

**DECEMBER 2024**

## **ANALYTICAL REPORT**

ON STRENGTHENING PUBLIC ACCOUNTABILITY  
AND INVESTMENT IN EDUCATION (SPAIE)  
with Citizen Generated Data (CGD)  
FOR SDG 4 AND TARGET 4.5.

Funded by:

**EDUCATIONOUTLOUD** **GPE** Transforming  
advocacy & social accountability Education



# Background and Introduction

Uganda adopted the UN Resolution to advance generation and use of “Citizen Generated Data” (CGD) in 2021 to complement government data to inform policy, planning, decision making and interventions on SDG 5 and other SDGs with gender data and statistics requirements. Most information collected through national surveys in the National Statistical System (NSS) further falls short of granular data that reflects the voices of the vulnerable and marginalized groups. The need for CGD was articulated in the Third Plan for National Statistical Development (PNSD III) (2020-2025) aspirations, and the CGD Toolkit (2021) was developed by the Uganda Bureau of Statistics (UBOS) to guide non-traditional producers such as Civil Society Organizations. Citizen Generated Data are “data and information directly collected from individual citizens, groups of persons in communities to monitor, demand directly or drive change on issues that affect them” (Lämmerhirt 2018a)

This report presents CGD findings on SDG 4, target 5 (SDG 4.5) from three (3) districts of Yumbe, Sheema and Namayingo as part of the Strengthening Public Accountability and Investment in Education (SPAIE) project. The project is by Civil Society Budget Advocacy Group (CSBAG), Initiative for Social and Economic Rights (ISER), and the Uganda Society for Disabled Children (USDC)

The Sustainable Development Goal 4 (SDG 4) Target 5, (SDG 4.5) aims at ensuring inclusive, equitable quality education and lifelong learning opportunities.

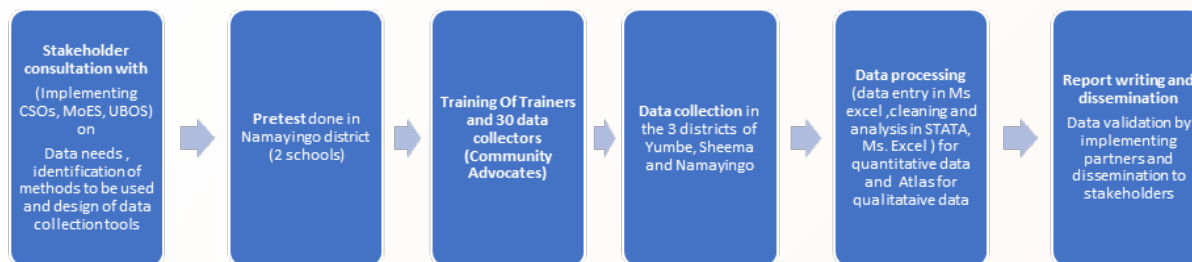
## Study objectives

The main objective of the study was to collect citizen generated data to inform status of achieving SDG 4 target 4.5 in Sheema, Yumbe and Namayingo to inform education planning and policy processes.

### **The specific objectives were to;**

- i. Generate data for monitoring and tracking equality and inclusion, Governance, and budget and accountability progress on SDG 4.5.
- ii. Promote use of citizen data at District Local Government, and relevant Ministries, Departments and Agencies, Civil Society Organizations, etc., and
- iii. Build capacity of 30 Community Advocates to use CGD tools and generate community citizen data on SDG 4.5.

## Process of the survey



## Methodology

The study used a mix of both qualitative and quantitative methods. The qualitative methods involved Focus Group Discussions, Key informant interviews and desk research while the quantitative methods involved face to face interviews with pupils across the selected schools.

The design was a combination of purposive and random sampling of respondents based on inquiry. The selection of districts, sub counties and schools were purposively guided by the fact that they are the SPAIE project areas. A total of 288 children from 12 government aided Primary Schools, implementing Universal Primary Education (UPE) were sampled from three districts namely; Sheema (pastoral community), Yumbe (refugee hosting community) and Namayingo (fishing community). The target was interviewing 24 pupils per school consisting of 12 Children with Disabilities (CWDs) and 12 children without disabilities aged 9 years and above. For cases, where CWD were found to be less than 12, the gap was substituted with Children with no disabilities. The sampled pupils were used as the sampling frame for the Household tool.

## Data ethical standards adopted

The CGD for SDG 4.5 was undertaken following a robust process aligned to the Human Rights Based Approach to Data (HRBAD), the US 943, the CGD Data Value Chain and the CGD Copenhagen Principles namely; 1) Independence 2) Relevance 3) Participation 4) Professional standards 5) Data security 6) Informed consent 7) Self-definition and self-identification 8) Transparency 9) Accountability 10) Confidentiality, privacy and data attribution 11) Ethical and safe production and use 12) Openness and accessibility.<sup>1</sup>

### Key Findings

#### Equality and Inclusion:

**Composition of Headteachers:** Predominantly male (11 males:1 Female).

**School enrolment:** There were more boys than girls enrolled in the schools under the study comprising of 52% and 48% respectively.

**Net Enrolment Ratio:** Pupil enrolment decreased as pupils progressed to higher classes. 81% of the pupils enrolled were within the right school going age while 17% of the pupils enrolled were above the school going age. Overall, Net Enrolment rate was lowest among the girls (13%) compared to the boys that stood at 14%.

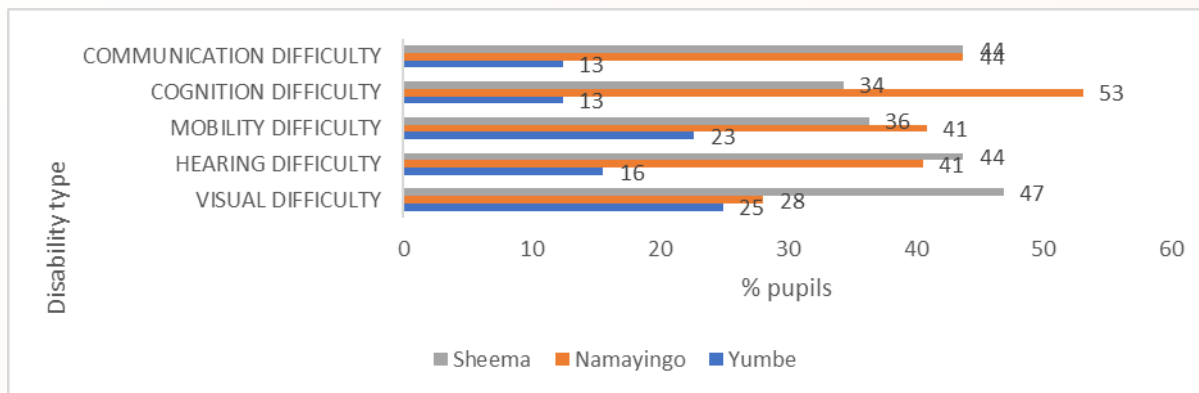
**Enrolment of marginalized groups of children:** Majority of the marginalized pupils enrolled in the schools were the orphans (61%) followed by CWD (27%) and refugees (12%). Nyamabare Primary school in Sheema district had the highest number of orphans (86%) while Namayuge Primary school in Namayingo district had the highest number of CWD (57%) and Kei Primary school had the highest number of refugees (32%). There was a positive trend in enrolment of CWDs in schools between 2023 and 2024 while a negative trend was observed for orphans and refugees.

<sup>1</sup> The Copenhagen Framework on Citizen Data (unescape.org)

**Gender Parity Index (GPI):** GPI was consistent with the national average of 1. However, the GPI across schools especially in Namayingo district varied in Lugaga P/S at 0.7, and Buchimo parents with a GPI of 1.2.

**PLE Performance in 2023:** There were more boys than girls who passed in division one. The best performing district was Sheema registering the highest number of first graders followed by Namayingo and Yumbe.

### Proportion of pupils with a lot of functional disability (%)



## Challenges and recommendations for enrolment of CWD in schools

Challenges for enrolment of CWD	Recommendations
Inadequate specialized and trained staff	Recruitment of teachers who are qualified in Special Needs Education
Community stigmatization	Community sensitization and dialogues
Lack of assistive devices and equipment	Facilitate the CWD with assistive devices Create a conducive environment for the pupils
Negative perceptions about CWD and Lack of parent support	Sensitize both CWDs and parents
Inadequate infrastructure such as ramps on classrooms	Improve key infrastructure for disabled children e.g. toilets
Inadequate funds	Provision of financial support from education partners and government

## Inclusive education at district level

Yumbe, Sheema, and Namayingo districts had made significant strides towards inclusive education over the past years, each focusing on enhancing the learning environment for Children with Disabilities (CWDs) through teacher capacity building, infrastructure improvement, and community engagement.

### Challenges and recommendations for inclusive education at Inclusion District level

#### Challenges

- Inadequate resources,
- shortage of trained staff
- logistics difficulties

#### Recommendations

- Increase funding
- better teacher training
- community sensitization
- logistical support to ensure inclusion

## Key Priority areas for the district for financial Year 2024/2025 regarding inclusive education

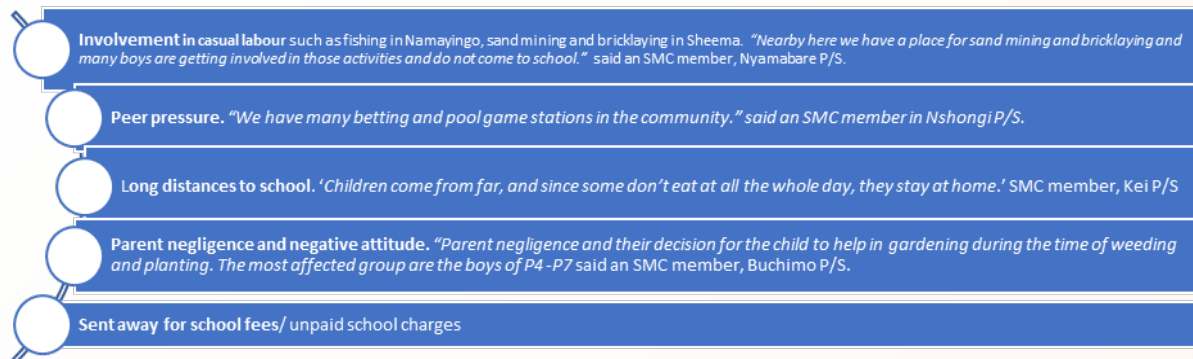
District	Priority areas
Yumbe	<ul style="list-style-type: none"><li>• Capacity building of special needs teachers</li><li>• CWD participating in sports gala in Kabale district</li></ul>
Sheema	<ul style="list-style-type: none"><li>• Capacity building of special needs teachers</li><li>• Sheema prioritised modification and renovation of Kagazi and Bugongi Primary Schools</li><li>• Rolling out inclusive education to the rest of the schools.</li></ul>
Namayingo	<ul style="list-style-type: none"><li>• Supporting the commitments from the Iceland project and creating awareness for special needs education in government aided schools.</li></ul>

**Pupil absenteeism:** There were more boys present at the time of the study than girls represented by 53% and 47% respectively. There were more girls absent in the last 7 days prior to the study (51%) compared to boys (49%). Absenteeism was highest in Yumbe among females (53%). *“During menstruation, the girls prefer to stay at home. The school went ahead to buy some pads for the children, but they are not enough.” FGD in Mutumba sub county, Namayingo district.*

**Main reason for school absenteeism:** Sickness in Namayingo and Sheema districts (67% and 64 %) respectively and had to help at home in Yumbe district (55%).



## Other reasons for school absenteeism



## Governance, Accountability and Investment

### Governance

SMCs are established as the governing bodies of the primary schools, both private and government as per section 28 (1) of the Education Act, 2008.

**Availability of SMCs:** 100% of schools visited had School Management Committees (SMC).

**Composition of SMCs:** SMCs comprised of more males than females, 50% of the schools had PWD representatives on the SMCs.

**Functionality of SMCs:** 92% of SMCs were functional except for Kei Primary School

**Parameters used for assessment of functionality of SMCs:** regular meetings, Documentation, and active involvement in school management.

**Last SMC meeting held, and issues discussed:** Majority of the SMCs had held a meeting in the second term and discussed several issues ranging from school performance and academic improvement, Infrastructure and facility needs such as classroom blocks and maintenance, teacher and staff welfare.

*“Once we find them non-functional, the district takes over until a committee has been established. This is done if they have individual goals instead of organizational goals” KII, Sheema district.*

**Availability of teaching staff:** There were 117 government teachers and 48 community teachers in the 12 UPE schools visited. The male teachers dominated the government pay roll as compared to their female counterparts.

The schools deployed community teachers to close the government teacher gap with Abiriamajo Primary School having the highest number of community teachers.

**Teacher – pupil ratio** was highest in Abiriamajo Primary school, (1:160)

**Availability of Special Needs Teachers:** Only 17% of schools (Kumuna and Abiriamajo Primary schools in Yumbe) had dedicated Special Needs Teachers. Other schools delegated the role to any teacher, senior woman/man and class teachers.

**Training for staff handling CWD:** 42% of staff handling CWDs have received training in the past two years at the time of the visit. The staff received training in various programs such as Gender Responsive Pedagogy, managing CWDs, pencil and paper holding. The trainings were facilitated by CSOs such as NUDIPU and USDC.

## Accountability and investment

### Subvention grant released by the district

All project schools did not receive any subvention grant. However, the districts reported to have received the subvention grants for schools outside the project as indicated below;

FY /District	District amount released (UGX)	Amount released for Education Dept (UGX)	Subvention grant spent on Facilities for Children with Special Needs (UGX)
<b>Yumbe district</b>			
2021/22	95,300,000,000	26,500,000,000	**
2022/23	90,100,000,000	29,800,000,000	**
2023/24	80,200,000,000	26,300,000,000	**
<b>Sheema district</b>			
2021/22	30,563,450,000	13,435,548,000	12,681,000
2022/23	45,964,419,000	24,365,145,000	14,216,000
2023/24	28,121,593,000	11,860,408,000	8,850,000
<b>Namayingo district</b>			
2021/22	**	**	**
2022/23	**	9,500,000,000	5,000,000
2023/24	**	9,500,000,000	5,000,000

\*\*Missing data

**Display of budgets by school:** 92% had displayed their budget either in the head teacher's office or the school noticeboard with exception of Kamurinda Primary School in Sheema district.

**Expected Capitation grant Vs actual Capitation grant received by the schools**

District	School	Capitation Grant expected	Capitation grant received	% received	Date Received	Date Withdrawn
Yumbe	Abiriamajo P/S	8,500,000	8,500,000	100%	29/05/2024	18/06/2024
	Kanabu Hill P/S	5,546,330	5,000,000	90%	24/05/2024	17/06/2024
	Kei P/S**					
	Kumuna P/S**		6,400,000			24/05/2024
Namayingo	Namihinya P/S**	-	6,340,000	N/A	30/05/2024	13/06/2024
	Namayuge P/S	6,000,000	5,080,000	85%	30/05/2024	06/06/2024
	Buchimo P/S	5,700,000	5,440,000	95%	30/05/2024	06/07/2024
	Lugaga P/S	5,380,000	5,380,000	100%	30/05/2024	Not provided
Sheema	Nshongi P/S	4,243,333	4,040,000	95%	02/02/2024	06/02/2024
	Nyamabare P/S**	5,960,477	5,830,000	98%	Not provided	Not provided
	Kamurinda P/S	3,632,000	3,543,666	98%	02/02/2024	10/02/2024
	Shuuku P/S	1,928,675	1,928,675	100%	20/05/2024	20/05/2024

**\*\* Missing data**

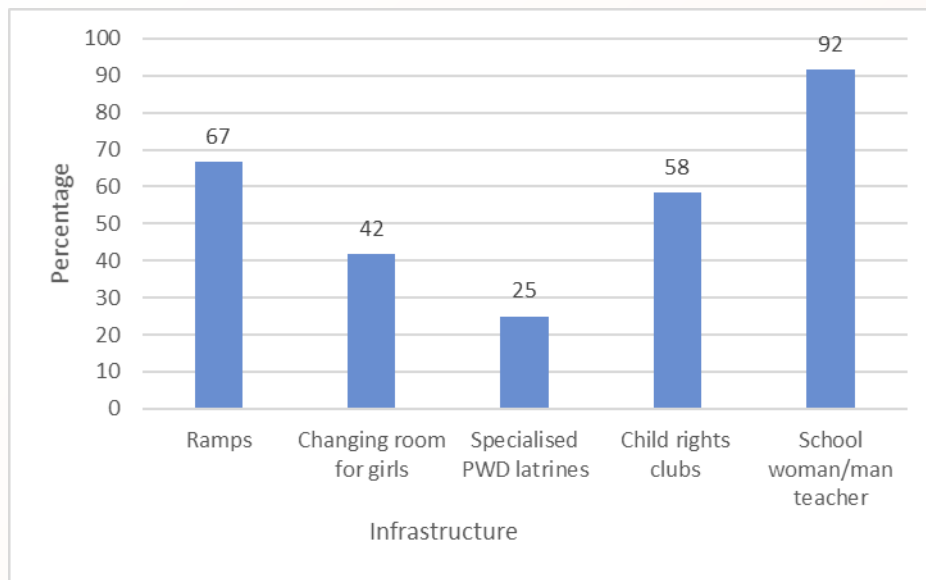
**Systems in place to ensure the proper accountability and transparency of the allocated education funds:** Auditing, reporting, and public transparency initiatives such as barazas

## School Infrastructure, Environment and Welfare

### Infrastructure

Inclusive infrastructure 67% had ramps on some classrooms with the exception of Namihinya Primary School in Namayingo district, Nshongi and Kamurinda Primary Schools in Sheema district.

#### Availability of inclusive infrastructure in the schools



### Pupil classroom ratio per school

Indicators	Schools											
	Kanabu P/S	Abiriamajo P/S	Kei P/s	Kumuna P/S	Nshongi P/S	Nyamabare P/S	Shuuku P/S	Kamurinda P/S	Namihinya P/S	Namayuge P/S	Lugaga P/S	Buchimo P/S
Pupil classroom ratio	**	**	**	**	24	**	**	27	61	86	101	105

### Pupil stance ratio per schools

Indicators	Schools											
	Kanabu P/S	Abiriamajo P/S	Kei P/s	Kumuna P/S	Nshongi P/S	Nyamabare P/S	Shuuku P/S	Kamurinda P/S	Namihinya P/S	Namayuge P/S	Lugaga P/S	Buchimo P/S
Pupil stance ratio	214	72	**	**	59	37	36	**	48	**	88	**

**\*\*Missing data**

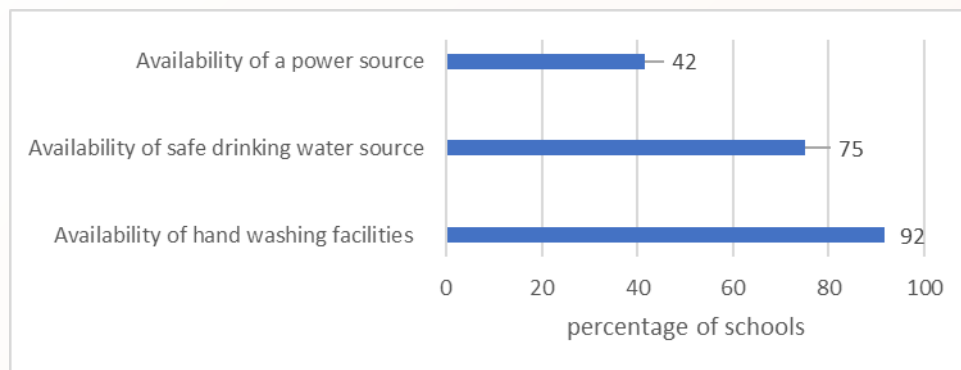
**Availability of Teachers' Houses:** 75% of the schools visited had teachers' houses while 25 % didn't have any teachers' houses. The schools that didn't have teachers' houses were Namihinya, Buchimo and Shuuku Primary Schools.

**Availability of Staff room:** 27% of the schools visited had staff rooms. The schools that did not have were Kanabu, Abiriamajo, Kei, Namihinya, Namayuge, Buchimo, Lugaga and Nshongi.

**Availability of a Kitchen:** 73% of the schools visited had kitchens. The schools that did not have kitchens were Kanabu, Kei and Shuuku.

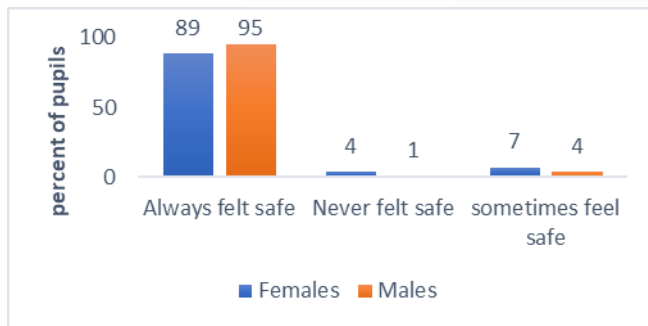
## Environment and Welfare

**Availability of power source, safe drinking water source and hand washing facilities in the schools (%)**

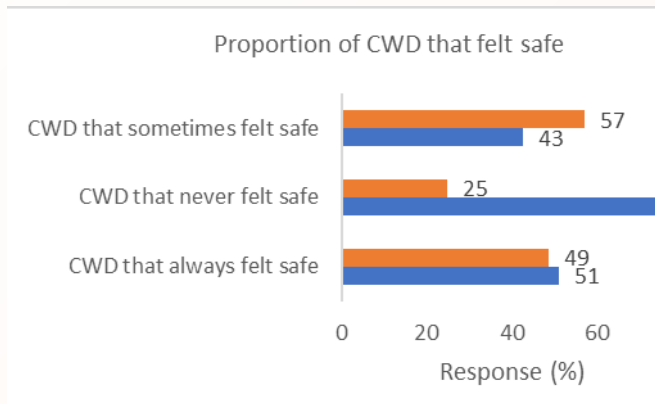


## School safety

### Proportion of pupils that felt safe

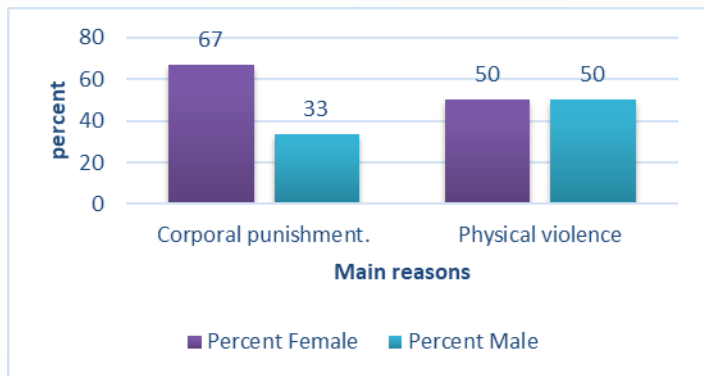


## CWD that felt safe

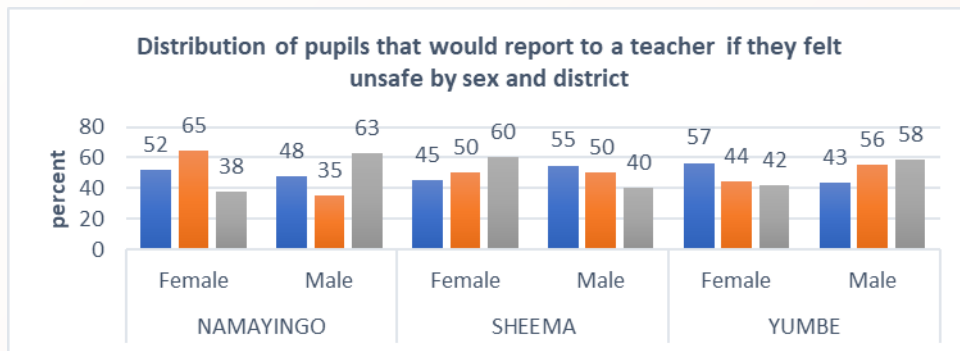




## Main reasons for feeling unsafe at school



## Pupils that would report to a teacher if they felt unsafe



**Main reason why pupils would not report to a teacher in case they felt unsafe:** “Fear to report” where in Sheema, it was reported that 83% pupils feared to report while 71% and 72% were reported in Namayingo and Yumbe respectively

### School feeding

**Source of food at schools:** The main source of food was through parents’ financial contribution where pupils were charged a fee in Nshongi, Nyamabare, Kamurinda and Shuuku Primary Schools in Sheema district and Lugaga Primary School in Namayingo district.

Parents who cannot afford the fees contribute dry food to the school. This was evident across all schools in Namayingo district.

Other sources of school food were school gardens in Namihinya, Namayuge and Nyamabare Primary Schools. 23% of pupils in Namayingo and 27% pupils in Yumbe reported that they go without lunch

**Household welfare:** The welfare indicators used for this study included: ownership of two sets of clothes, blankets for children 18 years and below, a pair of shoes for children 6-17 years and action taken when the household last ran out of salt.

## Household status on selected Welfare indicators

				Action taken when the household last ran out of salt				
District	Household members have at least 2 sets of clothes	Children 18 years and below who have a blanket	Children 6-17 with a pair of shoes	Borrowed from neighbour	Bought	Did not cook at all	Did without	Households with salt at the time of the study
Namayingo	27	16	10	42	19	33	66	34
Sheema	39	52	50	26	50	0	17	40
Yumbe	33	32	40	32	31	67	17	26
<b>Total</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>

## Conclusion

The findings of the SPAIE study are a litmus of people's engagement and contribution to strengthening effectiveness and efficiency in primary education ecosystem. Data and information were collected using qualitative and quantitative tools which was interrogated to inform potential users. The data products of this study are relevant for the Ministry of Education and Sports, Local Government, SMCs, and CSOs that are involved in advocacy for disability inclusion, children's rights, and efficient use of public resources.

## Recommendations

### 1. Ministry of Education and Sports

- i. Government provides subventions for Special Needs. To ensure value for money, recruitment of trained Special Needs Teachers and refresher training for already practicing teachers should be undertaken.
- ii. There is need for deliberate orientation of SMCs on their roles and responsibilities to strengthen governance of primary schools. Due to different founding bodies, there is need to harmonise the standard parameters that will drive effective and efficient operation and support of SMCs tracking.
- iii. Recruit SNs teachers and other teachers to fill staffing gaps and reduce on community teachers and reduce the burden on already struggling parents.
- iv. Evidence based decision making and planning should be promoted by enforcing documentation and culture of data management in schools. This will reduce the challenge of information gaps in the school registers.
- v. A standardised and inclusive reporting template/s should be provided to the district and schools to document findings and improvement plan by each actor. A completed copy should remain at the school and a copy maintained by the other actor.
- vi. Standardise accounting systems across schools for ease of audit and financial performance tracking and linkage to SDG 4.5 data requirements. This will reduce the information gaps established during the study.
- vii. Review enrolment registers to include vulnerability (if orphan) and disability status.
- viii. Passing of the National Inclusive Education Policy.

## **2. District local governments**

- i. Ensure that inspection reports are shared and discussed with SMCs and Head Teachers and trigger development of improvement plans.

## **3. Head Teachers and SMCs**

- i. Maintain up to-date registers, performance records of pupils by year, and back up all information about learners, finances, performance rates, among others.
- ii. Follow up on the reasons for mismatch in number of boys against girls enrolled SMCs needs to be established by HTs and SMCs.

