liki all found in Maracha District.

Enrollment from Oluffe Sub-County



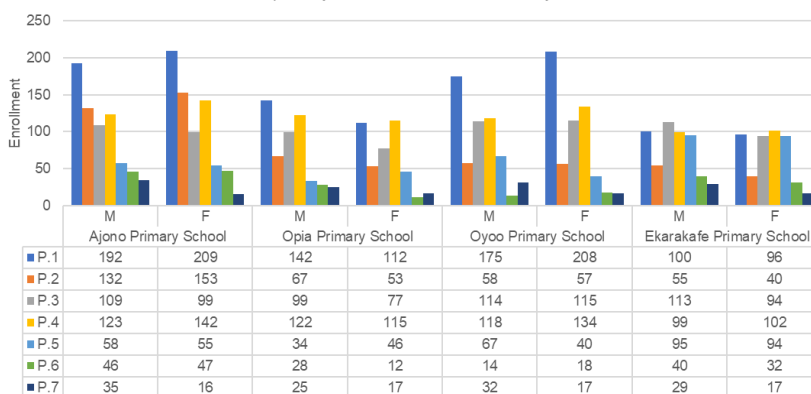
Within Oluffe Sub-County a total of 4 UPE schools were mapped out and signed up to be part of the project with enrollment analysis as per the graphs. The schools collectively have a school population of 6754 pupils of which 3534 are male and 3220 are female across 4 villages. These villages located within the sub-county include; Ambekua, Obicha, Lirukua and Olipi A.

Enrollment for primary schools in Oleba Sub-County



Oleba Sub-County found in Maracha has 4 schools that will directly be part of the Amplified Community Action against teenage pregnancy and child marriage project of which 3 are primary schools and 1 a secondary school. The 3 primary schools have a total population of 4210 pupils of which 2203 are male and 2007 are female. The schools are based in Aruaa, Nigo and Mbafte villaaes.

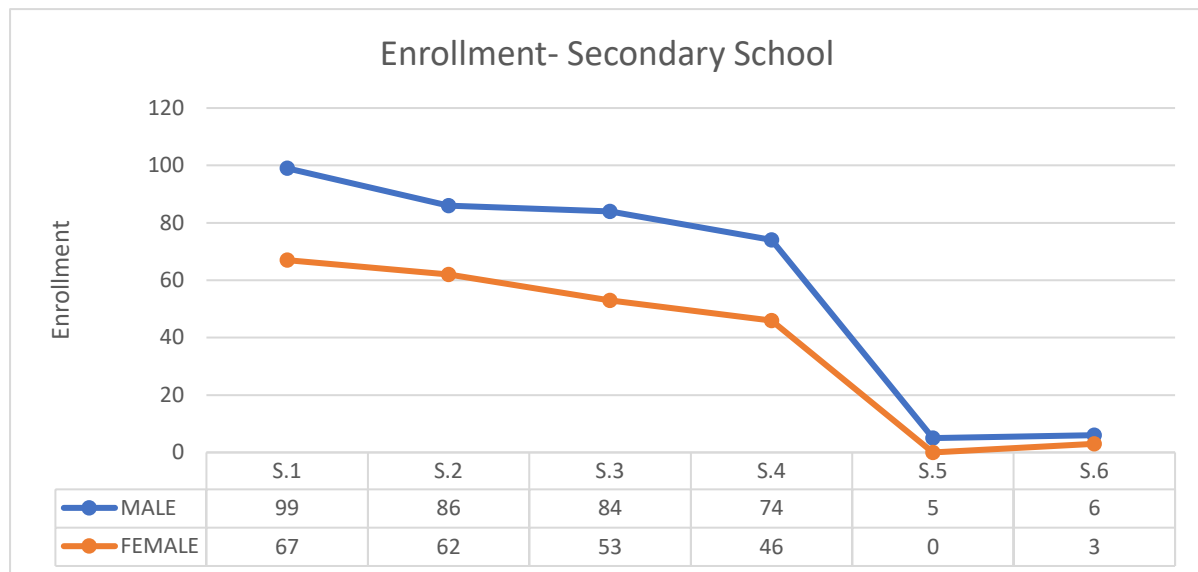
Enrollment of primary schools in Vurra Sub-County, Arua District



Vurra Sub-County which is a refugee hosting community located within Arua District and with one of the highest rates of teenage pregnancy within West Nile region will have 4 primary schools directly benefiting from the project.

The 4 primary schools Omoo Akua, Wali, Olli and Ocevu Nzenze villages have a collective population of 4538 pupils of whom 2321 are boys and

Secondary school enrollment analysis



The amplified community action against teenage pregnancy and child marriage is working in only one secondary school known as Oleba Seed Secondary school located in Maracha District with a school population of 585 students of which 354 are male and 231 are female. There is a steady decline from senior one to senior six between number of students that enroll for secondary education for both boys and girls with a higher decline for the girls.

At the transition stage between senior four and senior you will notice that only 5 boys enrolled and no girl enrolled which is a very big issue of concern for the project to follow up with.

Covid-19 and education

The Government of Uganda through a directive by the President of Uganda closed all institutions of learning including nursery schools, primary schools, secondary schools, and institutions of higher learning in line with the prevention of the spread of Covid-19.

This move resulted into over 15 million school going children returning home and coping up with alternative methods of continuing learning such as use of technology and parental support. The new alternatives could not be inclusive especially amongst the rural settings where our 16 partner schools are located due to lack of electricity, access to infrastructure such as radio's, televisions and phone yet most of the parents of these children were illiterate themselves. Worse still, during the most period of the lock down movement of individuals and those of civil society organization staff was curtailed with priority given to members of the district Covid-19 taskforce, media houses, health workers and "essential workers" With a big disconnect between the teachers, CSO support network and the learners; the learners have been left to survive on their own.

On 15th October, 2020 after a period of around 7 months, schools were re-opened but only for the candidate classes who include primary seven class for primary level, senior four and senior six classes for secondary level and final year students for institutions of higher learning.

Our mapping process within partner schools assessed the impact of Covid-19 within our partner schools to guide with our Covid-19 response, preparation for similar situations, and also engagement of key stakeholders under the Amplified Community Action against teenage pregnancy and child marriage project financed through the Girls First Fund.

Effect of Covid-19 on enrollment (case study of candidate classes)

S/N	SCHOOL	NO OF P.7 CANDIDATES BEFORE COVID19			Dropped out			
		Male	Female	Total	Male	Female	% drop out- M	% drop out- F
Vurra sub-county								
1	Ajono Primary School	35	16	51	0	3	0%	19%
2	Opia Primary School	25	17	42	5	5	20%	29%
3	Oyoo Primary School	32	17	49	0	0	0	0
4	Ekarakafe Primary School	29	17	46	2	1	7%	6%
	Sub-Total	121	67	188	7	9	6%	13%
Oluffe Sub-County								
5	Ambekua Primary School	51	31	82	0	0	0	0
6	Koriba Primary School	34	15	49	8	0	24%	0
7	Kamaka Primary School	45	16	61	0	4	0	25%
8	Otravu Primary School	53	36	89	2	2	4%	6%
	Sub-Total	183	98	281	10	6	5%	6%
Oleba Sub-County								
9	Oleba Seed Secondary School	80	49	129	2	2	3%	4%
10	Oleba Primary School	28	26	54	1	2	4%	8%
11	Paranga Primary School	41	28	69	5	15	12%	54%
12	Mbafé Primary School	33	18	51	13	5	39%	28%
	Sub-Total	182	121	303	21	24	12%	20%
Kijomoro Sub-County								
13	Alivu Primary School	36	29	65	6	1	17%	3%
14	Lamila Ciru Primary School	32	18	50	5	5	16%	28%
15	Kijomoro Primary School	57	40	97	11	8	19%	20%
16	Ambidro Primary School	32	26	58	2	2	6%	8%
	Sub-Total	157	113	270	24	16	15%	14%
Total		643	399	1042	62	55	10%	14%

Based on the candidate records from the 16 partner schools, 14% of the girls and 10% of the boys in the candidate's classes did not return to school after schools were re-opened for candidates' classes on the 15th October, 2020 after a period of 7 months from 20th March, 2020 when schools were closed in line with prevention of the spread of Covid 19.

The most affected sub-county was Oleba Sub-County where 20% of girls and 12% of boys did not return back to school after the re-opening with 54% of the girls at Paranga Primary School failing to return back to school.

Feedback from the school headteachers blamed teenage pregnancy, child marriage for the drop out by the girls and lack of interest especially among the boys as most of the reasons to why some of their candidates failed to return back to school.

All the 16 administrators from the 16 partner schools mapped were very aware of Covid-19 which clearly indicated that awareness was well created about the epidemic.

Effect of Covid-19 to schools.

The administrators shared some of the different effects Covid-19 and the guidelines put in place such as closure of schools affected their schools directly such as: -

- 0- Delay and disruption of the 2020 academic year which might take time to normalize.
- 1- Failure of the schools and teachers to continue supporting and engaging the learners. Most of the parents don't have phone numbers that they can use to engage with the teachers which has increased the gap between teachers and learners.
- 2- The schools have faced financial constraints as the government has reduced on the capitation fund that it usually sends to schools. This has made it hard for the school staff to survive during the lock down and also maintain the school during the period when schools have been closed. This has also led to deterioration of the school infrastructure due to poor maintenance.
- 3- Reduced enrolled for candidate classes due to pregnancy, marriage or lack of interest in continuing with education.

Effects of Covid 19 on learners

The mapping team engaged with some of the primary seven candidates that were able to return to school who highlighted some of the issues below: -

1. Low syllabus coverage that would affect their learning.
2. Some of their peers both at school and community became pregnant during the lockdown when schools were closed.
3. Lack of concentration at home at home during the lockdown mainly due to lack of support from their parents who engaged them a lot in domestic chores instead of giving them some time to study.
4. Some of their peers lost interest in education as they resorted to undertaking income generating activities. This mainly affected the boys.
5. Failure to connect with their teachers to continuing with the learning process.
6. Lack of online learning facilities such as televisions, radio's and phones to enable them continue to learn like their peers in well to do families.

Key findings and learnings from the school mapping process

1. There are fewer female teachers to male teachers with male teachers at 182 compared to only 83 female teachers. This makes it hard for the female teachers to talk to someone within the school in case of need to talk about issues that affect women directly.
2. Out of the 15 primary schools assessed we saw a big difference of 85% between pupils that enroll at primary one with those that complete primary Seven.
3. There is a high attrition of learners from primary one to primary two which needs to be investigated and followed up.
4. Enrollment for both boys and girls stabilizes between primary two and primary four but the difference in enrollment between boys and girls is also highest at this stage with boys being more than girls at 380 learners.
5. There is gradual decline of enrollment for both boys and girls from primary four to primary seven though the difference between girls and boys keeps on increasing as well.
6. 17.9% of the boys enrolled at primary one complete the primary level education cycle compared to only 10.9% of the girls which is a gender parity of 1.7 above the regional parity of 1.01 as of the 2014 National Census.
7. Partner schools don't keep updated data on orphans or refugees within their population.
8. 10% of boys and 14% of girls within the candidate classes failed to return back to school due to pregnancy/marriage for girls and loss of interest for the boys during the Covid-19 lockdown between 20th March, 2020 to 15th October, 2020. Paranga Primary School was the worst affected with 54% of the girls not returning back to school.
9. Covid-19 restrictions has increased the gap between teachers and their learners which is making it impossible for the learners to continue learning but also receiving any support from their parents due to illiteracy and lack of facilities to continue with the learning.

Key recommendations and action points going forward

1. Amani Initiative to present findings of the mapping report to the key education stakeholders at the district, sub-county and school level to guide on strategic actions to be taken up as solutions to some of the findings.
2. Partner schools need to enroll more female teachers across the 16 partner schools
3. Schools need to be supported to update their database for orphaned and refugee children as most of these children are vulnerable and will need extra support if they are to be protected from teenage pregnancy and child marriage.
4. Schools need to be supported to follow up on learners that did not return back to school.
5. Guiding learners at transition levels to have ambitions of continuing with their education especially between senior four to senior five.
6. Communities around partner schools needed to be sensitized on prevention and response to child marriage and teenage pregnancy through community dialogues.
7. School teachers need to be trained on aspects of counseling and supporting their learners who could have gotten pregnant during the lockdown and fear to return back to school due to associated stigma.

Amani Initiative

Head Office

Address:- AGA House, Mawanda Road

P.O.BOX 11406, Kampala

Tel : 0703154084/0779204829

Email: amani4us@gmail.com

Website: www.amaniwestnile.org

West Nile Regional Office

**Address:- Arua One Youth Stop Center, Enyau
Road**

Maracha District Satellite Office

Address:-Nyadri Town Council, Market Lane