

NOVEMBER 2022



# IRREGULAR ATTENDANCE AND SCHOOL DROPOUT REPORT

# TABLE OF CONTENTS

## Contents

1.0 EXECUTIVE SUMMARY .....	2
2.0 STUDY BACKGROUND .....	3
OBJECTIVES OF THE STUDY.....	5
4.0 METHODOLOGY.....	5
4.1 SAMPLING TECHNIQUE AND THE REACH.....	5
4.1.1 Summary of Planned Targeted Participants .....	6
4.2 DATA COLLECTION TOOLS .....	7
5.0 FINDINGS AND ANALYSIS .....	7
5.1 Objective1: To establish the reasons for school dropouts and irregular attendance of learners .....	9
5.2 Objective 2: Assess relevant interventions being undertaken to bring children back to school .....	19
5.2.1 The points below were emphasized to ensure learners retention in school .....	20
5.3 Objective 3: Seek opinions of the stakeholders on what has been done and what more can be done to address dropout issues .....	20
5.3.2 Opinions of stakeholders on primary learners' education..	22
5.4 To seek recommendations from stakeholders on innovations to improve retention of learners in schools .....	22
CONCLUSIONS.....	23
7.0 RECOMMENDATIONS .....	23

# 1.0 EXECUTIVE SUMMARY

This study conducted by Windle International Uganda reveals that though several inter-related social, economic, school and cultural factors affect school dropout outcome regardless of the gender of the students, among some particular factors increase the dropout rate particularly for girls. These particular factors produce lower educational outcomes.

The study was aligned to the four specific objectives of establishing the reasons for school dropouts and irregular attendance of learners in the selected settlement primary schools, assess the relevant interventions being undertaken to bring back children to school within the refugee hosting communities, seek opinions of stakeholders on what has been done and what more can be done to address dropout issues, seek recommendations from stakeholders on innovations to improve retention of learners in schools and recommendations from stakeholders to improve retention of learners in schools.

The study explored a mixed method of both quantitative and qualitative approaches of data collection. The quantitative method (survey) of study focused on learners to obtain their opinions about the reasons for irregular attendance and dropping out of school. Furthermore, the study used the qualitative approaches of Key Informant Interviews to obtain information from the primary school head teachers, Office of the Prime Minister's representatives (OPM), Village Education Committee Members (VEC), District Education Officers (DEOs), UNHCR representative, as well as Focus Group Discussions to gather in-depth information from learners that dropped out of primary school level, parents and Teachers' Association members (PTA) about the factors contributing to high school dropout rates and recommendations to improve learning outcomes. Secretaries to do mobilization of learners to go back to school.

The study reached 48.2% female learners and 51.5% male learners both refugees and nationals in the five locations of Rhino camp, Imvepi, Kiryandongo, Palabek, Kyangwali and Nakivale refugee settlements, of distributed ages between 12 years to 16 years, with 72.4% being refugees and 27.6% being nationals.

At school level, the major cross cutting reasons among boys and girls for irregular attendance and dropout observed include, early marriages, domestic work, peer pressure and lack of family support. However, these challenges do not necessarily represent dropouts but a composition of dropouts and irregular attendance in schools. Finally, there is need to encourage parent and child meetings in schools to enforce close relationship and support of the parents to the learners and improve performance and strengthen stakeholder engagement schools and community through the school management committees, village education secretaries to do mobilization of learners to go back to school.

## 2.0 BACKGROUND OF THE STUDY

This study conducted by Windle International Uganda reveals that though several inter-related social, economic, school and cultural factors affect school dropout outcome regardless of the gender of the students, among some particular factors increase the dropout rate particularly for girls. These particular factors produce lower educational outcomes. The financial factors constrain parents more especially those who have lower socioeconomic status compared to those who have higher status. Parents with lower socio-economic status like the refugees' face difficulties to bear the expenses of their daughters' education. In addition, parents sometimes use the gender of their children to decide who gets more education so that children can give benefit in the future; in these circumstances male children eventually get more priority compare to female children. Besides these, girls also experience disadvantage for the unequal labour force participation in the world. Female usually experience

less opportunities especially in productivity in the labour market and earn less compared to males which discourage parents from continuing the education of their daughters. This perception has cropped up in the female learners too as it will be further elaborated in this report. Other factors contributing to high dropout rates include school level factors, cultural reasons, socioeconomic status, religion and environment of the community where they live in. These perspectives constrain education outcomes especially in refugee and their host communities. Some traditional cultural practices and beliefs of a particular religion or community massively act as barriers to girls' education, especially in the male-dominated societies. This study contributes to the growing body of knowledge creating evidence on the reasons for high dropout rates, opinions of key stakeholder, interventions in place and solutions to this challenge.

The continuous drop in gross enrolment of learners especially in upper primary education raises several questions that ought to be answered. Dropout rates peak in the transition between primary four, five, six and seven, with a significant number diminishing mostly among the girl child. Additionally, there may be problems in looking at enrolment data without attention to attendance and retention rates. Thus, the actual rates of dropout from schools may be much higher than depicted.

According to Education cohort data as of end of August 2022, it indicates that 227,981 of refugee children in the settlement are with the correct age to access primary Education (OPM 31st August 2022). However, the enrolment data from WIU indicates that 74% are enrolled in school (WIU Term II Enrolment 2022). This justifies that 26% are within the community either did not enroll in any school or accessed school and dropped out.

The gross enrolment rate is quite impressive for both nationals and refugees. This has been attributed to the influx in the lower primary P1-P3. With all these abnormalities in gross enrolment and fluctuating number of learners attending schools. Therefore, an in-depth assessment was commissioned to find out the root causes of high dropout rate and irregular attendance in primary schools.



## 3.0 OBJECTIVES OF THE STUDY

- To establish the reasons for school dropouts and irregular attendance of learners in the selected settlement primary schools
- To assess the relevant interventions being undertaken to bring back children to school within the refugee hosting communities
- To seek opinions of stakeholders on what has been done and what more can be done to address dropout issues
- To seek recommendations from stakeholders on innovations to improve retention of learners in schools.

## 4.0 METHODOLOGY

The study explored a mixed method of both quantitative and qualitative approaches of data collection. The quantitative method (survey) of study focused on learners to obtain their opinions about the reasons for irregular attendance and dropping out of school. Furthermore, the study used the qualitative approaches of Key Informant Interviews to obtain information from the primary school head teachers, Office of the Prime Ministers representatives (OPM), Village Education Committee Members (VEC), District Education Officers (DEOs), UNHCR representative, as well as Focus Group Discussions to gather in-depth information from learners that dropped out of primary school level, parents and Teachers' Association members (PTA) about the factors contributing to high school dropout rates and recommendations to improve learning outcomes.

### 4.1 SAMPLING TECHNIQUE AND THE REACH.

Each school was represented by 8 learners from mid and upper primary class. According to the term two 2022 enrolment data, there were 127,900 learners in the 103 primary schools of Nakivale, Imvepi, Kiryandongo, Kyangwali and Palabeck refugee settlements and the sample size for the quantitative survey was 384 learners which was determined using the sample size determination table by Morgan and Krejcie (1970).

### 4.1.1 Summary of Planned Targeted Participants:

S/n	Sampled Settlement	Sampled Schools	Quantitative Sample size (Target)	Qualitative Section (Key Participants)
01	Kiryandongo	06 Schools	48	FGD Learners that have dropped out of school – 10 learners FGD (teachers, SMCs and PTAs)-8 members KII (HT, DEO, VEC Member, Education Partners, OPM, and UNHCR)-6
02	Imvepi	10 Schools	80	FGD Learners that have dropped out of school – 10 learners FGD (teachers, SMCs and PTAs)-8 members KII (HT, DEO, VEC Member, Education Partners, OPM, and UNHCR)-6
03	Nakivale	10 Schools	80	FGD Learners that have dropped out of school – 10 learners FGD (teachers, SMCs and PTAs)-8 members KII (HT, DEO, VEC Member, Education Partners, OPM, and UNHCR)-6
04	Palabek	10 Schools	80	FGD Learners that have dropped out of school – 10 learners FGD (teachers, SMCs and PTAs)-8 members KII (HT, DEO, VEC Member, Education Partners, OPM, and UNHCR)-6
05	Kyangwali	12 Schools	96	FGD Learners that have dropped out of school – 10 learners FGD (teachers, SMCs and PTAs)-8 members KII (HT, DEO, VEC Member, Education Partners, OPM, and UNHCR)-6
			384	120
TOTAL				504

The study reached out to 392 (203M and 189F) out of the planned 384 respondents for quantitative study, as well as reaching out to stakeholders like OPM, UNHCR, PTA and SMC, school administrators, DEOs, VEC members, education partners and school dropouts within the various communities of the selected settlements in focus.

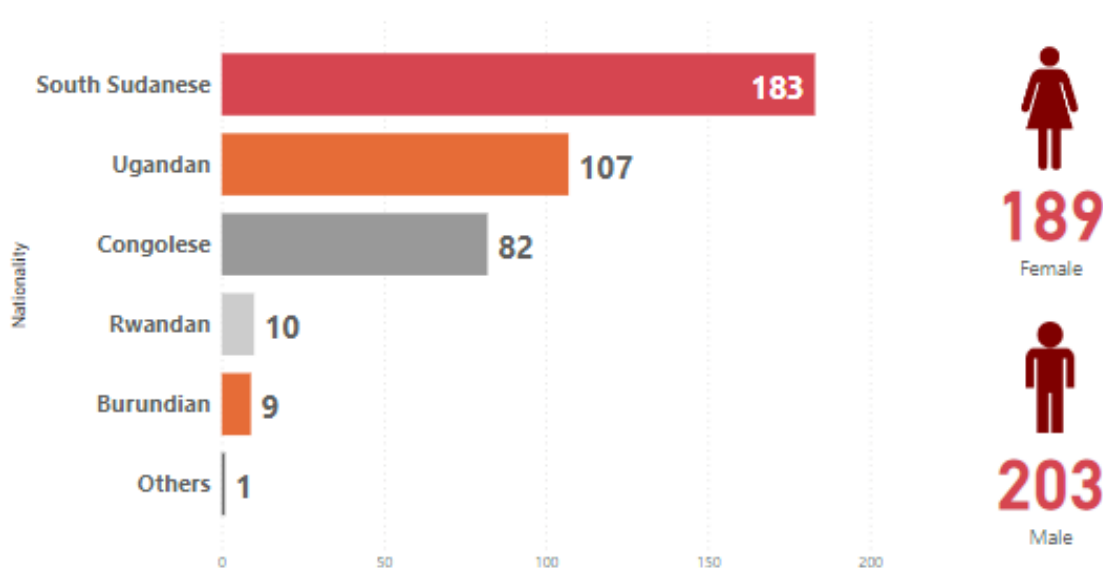
## 4.2 DATA COLLECTION TOOLS

- a) School Dropout Quantitative Survey: This tool was deployed on KoboCollect digital platform. The quantitative method (survey) of study focused on learners to obtain their opinions about the reasons for irregular attendance and school dropping out.
- b) Focus Group Discussions (FGD) Guide for Parents, Teachers and School Management Committees (SMCs). The enumerators held friendly discussions with these categories with guiding questions to find out more about the reasons for school dropout and to assess the relevant interventions being undertaken to bring back children to school within the refugee hosting communities during and after the distribution of the materials.
- c) Focus Group Discussions (FGD) Guide for school dropouts. This was administered to the school dropouts to find out the reasons why they dropped out, the alternatives they have outside learning and seek for their recommendations as well.
- d) Key Informants Interview Guides for the District Education Officer, Village Education Committee members (VEC), Head teachers, UNHCR, Education partners, OPM: These key persons were asked by the enumerators with questions to seek their opinions of stakeholders on what has been done and what more can be done to address dropout issues, and the possible solutions to the vice.

## 5.0 FINDINGS AND ANALYSIS.

The study reached 48.2% female learners and 51.5% male learners both refugees and nationals in the five locations of Rhino camp, Imvepi, Kiryandongo, Palabek, Kyangwali and Nakivale refugee settlements, of distributed ages between 12 years to 16 years, with 72.4% being refugees and 27.6% being nationals.





The above figure presents the analysis of respondents by nationality and gender, highest respondents were refugee learners (73%), whereas 27% were nationals.

### Special needs learners

As seen from the above analysis, about 3% of the learners drop out of school due to their vulnerability in terms of impairments, making the environment unfriendly for their studies.

The table below represents analysis of children with disabilities interviewed, accessing schools within the settlements.

DISABILITY STATUS	No-No difficulty	Yes-some difficulty	Yes –a lot of difficulty	Cannot do at all
Difficulty seeing, even if wearing glasses	85%	12%	3%	0%
Difficulty hearing, even if using a hearing aid	89%	11%	0%	0%
Difficulty walking or climbing steps	87%	11%	2%	0%
Difficulty remembering or concentrating	73%	22%	5%	0%
Difficulty with self-care such as washing all over or dressing	93%	7%	0%	0%
Difficulty communicating, for example understanding or being understood	89%	9%	2%	0%

From the table above, 85% of the learners who participated in the study don't have any difficulty in seeing, 12% have some difficulty seeing even if wearing glasses and only 3% have a lot of difficulty seeing even if wearing glasses. 89% don't have a difficulty in hearing, 11% have some difficulty in hearing and 0% have a lot of difficulty in hearing even if using a hearing aid. 87% don't have a difficulty in walking or climbing steps, 11% have some difficulty, 2% have a lot of difficulty in walking or climbing steps and 0% cannot walk or climb steps. 73% of the learners do not have a difficulty in remembering or concentrating, 22% have some difficulty in remembering or concentrating and 5% have a lot of difficulty in remembering or concentrating. 93% do not have difficulty with self-care such as washing all over or dressing and 7% have some difficulty with self-care. And lastly, 89% don't have any difficulty in communicating for example understanding or being understood, 9% have some difficulty in communicating and 2% have a lot of difficulty in communicating for example understanding or being understood.

## **5.1 Objective 1: To establish the reasons for school dropouts and irregular attendance of learners**

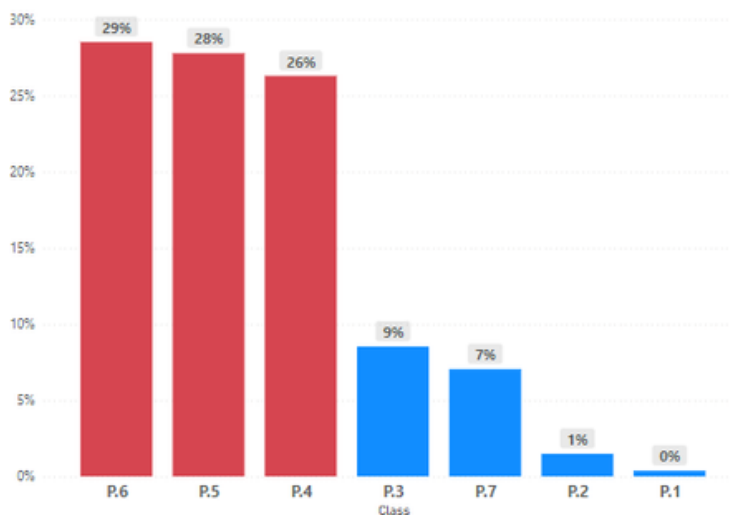
### **i.) Cross cutting Reasons for Irregular attendance and dropout**

At school level, the major cross cutting reasons among boys and girls for irregular attendance and dropout observed include, early marriages, domestic work, peer pressure and lack of family support. However, these challenges do not necessarily represent dropouts but a composition of dropouts and irregular attendance in schools. The research team tasked the respondents on whether their schools had lost some learners in the school before completion of term III.

Additionally, 61% of the respondents indicated that girls are most likely to drop out of schools due to teenage pregnancy, early marriages, and domestic chores, 20% argued that boys are most likely to drop out of schools due to early marriages, domestic work, and peer pressure, while 19% agreed that both boys and girls are subject to school dropout.

## ii.) Dropout according to class.

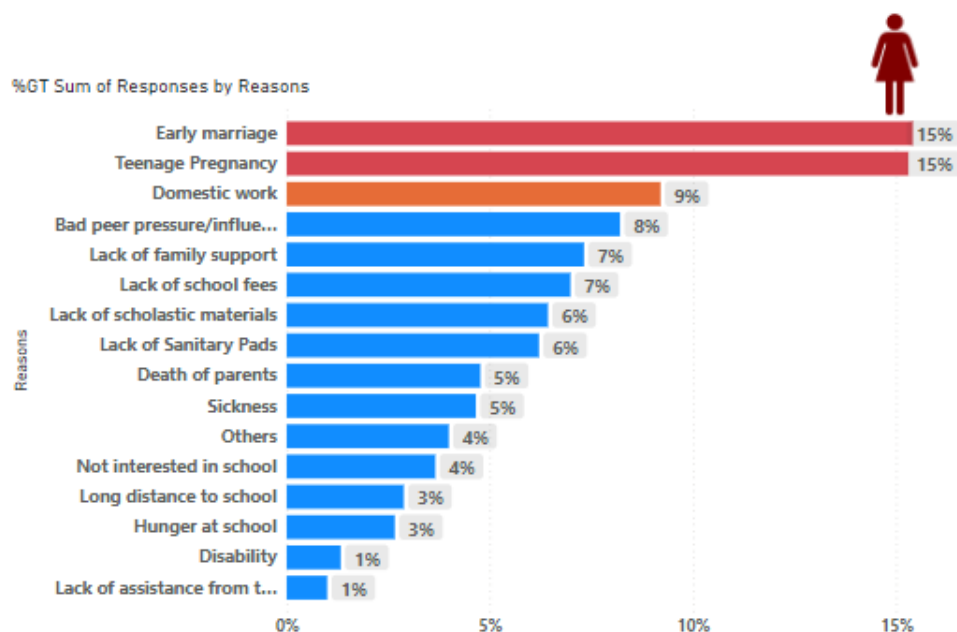
Analysis shows a strong relationship between class and school dropout as receded by the respondents. It is observed that as learners move from primary one to primary seven, their numbers keep reducing tremendously as seen in the figure below;



The analysis presented shows no dropout rate in primary one (P.1), progresses to 1% in primary two, and then tremendously shoots to 9% in primary three. The situation even worsens as learners progress from lower primary to upper primary. Primary four is at 26%, primary five at 28%, and highest at primary six with 29% and finally primary seven at 7%. This illustrates a drastic decline in enrolment rates and a high rate of school dropout among learners in primary schools.

## iii.) Reasons why girls irregularly attend schools and/ or drop out.

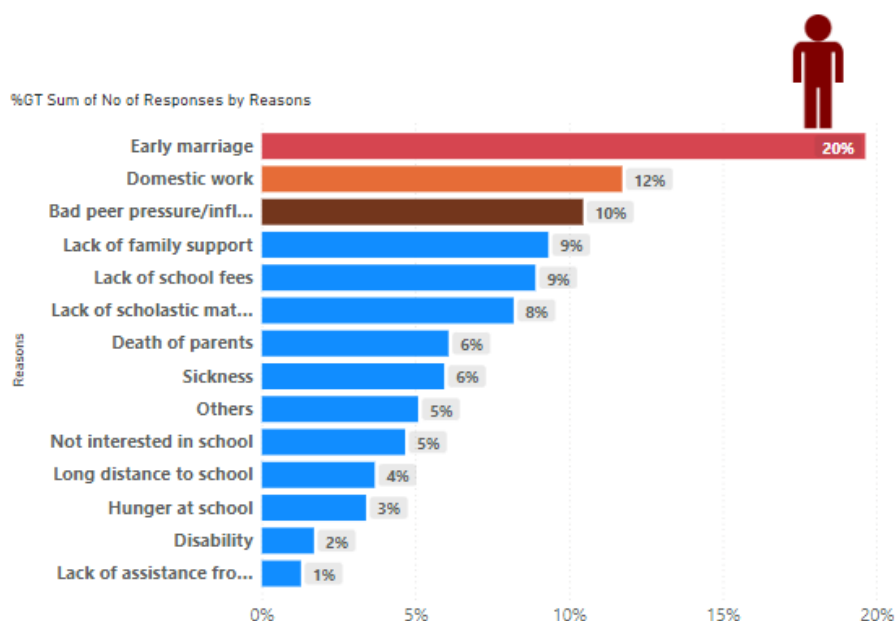
Findings reveal that the biggest reasons why girls irregularly attend and finally leave school is due to early marriages (15%) early pregnancies (15%), domestic related work (9%) and peer pressure (8%) among other factors. Key to note among girls was also the lack of sanitary pads (6%) and inadequate scholastic materials reported at 6%.



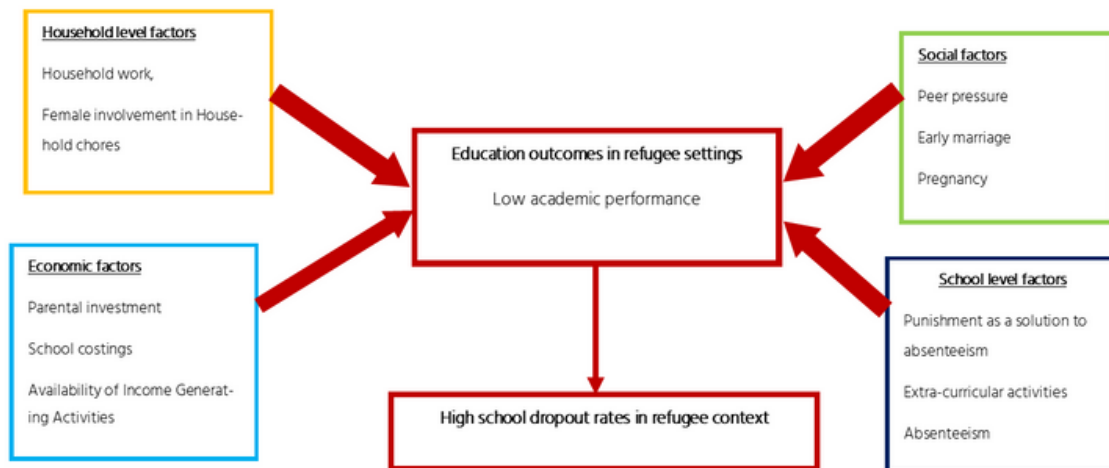
#### iv) Reasons why boys irregularly attend schools and/ or drop out.

Similarly, boys abscond and dropout due to early marriages (20%) a rate higher than for girls, domestic work (12%), bad peer pressure (10%) and lack of family support (9%)

Figure 1: Analysis of reasons for the drop out



The reasons for irregular attendance and dropout were further categorized into four main factors including; a) economic factors, b) household level factors, c) school level factors and d) social factors as elaborated below.



### a) Economic factors

Parents are the primary care givers to the learners in primary school and other levels of education. The parents that participate in this study share that they were financially constrained given their living arrangement that is – they live in fragile settings where the opportunities for earning are very limited. Moreover, the COVID 19 pandemic further jeopardized the opportunities for income which led to high dropout rates for primary school learners. Poverty being a defining attribute the refugee population has resulted in to school dropouts among these populations

*“...Their parents are unable to fund them to stay in school due to the previous pandemic which destroyed their parent’s income generating activities hence unable to take their children back to school.” \_ KII \_ District Official \_ Isingiro*

*“...Poverty which makes their parents not to provide basic needs like education” \_ FGD \_ SMC \_ Palabek*

*“...Poverty when parents are not able to afford fees and Scholastic Materials... the parents may want to support the learners but they are unable to because they cannot afford the school dues.” \_ KII \_ Implementing partner \_ Imvepi.*



Many parents look at education as an investment and when the learner's performance does not match their expectations. In this community such a learner is discontinued from school, the parents would rather use the money to invest in their business rather than paying at school only for the learner to deliver 'poor' results. The investment perception has also affected girls' education where majority of the respondents shared that girls are most likely to drop out of school compared to boys because they are looked at source of wealth. Therefore, they would rather invest in the boy's education so that they receive support in future. In now, they rather marry off the girls to rip from the wealth early.

*"... the females drop out very often because their families do not value education...and as a result of poverty the girls' education is devalued further...and they are viewed as a source of wealth for the families so they marry them off." \_ KII\_ UNHCR\_ Nakivale.*

Some learners have been discontinued from school because their parents need cheap labor. Especially the boys, they have been tasked to engage in income generating activities to supplement on the family incomes. Other parents send their children to work for other people in community where they serve as waiters, house helps, food vending among other things. Generally, there is a normalcy of primary school learners engaging income generating activities encouraged by the demand for cheap labor as shared in the verbatim below.

*"...Small business for example selling Small food items in the market, baking bread ...Cheap labor for example tree planting and construction provided by primary school learners...Others end up as maids and waitress in restaurants... there is gambling most especially male learners who end up playing cards for money and then Domestic work at home mostly by female gender." \_ KII \_ District official \_ Terego.*

*"...Child labour. Some learners are forced to go and do Child labour for example as maids, waitress and selling food stuff in market." \_ KII\_ Head Teacher \_ Nakivale.*

Overall, the school costings and affordability have greatly led to school dropouts among primary school learners. This study found that the parents may have the willingness to encourage their children stay in school but this is mostly affected by the inability to provide.

### **b) House Hold level factors**

It is embedded with in the living arrangements and cultures that children are required to support with house chores around the home. This brings about conflict in priorities with schools. The primary level children that dropped out of school shared that they were unable to cope with the pressures from school and their homes. Time and again they found themselves in position where they default on school tasks and thrive at home and vice versa affecting their performance. This became discouraging to the parents and learners leading to school dropout. This was commonly reported by the female respondents who are culturally tasked as primary care takers at home.

*“...Work pressure at home. Sometimes there is too much work for learners and some learners are family heads so they end up taking their time performing domestic work hence giving up on attending school regularly.” \_ FGD\_ School dropout \_ Palabek*

In sub populaces like the Somali community, the female learners left school because of their perception on gender roles. There was a belief that women are meant to stay at home even when they study and complete school. They shared that girls going to school is useless because after school they can never find formal jobs so school is a waste of time. They would rather stay at home, do house chores as they wait to get married. This affects their attitudes towards studying leading to drop outs.

*“...They have a mentality that they are females and the biggest thing they could do is to become a woman and stay at home, even if they study, they can't go out to work.” \_ KII \_VEC member\_ Nakivale.*

Some parents were reported as negligent when it came to education. They have low understanding of the benefits of education, the communities having high illiterate levels. There were reports that efforts have been made to communicate to parents why it is important for one to have an education but the parents choose to be negligent and have transferred these responsibilities to development partners.

*“...Poor parental guidance some parents don't guide their children on what to do.... negligence from parents. Most of the parents don't care about the education of their children they think it is our work as government and may be the partners which is wrong... there is need to encourage them to get at the centre in my opinion.” \_ KII\_ District official\_ Isingiro district,*

Lastly, in some homes and culture, values and marriage interests are still upheld where many girls have dropout of school due these systems. It was reported that in some homes teenage pregnancies are not a surprise and, in some cases, girls are pulled out of school into forced marriages.

*“...Girls are affected by the cultural norms like they are always considered people who will not support families, they are always looked at as the wealth of the family.” \_ KII implementing partner \_ Imvepi*

*“...Teenager pregnancy. Once some of the female learners get pregnant they end up missing and dropout from school... which is encouraged in some homes.” \_ FGD \_ Teachers\_ Nakivale*

Boys on the other hand have been swayed out of school because of negligence, gambling and peer pressure from family members and other social networks.

### **c) School level factors**

At school level, learners leave because the environment is not conducive for them. Some of the key factors contributing to this were the congestion in classes, hunger while at school since majority of the schools do not have school feeding programmes and the teachers' attitudes which leave learners with no choice but leave school. Submitting to this the respondents said –

*“...Hunger this is brought as results of sudden reduction in the food ratio and at the end learners miss school due to hunger.” \_ KII \_ RWC \_ Nakivale.*

*“...Congestion in school. Some learners fail to get a place to sit in classroom making learners to attend classes irregularly.” \_ KII\_ Implementing partner \_ Imvepi*

*“...teaching and learning is a two way-trafficking, there is an issue of staff accommodation due to the increased number of teachers, other teachers are being forced to rent outside the school which has resulted into a big challenge as far as handling and protection of learners is concerned... teachers pass on the frustration to the learners leading to dropouts” \_ KII\_ Head teacher \_ Nakivale.*

In addition, some respondents that dropped out of school shared that they left due constant bullying from the older pupils. Moreover, punishment as a way of preventing absenteeism also pushed the learners away. This unfavorable school environment coupled with long distance, limited extracurricular activities and inadequate supplies especially Menstrual Hygiene Management materials affected the learners' interest to continue with school.

*“...Dropout is also because some children are from child headed families and teachers tend to punish them every time they come late to school without bothering to find out reasons why they come late, this continuous punishment tends to discourage the learners and they end up dropping out.” \_ KII \_ Implementing partner \_ Palabek*

*“...Partners supporting education most times mobilize the learners to go to school and do not distribute scholastic materials in time so learners stop attending school because they do not have writing materials, in this case scholastic materials should be distributed early.” \_ KII \_ Implementing partner\_ Imvepi*

*“...We tend to focus more on academics instead of extra-curriculum activities. Some schools do not even have play grounds for learners to play.” \_ FGD \_ SMC\_ Nakivale*

#### **d) Social factors**

Several social factors affect primary school completion in refugee contexts. Age is among these where learners come in to Uganda at a different level and they are required to rejoin school due to the difference in the language of instruction. They are commonly put in lower classes which affects their morale to continue with school. Also, at primary level learners were cited to commonly drop out when they reach upper primary (P.4 to P.7). Dropouts at this level were attributed to adolescence, peer pressure and pregnancy where they feel so grown and do not require guidance.

*“...some refugee learners who already have a setback in their classes and after reaching the settlement they join new classes not matching their ages also contributed to dropout.” \_ KII \_ OPM Offiical \_ Nakivale.*

*“...Early pregnancies due to the fact that most girls think they are old enough to be mothers.” \_ KII \_ Head teacher \_ Imvepi*

For some female learners in upper primary, they are forced to stay home and take care of their siblings. This is intensified by the parents; constant movement from one refugee settlement to another which affects the learner's ability to settle and learn from one school leading to dropout.

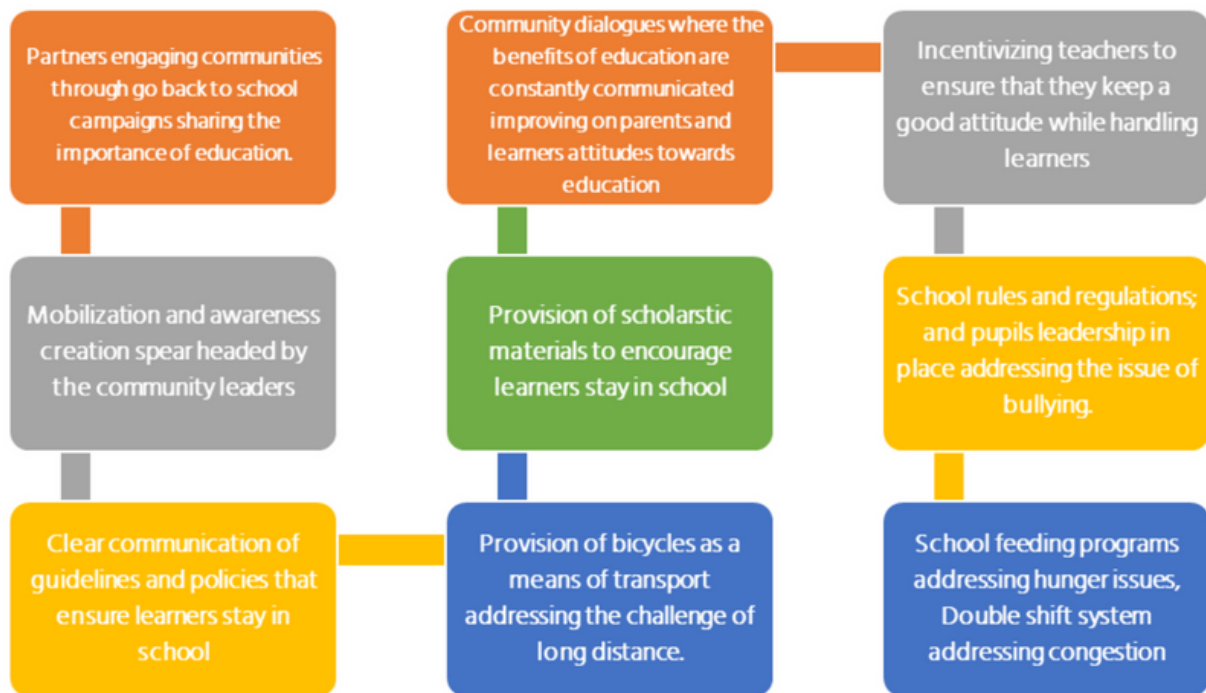
*“.... Negligence of the parents who move from one settlement to another making many learners not to settle for studies in a particular school.” \_ KII \_ Head teacher \_ Imvepi.*

Other social factors affecting education for the primary school learners include the untamed gambling for the boys, early marriages for both genders and general lack of role models. The learners freely leave schools because they do not have any one to look up to. Some head teachers reported that they use OBs and OGs to come back and speak to these learners and they stay in school. This to them has created good school retention and they largely recommend it.



## 5.2 Objective 2: Assess relevant interventions being undertaken to bring children back to school

A lot has been done by key stakeholders to ensure primary school learners stay in school. Figure 2 below summarizes some of the interventions that have been applied to keep learners in school and they have worked good results



### 5.2.1 The points below were emphasized to ensure learners retention in school

- Putting up or construction of more schools to reduce Congestion at schools
- Continuous guidance and counselling of learners about the benefits of education by all the stakeholders
- More teachers should be recruited so that the controlling the learners can be easily done
- Capacity building for both teachers and PTA members
- Encourage sports activities in school to increase the interest of learners
- In the Refugee setting, many partners should develop proposals for school feeding in various schools

- Engaged parents and communities to participate in school meetings so that they are able to be part of the decisions made at the schools for example about the amount of money agreed for PTA
- Support by partners in scholarships for learners interested in Education
- Certain strategies for implementation of go back to school campaigns like the road drives have become ineffective and normal to the community.
- New strategies like using the women champions to help mobilize more learners could also work,
- Peer to peer mobilization using the DAFI learners who already finished schools and also conducting some community dialogues

### **5.3 Objective 3: Seek opinions of the stakeholders on what has been done and what more can be done to address dropout issues.**

This objective of the report shares attributes, attitudes, perceptions, and roles of key stake holders. Starts out by profiling the learners that had dropped out of school during the time of data collections, highlights key stakeholder and their roles in primary school learner's education and finalizes with their opinions primary school learners' education. These are presented as cases in this report

### **Case 1: Profile of a typical school drop out in refugee settlements of Uganda.**

*Key Message: The primary school learner in the refugee context desires safe environment to study to completion and thrive*

#### **The Issue**

Majority of the learners in primary school start school with an aim of completion to at least the tertiary level. Overtime this aim is compromised by several factors that are economic, social, household level and school level factors explained earlier in this report. The WIU – UNHCR EAC School dropout survey documented the lives of school dropouts in the refugee settlements of Imvepi, Kiryandongo, Kyangwali and Nakivale.

### Key findings.

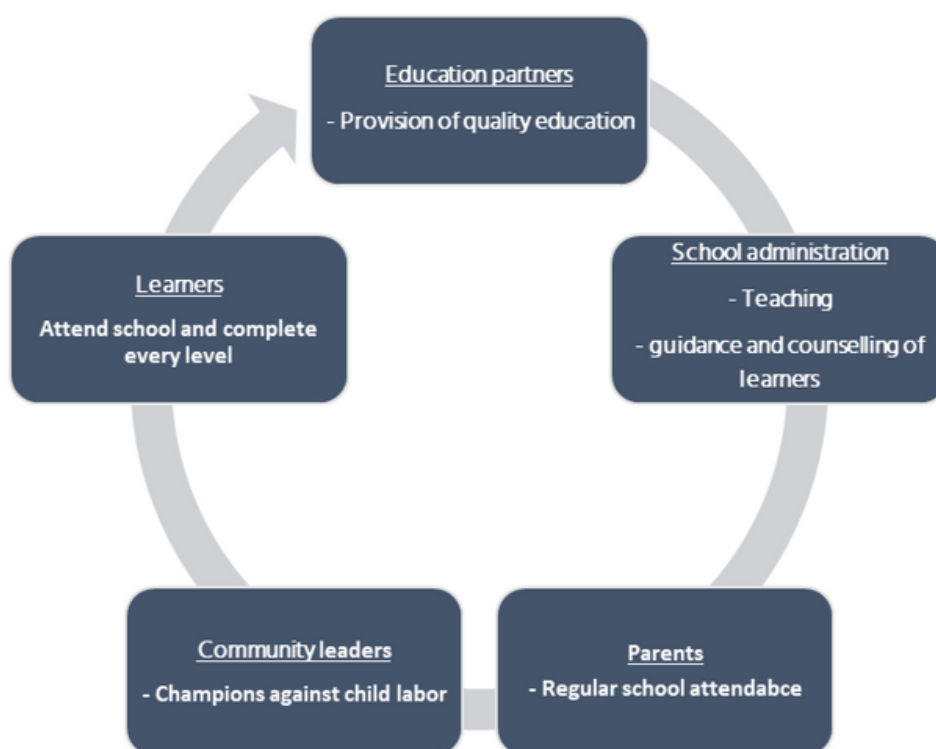
Based on the study, many girls in the upper primary level are victims of dropout. These were either stopped by their parents, conflicting priorities or independently left school. Their biggest worries are often around survival, taking care of the homes and sometimes play.

These school drop outs have a different routine compared to their peers. On a daily basis they get up in the morning, do house chores and for those that are engaged in income generating activities to increase on the family earnings.

Unlike the girls, boys often mentioned that they left school independently and felt they had the power to make decisions in their lives. The parents to these children normally do not value education and they are illiterate too. They believe their children will survive the way they have survived overtime. Some of these girls and boys regretting living school and they wish to rejoin once given the opportunity especially that dropped out due to forced marriage, inadequacy, long distance from school, and parenthood. Also, they would love to acquire hands on skills to secure a decent livelihood.

They normally cope with their worries through spending time with their school networks, gambling for boys, prayer and taking care of their younger siblings. More so, they save as much money as they can for their survival. However, they have not acquired any trainings in financial literacy.

## Case 2: Key stakeholders and their role in primary school education



### 5.3.2 Opinions of stakeholders on primary learners' education.

Stake holder	Opinion
Education partners and other development partners	Every child has a right to education. It is my duty to ensure they have access to quality education at all levels.  Girls and boys have equal right to receiving education
School administrators	It is my duty to create a safe learning environment for all learners.  My attitudes and practices determine whether learner stay in school or not. But I also deserve a decent livelihood to ensure this is achieved.  I have to work with the parents, partners and other key stakeholder to ensure primary school learners have access to education.
Community leaders and government	It is my role to sensitize the community on the values of education.  I have the duty to end child labor
Parents	I wish for my child to study. It is my duty to encourage them to go to school, pay school dues and strategize with other stakeholders to ensure they complete school.
Learners	I have to stay in school for a better future

### 5.4 To seek recommendations from stakeholders on innovations to improve retention of learners in schools.

There is need for strong policies that support the social welfare of the primary school learners out of school. Additionally, supporting go back to school initiatives would create more empowerment and increase chances of sustaining positive changes among this category.

## 6.0 CONCLUSIONS

- The major reasons for irregular attendance and dropout observed include, early marriages, domestic work, peer pressure and lack of family support. Additionally, over 61% girls are most likely to drop out of schools due to teenage pregnancy, early marriages, and domestic chores compared to 20% of the boys.
- 3% of the special needs learners seem to be facing underlying challenges that hinder them from accessing schools. As seen from the survey, this minority group are likely to irregularly attend or drop out of schools due to impairments.
- There exists a strong relationship between class and school dropout rates as receded by the respondents. It is observed that in most cases, dropout is at the peak in primary six (29%), primary five (28%) and primary four (26%).
- Parents are the primary care givers to the learners in primary school and other levels of education. The parents that participate in this study share that they were financially constrained given their living arrangement.
- The school costings and affordability have greatly led to school dropouts among primary school learners. This study found that the parents may have the willingness to encourage their children stay in school but this is mostly affected by the inability to provide.
- Stakeholders play a role in ensuring primary school learners stay in school through relevant interventions that have been applied to keep learners in school and they have worked.

## 7.0 RECOMMENDATIONS

- There is need for strong policies that support the social welfare of the primary school learners out of school. Additionally, supporting go back to school initiatives would create more empowerment and increase chances of sustaining positive changes among this category.



- Strengthen stakeholder engagement in schools and community through the school management committees, village education secretaries to do mobilization of learners to go back to school.
- Promote co-curricular activities to attract some of the learners back to schools Promote Sports competitions.
- Encourage parent and child meetings in schools to enforce close relationship and support of the parents to the learners and improve performance.
- Lobby for more support to cater for the minority groups like the special needs learners and creating more friendly facilities to them. This will encourage them to stay in school.
- Creating more youthful activities within schools to engage and empower the youth so that they are not redundant and end up in bad peer groups that leave unproductive.
- Continuous follow up of learners by the schools and the implementing partners to ensure learners attend schools. This can be achieved through use of class registers and creating a database to track the individual learners.

For more information contact :

David Oketcho - [david.oketcho@windle.org](mailto:david.oketcho@windle.org)

Hilda Namakula Masaba - [hilda.namakula@windle.org](mailto:hilda.namakula@windle.org)

John Okwera Oola - [john.okwera@windle.org](mailto:john.okwera@windle.org)

Sam Muhumuza - [sam.muhumuza@windle.org](mailto:sam.muhumuza@windle.org)



## CONTACT US

P.O. Box 24230, Kampala, Uganda

Physical Address:

Plot 726 Off Mawanda Road, Nagawa Close,  
Kamwokya, Kampala, Uganda

Telephone: +256 393260951 | +256 414 531142/8

E-mail: [wiu.info@windle.org](mailto:wiu.info@windle.org)

 [www.windleuganda.org](http://www.windleuganda.org)

 WindleUganda

 WindleUganda

 WindleUganda