KAP Survey to Understand the Knowledge, Attitudes and Perceptions of School Owners and Managers Around School-Community Participation and Rights Of Vulnerable and the Marginalized Children.

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DRAFT REPORT

BY

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List of Acronyms and Abbreviations

CAO	Chief Administrative Officer
DEO	District Education Officer
DLG	District Local Governments
FENU	Forum for Education NGOs in Uganda
KAP	Knowledge Attitude and Practices
MoES	Ministry of Education and Sports
NGO	Non-Governmental Organisations
PTA	Parent-Teacher Association
PTR	Pupil Teacher Ratio
SDG	Sustainable Development Goals
SMC	School Management Committee
SPSS	Statistical Package for Social Scientists
SMT	School Man Teacher
SWT	School Woman Teacher

Acknowledgement

I would like to express my heartfelt gratitude to all key stakeholders who played a crucial role in the successful completion of this KAP Survey report. I extend my sincere appreciation to the FENU Secretariat for their invaluable technical guidance throughout the entire process, from inception to the finalization of this document. My thanks also go to the dedicated FENU staff for their cooperation and support.

I would like to especially acknowledge the respective District Local Governments (DLGs), with particular appreciation for the cooperation and guidance provided by the Chief Administrative Officers' (CAO) offices. A special thank you is also extended to the research officers who assisted in data collection across the two districts of Gulu and Kyenjojo.

I encourage all stakeholders to utilize this document as a foundation for future discussions and to engage thoughtfully with its recommendations, with the ultimate goal of enhancing the quality of education for both host communities and refugees in Uganda.

James Nkangabwa

Consultant

Executive Summary

Introduction:

The Forum for Education NGOs in Uganda (FENU) commissioned this Knowledge, Attitudes, and Practices (KAP) Survey to assess the levels of awareness, perceptions, and behaviours concerning school community participation and the inclusion of marginalized and vulnerable children in school management. The study aimed to gather insights on how schools, districts, and foundation bodies are implementing strategies for increased engagement of vulnerable groups, particularly in the post-COVID-19 context. This survey also evaluated the gaps in knowledge and skills among education professionals, providing actionable recommendations for future improvements.

Methodology:

The survey utilized a mixed-methods approach, incorporating both quantitative and qualitative data collection techniques. Respondents included Head Teachers, Chairpersons of Primary Teacher Association (PTAs) / School Management Committees (SMCs), Senior Woman Teachers (SWT), representatives of founder bodies (such as Diocesan Education Secretaries), technical staff from district local governments (DLG), including Chief Administrative Officers (CAOs), District Education Officers (DEOs), Senior Education Officers, and Counsellors from the districts of Gulu and Kyenjojo. The survey tools consisted of structured questionnaires and interviews, which allowed for a comprehensive understanding of the experiences and opinions of stakeholders. Data was collected, analysed, and presented based on thematic areas such as school community participation, and the inclusion of marginalized and vulnerable children.

Key Findings

1.0 School Community Participation

1.1 Knowledge: Findings revealed that 85% of respondents were aware of the importance of community participation in school management. Respondents understood that the involvement of parents and community members leads to better school governance and improved student outcomes. 78% of respondents stated that they frequently use community outreach and meetings to inform parents and other stakeholders about school activities, highlighting a high level of knowledge on this aspect.

1.2 Attitudes: Respondents exhibited overwhelmingly positive attitudes toward engaging the community in school activities. 87% of school leaders were highly open to receiving feedback from marginalized and vulnerable groups, with many noting that this inclusivity improved decision-making and fostered a supportive environment. In Gulu, 81% of respondents expressed strong belief in the value of community involvement, whereas in Kyenjojo, the figure stood at 97%.

1.3 Practices: The survey found that various practices are being employed to ensure active community participation. These include holding regular meetings (78%), using announcements on radio and public spaces (59%), and community outreach programs (38%). Despite these efforts, 43% of schools struggled to provide accessible materials for vulnerable groups, especially in rural areas like Kyenjojo. More consistency is needed in implementing effective communication methods.

2.0 Marginalized and Vulnerable Children

2.1 Knowledge: There was a high level of awareness regarding the rights of marginalized and vulnerable children, with 88% of respondents citing the importance of protecting these children's rights in school settings. Respondents demonstrated an understanding of key issues such as zero tolerance for discrimination, and 81% were knowledgeable about the importance of accessible facilities like ramps and toilets. However, knowledge varied by region, with 93% of Gulu respondents citing accessible facilities compared to only 50% in Kyenjojo.

2.2 Attitude: Respondents showed a strong commitment to promoting the rights of marginalized children. 87% indicated that creating safe environments for these children was a priority, while 64% advocated for anti-bullying policies. This positive attitude was more prominent in Kyenjojo, where 93% of schools practice anti-bullying policies, compared to 53% in Gulu. Respondents across both regions were inclined to involve vulnerable children in decision-making processes, further demonstrating inclusive attitudes.

2.3 Practices: Several proactive measures were being undertaken to ensure the protection and promotion of the rights of vulnerable children. These include:

- The implementation of anti-bullying policies (64%)
- Accessible facilities such as ramps and specialized toilets (81%)
- Special needs educators employed in 34% of schools
- Regular counselling sessions to empower vulnerable students

However, disparities between regions indicate the need for uniformity in the application of these practices. For example, 93% of Gulu schools have accessible facilities, while only 50% of Kyenjojo schools provide the same.

3.0 Reflection and Improvement:

Respondents evaluated their own skills in fostering the participation of marginalized groups. Findings revealed that 62% rated their skills as moderate, while 23% highlighted significant gaps in their capacity to engage vulnerable children effectively. Major capacity-building needs were identified, particularly in managing interactions with disabled and marginalized children. Many respondents expressed a desire for more training, with some lacking basic skills such as communicating with children who have hearing impairment.

Training and professional development were highlighted as key areas for improvement. Only 31% of respondents had participated in professional development related to community or vulnerable groups' involvement in school management. However, 38% planned to attend such training in the future, indicating a recognition of the need for enhanced skills.

Conclusion

The survey reveals that while there is a broad understanding of the importance of community and vulnerable group participation in school management, significant gaps remain in practical implementation and capacity. The differences between regions, particularly between Gulu and Kyenjojo, highlight the need for a more uniform approach to inclusivity across Uganda's education system. Additionally, there is a clear demand for further professional development to enhance the skills of school managers and staff in engaging marginalized groups.

Key Recommendations

1. Expand Training Opportunities: There is an urgent need for tailored training programs for school managers and teachers, focusing on engaging marginalized and vulnerable children. Special emphasis should be placed on improving communication with children with disabilities.

2. Strengthen Communication Channels: Ensure consistent and accessible communication methods across all regions to inform vulnerable groups about school management practices. This could include the use of more accessible materials (disability friendly) and more frequent community outreach programs.

3. Improve Infrastructure: Schools, particularly in rural areas, should be equipped with accessible facilities to better accommodate vulnerable students, including those with physical disabilities.

4. Promote Consistent Policies: Uniform implementation of anti-bullying policies, special needs education services, and inclusive curricula across all regions is necessary to protect vulnerable students' rights.

5. Capacity Building for Staff: Beyond initial training, there should be ongoing capacity-building programs and workshops to address gaps in teachers' and managers' knowledge regarding inclusivity and vulnerability.

6. **Increase Participation Mechanisms:** Schools should institutionalize mechanisms such as feedback sessions and representation on decision-making committees to ensure that marginalized and vulnerable children have a voice in school governance.

Chapter One: Introduction and Background

1.1 INTRODUCTION

This section presents an introduction and background to the KAP (Knowledge, Attitudes, and Practices) Survey, providing essential context for understanding the survey's objectives and significance.

1.2 BACKGROUND AND CONTEXT

The KAP (Knowledge, Attitudes, and Practices) Survey was initiated to gain a comprehensive understanding of the perceptions and engagement of school owners and managers regarding school-community participation, particularly focusing on the rights of marginalized and vulnerable children. In recent years, the education landscape in Uganda has faced significant challenges, especially in the wake of the COVID-19 pandemic, which exacerbated existing inequalities in access to education. This survey aims to explore the current knowledge levels, attitudes, and practices that influence the participation of marginalized groups in school management, thereby identifying areas for improvement and support in the educational framework.

The context for this survey is rooted in a broader commitment to inclusive education and the protection of children's rights, as enshrined in national and international legal frameworks. With an increasing emphasis on community involvement in educational decision-making, understanding how school leaders perceive and implement these principles is crucial. This KAP Survey serves not only to assess current practices but also to inform future strategies aimed at fostering a more inclusive and equitable educational environment for all children, particularly those from vulnerable backgrounds. By addressing the knowledge gaps and attitudes of school management, this survey seeks to contribute to enhanced educational outcomes and promote a culture of inclusivity within schools across Uganda.

1.3 PURPOSE AND OBJECTIVES

Purpose of the consultancy was to conduct a KAP survey to understand the knowledge, attitudes and perceptions of school owners and managers around school-community participation and rights of vulnerable and the marginalized children.

Objectives of the KAP study
1. To assess knowledge, attitudes and perceptions of key stakeholders towards school community participation
2. To document challenges to effective school community participation and propose solutions to them.
3. To document knowledge attitudes and perceptions of key stakeholders towards rights of marginalized and vulnerable children
4. To document barriers to realization of rights of marginalized and vulnerable children and propose solutions to them.

1.4 SCOPE OF WORK

The content scope of the KAP survey focuses on assessing the knowledge, attitudes, and perceptions of school owners and managers toward school-community participation, as well as the rights of marginalized and vulnerable children. The survey evaluates stakeholders' awareness of their roles in fostering inclusive education, their attitudes toward involving communities in school activities, and their understanding of children's rights, particularly for those facing social, economic, or physical challenges. Additionally, it documents the challenges encountered in achieving effective school-community collaboration and identifies key barriers to the realization of the rights of marginalized children. The survey

also proposes solutions to address these challenges, emphasizing the need for enhanced inclusivity and community participation in schools.

The geographical and time scope of the KAP survey is limited to the districts of Kyenjojo and Gulu in Uganda, ensuring a focus on the unique socio-cultural and economic contexts of these regions. Kyenjojo represents a rural area with limited access to resources, while Gulu, a district recovering from decades of conflict, presents a different set of challenges for community participation and the protection of children's rights. The survey was conducted over a defined period, ensuring that it captures a snapshot of current practices, perceptions, and challenges in both districts. The insights gained are reflective of the conditions during the survey period, providing a timely basis for developing targeted interventions in these areas.

Chapter Two: Literature review

2.1 INTRODUCTION

This section provides a review of existing literature relevant to the Knowledge, Attitudes, and Practices (KAP) survey, focusing on key themes related to school ownership, school-community relationships, and vulnerabilities. The purpose of this review is to establish the foundation upon which the survey was conducted, identifying critical aspects of school management, community involvement, and the challenges faced by marginalized and vulnerable groups in education. By examining the existing literature, the study seeks to contextualize its findings within broader national trends and educational challenges in Uganda.

2.2 SCHOOL OWNERSHIP

The management and administration of primary schools is greatly influenced by founders. According to the educational statistical report of Uganda (2017), nationally, the Church of Uganda and the Catholic Church form the biggest funder bodies at 5186 and 4996 schools owned respectively. In Acholi sub region government aided primary schools were 624, while private owned were 264. In Tooro sub region 856 schools were government aided while 747 were private. This means therefore that government and the church are key stakeholders in school community relations.

2.3 SCHOOL COMMUNITY RELATIONSHIPS

Teacher community relationship is the process by which the teachers and community interact to conduct reciprocal services to ensure learners acquire knowledge (UNESCO 2012). According to Kaggwa (2003), teacher community relationship is a series of planned activities and medium through which the teacher seeks to learn about the community where the school is situated to inform the community about the child learning progress and interpret, when necessary, the purpose, programs, problems and needs of the school and to involve the community in planning and evaluating school progress and policies.

Similarly, Peter (2012) described the teacher community relationship as the degree of understanding and goodwill achieved between the teachers and the community. It therefore means that teacher community relationship is that mutual understanding which binds the teachers and people for effective and efficient achievement of educational goals.

Igwe (2004) noted that teacher community relationships help to know better the challenges of teachers, learners and the community, to provide assistance that may lead to effectiveness and efficiency in educational service delivery. Idiagbe (2004) concurs that a good community through a healthy working relationship with the school can know the strength and weaknesses and find ways of improving the areas lacking, for effective educational services delivery. The school through its teachers, administrators and learners can help in organization and conduct of school community activities which makes them closer to development of communities in general. According to Victor (2012), the teacher is the link between the

school and the community. This calls for him/her to be a role model in both settings. Ikwoche (2020) notes that the school is an integral part of the community where it is located, only that it offers formal education. There is therefore an advantage to both community and school when close contacts are kept. Parents need to be empowered to visit the school frequently and feel welcome by school administrators when they do so.

Yusuf (2018) highlights that when government takes on the responsibility of providing education services, the community's role is to be a watchdog that ensures that education serves the people. The school management committees (SMCs) composed of representatives from government, parents and teachers, takes the responsibility of managing a school. In addition the Parents Teachers Association (PTA) which represents parents and teachers strengthens the cooperation between parents and teachers to give them a voice in the decision making process.

According to Suzuki (2002) cited in Masterthesis Berg, Ugandan parents lack school accountability due to limited knowledge on school finances and the power inequalities between parents, teachers and the headteacher. The long working hours of parents, long distances from communities to school and parents illiteracy also limit the involvement of parents in school activities. On the other hand indifferent attitudes of teachers towards a struggling community, poor facilities and increasing enrolment rates limit teachers' involvement with parents.

According to Masterthesis Berg, children are taught skills and knowledge and asked to take home practices which makes parents realize the value of the subject matter and become more meaningful. Parents and headteachers reported that a few parents attend meetings in school and mostly they are women, while most schools had difficulty with reaching parents because of parents' busy work schedules sometimes away from homes, parents' lack of interest in education partly because they were not educated themselves or not understanding subject matters.

The AGM was cited as the main event for parents and schools to interact and express their views and discuss with each other. Written letters and circulars, radio announcements, posters on trees, telephone calls as well as announcements in churches were the main channels of communication/invitation for meetings. Children are also used to send information to parents. PTAs and SMCs formed an important link between parents and school. Parents could air their issues to PTAs or SMC chairperson, who in turn talked to the headteacher.

Parents were involved in co curricula activities and mostly came on their own initiative. Parents were also involved in agriculture, construction of classes and toilets or teachers' accommodation, as well as preparation of food for teachers or during AGM. Key community activities in which schools participated included general cleaning days. Also, community members hold their meetings at school and use some of the resources like water, desks and chairs.

2.4 VULNERABILITIES

According to Uganda Educational Abstract (2017), nationally 11.8% of pupils in primary schools were orphans, majority of who (83.1%) were found in government schools. Most orphans were found in Primary 1, with numbers decreasing as classes went up. This indicates a possibility of dropping out of school due to various reasons. In the same report, 172, 846 special needs children were enrolled in primary schools nationally, 52.6% of who were males. Hearing, mental, visual and physical impairments constituted the higher percentages (27.2%, 22.7%, 25.8% and 17.9% respectively). P1 had the highest percentage of special needs education pupils at 19% of who 10.7% were males, followed by P4 at 17.2% of who 8.8% were males.

According to the UBOS 2014 disability monograph, about three out of 20 people aged five years and above had some form of difficulty, 2% of population aged five years and above experienced severe difficulty, while 12% had moderate difficulty. Difficulty in seeing was the most reported domain (7.2%), followed by remembering (5.9%), while hearing had the lowest proportion (3.6%). Overall the disability prevalence for population of five years and above was 14%. The proportion of persons with disability increased with age for both males and females. Among persons with disabilities, Acholi sub region ranked second highest with 17%, while Tooro sub region ranked sixth out of 15, with 12.7%. In all the domains, the proportion of women with disabilities was higher than that of men across all regions. More women had multiple disabilities (6.0%) compared to men (3.7%). A lower proportion of pupils with disabilities were attending schools compared to those without disabilities, with females being even more disadvantaged.

From the literature review it follows that school community relationships are key in enhancing achievement of educational goals through improving understanding each stakeholder's problems, monitoring and supporting learners as well as motivating parents, teachers as well as learners to perform more. Despite this involvement of all stakeholders is still low and there is need to support all stakeholders to get more involved so as to achieve educational goals.

Vulnerability is also prevalent in the country as well as in the study areas. It also falls that vulnerabilities affect children performance. It is therefore paramount that the study documents key vulnerability issues as well as recommend ways of addressing such vulnerabilities for improved performance of pupils.

Chapter Three: Approach and Methodology

3.1 OVERALL APPROACH

The KAP Survey was designed to comprehensively assess the knowledge, attitudes, and practices of school owners and managers regarding school-community participation and the rights of marginalized and vulnerable children. The overall approach to this survey was participatory and inclusive, ensuring that the perspectives of all stakeholders were considered throughout the process. The survey was conducted in distinct phases:

1. **Preparatory Phase:** This initial phase involved a thorough review of existing literature and previous studies related to school-community participation and the rights of vulnerable children. Key stakeholders, including the FENU Secretariat, and technical personels, were engaged to define the scope of the survey and refine the objectives. This groundwork ensured that the survey was relevant and aligned with the current challenges faced in educational settings.

2. **Planning Phase:** Building on the insights gathered during the preparatory phase, the planning phase focused on developing a detailed assignment plan that outlined timelines, roles, and responsibilities. A comprehensive questionnaire was crafted, integrating both qualitative and quantitative measures to capture a broad range of insights. Training sessions for research officers were organized to ensure they were well-prepared to conduct the survey effectively.

3. **Implementation Phase:** In this phase, trained research officers conducted fieldwork in selected districts, adhering to the pre-defined sampling techniques. This ensured that the data collected accurately represented the diverse perspectives of school owners and managers. Regular monitoring was performed to maintain the integrity and reliability of the data collection process.

4. **Reporting Phase:** After data collection, the information was analyzed and synthesized into a coherent report. The findings were shared with stakeholders for validation and feedback, ensuring that the report accurately reflects the realities on the ground. This collaborative approach not only strengthens the findings but also fosters a sense of ownership among stakeholders.

3.2 METHODOLOGY

The methodology employed in this KAP Survey involved several key components designed to ensure comprehensive and accurate data collection:

3.2.1 Sample Size and Sampling Techniques:

The survey targeted a representative sample of school owners and managers across two districts. A total of 101 respondents were selected using a stratified random sampling technique, which ensured that various types of schools (public, private, and community) were included. This method allowed for a balanced representation, enhancing the reliability of the findings.

Of the 101 individuals targeted for the KAP Survey, a substantial majority—43% (43)—were head teachers, with 25% from Gulu and 86% from Kyenjojo district. Additionally, 37% of the respondents were Chairpersons of PTAs/SMCs, 14% were Senior Woman Teachers, 3% were representatives of founder bodies (such as Diocesan Education Secretaries), and 4% were technical staff from district local governments, including Chief Administrative Officers (CAOs), District Education Officers (DEOs), Senior Education Officers, and counsellors.

Table 1: Category of respondents interviewed

		District		Total
		Gulu	Kyenjojo	
Respondent Category:	Chairpersons of PTAs/SMCs	45.80% (33)	13.80% (4)	36.60% (37)
	District Level Staff (DEO, Senior Education Officer, Councilor)	5.60% (4)	0.00% (0)	4.00% (4)
	Founder Bodies' Representative (Diocesan Education Secretary),	4.20% (3)	0.00% (0)	3.00% (3)
	Headmasters	25.00% (18)	86.20% (25)	42.60% (43)

Teachers (Senior Woman Teacher)	19.40% (14)	0.00% (0)	13.90% (14)
Total	100.00% (72)	100.00% (29)	100.00% (101)

3.2.2 Data Collection Methods and Tools:

A mixed-methods approach was employed for data collection, utilizing both quantitative and qualitative methods. Structured questionnaires were administered to gather quantitative data, and key informant interviews were conducted to capture qualitative insights. The questionnaires included closed-ended questions for ease of analysis, while the qualitative methods provided deeper contextual understanding. Tools such as Kobo Collect Toolbox, a mobile data collection application, facilitated real-time data entry and monitoring, improving the efficiency of the data collection process.

3.2.3 Data Processing and Analysis Techniques

After data collection, the quantitative data were processed using statistical software for analysis (SPSS 21), including descriptive and inferential statistics to identify trends and patterns. The qualitative data were analyzed using thematic analysis, allowing for the identification of key themes and insights that emerged from the discussions. This combination of analytical techniques provided a comprehensive understanding of the knowledge, attitudes, and practices of the respondents.

3.2.4 Ethical Considerations

Ethical considerations were paramount throughout the survey process. Informed consent was obtained from all participants before data collection, ensuring that they were aware of the study's purpose and their rights. Confidentiality was maintained by anonymizing responses, and participants were assured that their information would be used solely for research purposes. The research team adhered to ethical guidelines throughout the survey, ensuring that the rights and dignity of all respondents were respected.

3.3 LIMITATIONS OF THE STUDY

The survey encountered several challenges that affected data collection. Firstly, the study was conducted during the school holidays, which impacted the availability of some sampled respondents who were away from their respective schools. To mitigate this, interviewers had to reschedule appointments or travel to respondents' locations when feasible. In cases where key respondents, such as Headmasters, were unavailable, interviews were conducted with other school officials like Deputy Headmasters or Vice Chairpersons of the School Management Committee (SMC) or Parents Teachers Association (PTA).

Additionally, the study was conducted during the rainy season, which presented logistical challenges in accessing some areas. Some of the sampled locations became unreachable due to flooding of seasonal streams or rivers. In such instances, interviewers adjusted the sampling framework by selecting alternative schools that were accessible, ensuring that the data collection process continued despite these obstacles.

Chapter Four: Findings

4.1 BACKGROUND INFORMATION

Gender of Respondents: The KAP survey reached a total of 101 respondents, with a gender distribution of 72.3% male and 27.7% female. Out of the 101 respondents, 72 participants were from Gulu District, where 74% were male and 26% were female, while 29 participants were from Kyenjojo District, with 69% male and 31% female respondents. These figures reflect a noticeable gender imbalance in both districts, with men

Figure 1: Gender of respondents

making up the majority of the respondents in both locations. The gender disparity seen in the survey, particularly the lower representation of female respondents (27.7%), suggests that men may be more predominant in school ownership and management roles in both districts. This imbalance may also reflect broader social and cultural norms that limit women's participation in leadership and decision-making positions within educational settings.

SCHOOL COMMUNITY PARTICIPATION

4.2 KNOWLEDGE

4.2.1 School relationship with the surrounding community

The survey revealed that the majority of respondents (74%) reported a cordial, supportive, and collaborative relationship between their schools and the surrounding communities. This indicates that most schools benefit from positive community engagement, which likely facilitates school operations, fosters mutual support, and enhances overall participation in educational activities. However, 26% of respondents described
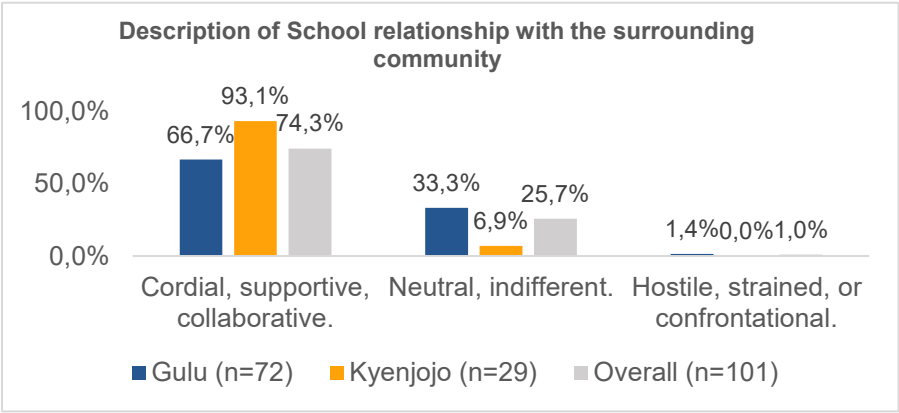
Figure 2: Description of schools relationship with the surrounding community

their relationship as neutral, suggesting that while there is no direct hostility, there is a lack of strong collaboration or active engagement between these schools and their communities. Importantly, only a small, insignificant proportion of respondents reported strained, hostile, or confrontational relationships, indicating that such negative interactions are rare.

There is a notable geographical disparity in the quality of school-community relationships. In Kyenjojo District, a striking 93% of respondents reported a highly positive relationship, characterized by mutual support and collaboration between schools and their communities. This contrasts with Gulu District, where only 67% of respondents described the relationship in similarly positive terms. The disparity may reflect

the lingering impact of Gulu's post-conflict recovery, where rebuilding trust and collaboration between schools and communities is still a work in progress. In Kyenjojo, a more stable environment may contribute to stronger, more cooperative school-community interactions. This geographic difference underscores the need for context-specific interventions to enhance community engagement in districts like Gulu, where historical and socio-economic factors may still influence these relationships.

4.2.1.1 Factors Contributing to School-Community Relationships:

The survey identified regular communication, mutual respect, and shared interests as the primary factors contributing to the cordial, supportive, and collaborative relationships between schools and their surrounding communities. A significant 77% of respondents cited these factors as key, with this view being even stronger in Kyenjojo District (93%) compared to Gulu District (71%). These findings suggest that schools that maintain open channels of communication and foster respect between themselves and community members are more likely to build positive, cooperative relationships. Additionally, community involvement in school events and joint projects was highlighted by 55% of respondents as another crucial factor, indicating that shared activities and collaborative efforts further strengthen the bond between schools and communities.
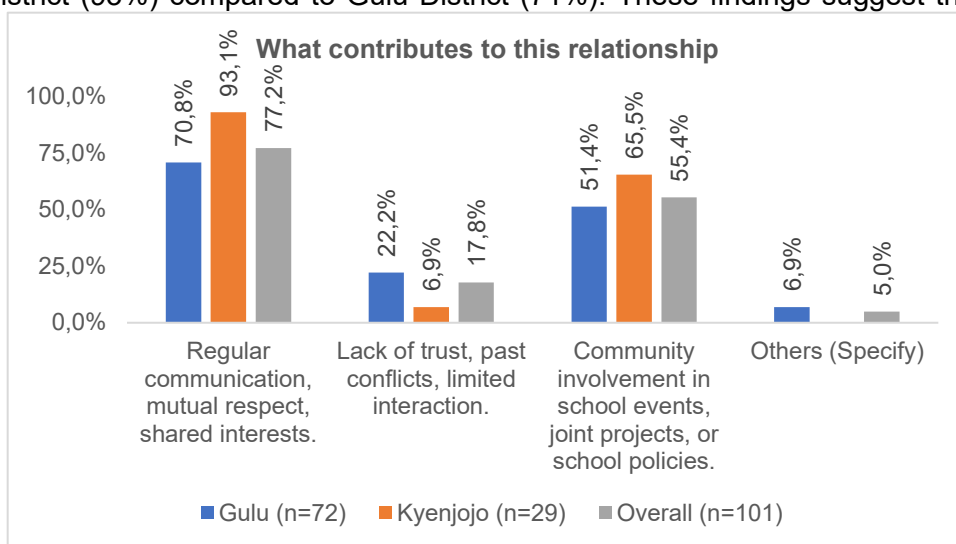
Figure 3: Factors contributing to school community relationship

Conversely, the lack of trust, past conflicts, and limited interaction were the main contributors to neutral or strained relationships, as reported by 18% of respondents. This issue was more prominent in Gulu (22%) compared to Kyenjojo (7%), likely reflecting the historical and socio-cultural context of the region. Gulu, which is still recovering from past conflicts, may experience ongoing trust issues and limited engagement between schools and communities, contributing to more neutral or strained relationships. This highlights the importance of rebuilding trust and fostering increased interaction in post-conflict areas like Gulu to improve school-community relations.

4.2.2   Community participation in school activities

The survey findings show unanimous agreement (100% of respondents) that communities are actively involved in school activities. All respondents (100%) confirmed that communities participate in various school activities. The most prominent form of participation, reported by 91% of respondents, was involvement in school governance, including attending PTA meetings and participating in the school

Figure 4: School activities that communities participate in

management committee. This was more prevalent in Gulu, where 97.2% of respondents acknowledged

active community involvement in governance, compared to 75.9% in Kyenjojo. These findings suggest that school governance structures, particularly in Gulu, are more inclusive of community input, which may be tied to post-conflict rebuilding efforts that prioritize collective decision-making.

In addition to governance, 66% of respondents mentioned that communities engage in fundraising events, general school meetings, volunteering, and infrastructure development. These activities highlight the tangible contributions communities make to the financial and physical growth of schools, ensuring that resources and support are mobilized to improve educational facilities. Furthermore, 41% of respondents noted community participation in cultural and sports events, illustrating that schools serve as important hubs for social and cultural engagement. This broad spectrum of participation reflects the strong, multifaceted role communities play in supporting both the educational and extracurricular aspects of school life.

4.2.2.1   Challenges faced by communities in participating in school activities:

The survey identified several challenges that hinder community participation in school activities, with the most significant being financial constraints, lack of awareness, and time limitations, cited by 94% of respondents. These factors suggest that many community members may struggle to engage due to economic hardships, limited knowledge of school events, or conflicting responsibilities, such as work or household duties, that prevent active involvement.
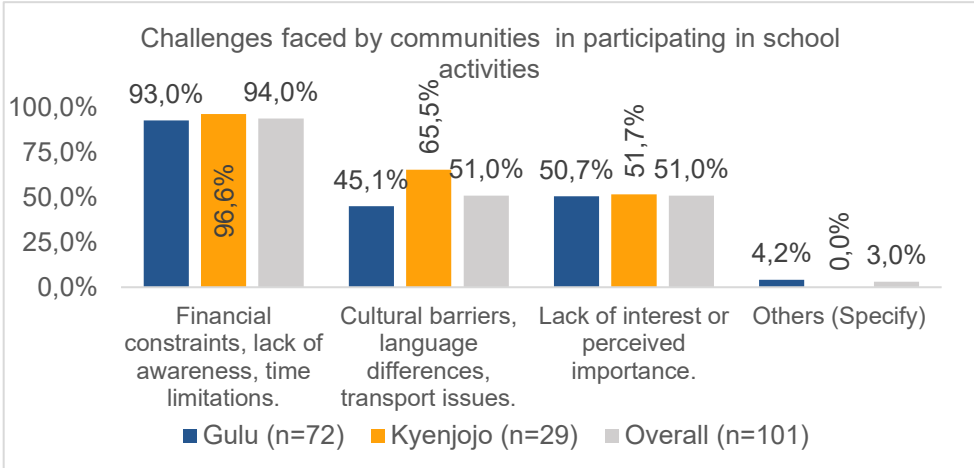
Figure 5: Challenges faced by communities in participating in school activities

Additionally, 51% of respondents highlighted cultural barriers, language differences, and transport issues as obstacles to participation. These challenges are more likely to affect diverse or rural communities, where cultural norms or geographic isolation can limit communication and accessibility to schools. Lastly, 51% of respondents also pointed to a lack of interest or perceived importance of school activities, indicating that some community members may not fully recognize the value of their participation in the educational process. These barriers underscore the need for targeted efforts to raise awareness, provide financial support, and address logistical issues to enhance community involvement in school activities.

4.2.2.2   Enhancing Community Participation in School Activities:

Respondents identified several key strategies to improve community participation in school activities. A significant 96% suggested that increased awareness and sensitization campaigns would effectively engage communities and encourage their involvement. This indicates a strong recognition of the need for educational initiatives that inform community members about the importance of their participation and the benefits it brings to both schools and students.

Additionally, 59% of respondents emphasized the importance of more inclusive decision-making processes, advocating for greater community input in school activities. This suggests that when community members feel their voices are heard and valued, they are more likely to engage actively. Moreover, 42% of respondents pointed to the need for flexible timing for meetings as a critical factor that could facilitate better participation, allowing community members to attend without conflicting obligations.

Finally, 41% highlighted the potential for incentives and the reduction of logistical barriers to encourage greater involvement. Providing tangible benefits or support could motivate community members to

participate more actively in school-related activities. Overall, these findings underscore the importance of creating an inclusive and accommodating environment that empowers communities to engage meaningfully in the educational process.

4.2.3 School Participation in Community Activities

The survey findings indicate that nearly all respondents (99%) agreed that schools actively participate in community activities. The most significant form of participation is supporting community initiatives, which was cited by 73% of respondents. This support is particularly pronounced in Gulu, where 95% of respondents reported active school involvement, compared to just 25% in Kyenjojo. This stark contrast
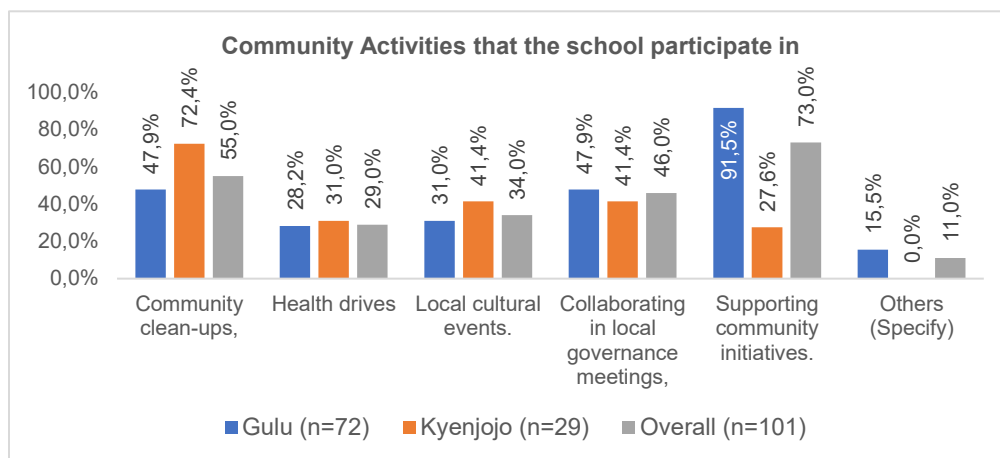
Figure 6: Community activities that the schools participate in

suggests that schools in Gulu may be more engaged in local development efforts, potentially as part of broader recovery initiatives following the region's past conflicts.

Following community initiatives, community clean-ups emerged as another notable area of participation, with 72% of respondents from Kyenjojo acknowledging school involvement, compared to 48% in Gulu. Schools also engage in collaborating on local governance meetings (46%), local cultural events (34%), and health drives (29%). These activities highlight the multifaceted role schools play in fostering community development and collaboration. Overall, the findings emphasize the importance of schools not only as educational institutions but also as active contributors to the social and cultural fabric of their communities.

4.2.3.1 *Challenges Faced by School Administrators in Participating in Community Activities*

The survey identified several significant challenges that school administrators encounter in their efforts to participate in community activities. The most pressing issue is time constraints, cited by 79% of respondents, indicating that the demands of managing school operations often limit their availability for community engagement. This is closely followed by lack of financial resources, mentioned by 71% of respondents, which can hinder the ability of schools to contribute meaningfully to community initiatives.

Additionally, poor communication was identified as a challenge by 51% of school administrators, highlighting the difficulties in coordinating with community members and other stakeholders. Conflicting priorities or school policies were noted by 50% of respondents, with a more pronounced impact in Gulu (60%) compared to Kyenjojo (24%). This suggests that schools in Gulu may face more restrictive policies or priorities that limit their engagement in community activities. Furthermore, limited community interest (43%) and insufficient staff (19%) were also cited as barriers, reflecting challenges in mobilizing support and resources for community involvement. Overall, these findings indicate that schools, particularly in Kyenjojo, face a range of obstacles that limit their ability to actively participate in community activities, underscoring the need for supportive measures that address these challenges and facilitate greater engagement.
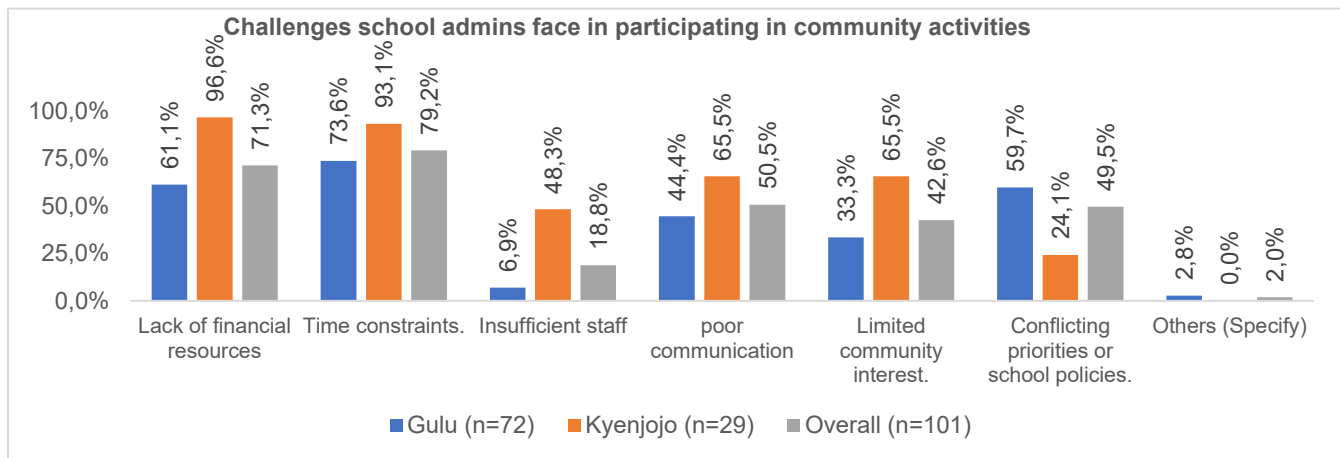
Figure 7: Challenges school administrators face in participating in community activities

4.2.3.2 Enhancing School Participation in Community Activities

To improve participation in community activities, a significant majority of respondents (86%) emphasized the need for better planning and increased budget allocation, with all respondents from Kyenjojo (100%) highlighting this necessity compared to 86% in Gulu. This underscores the critical role that adequate financial resources play in enabling schools to engage effectively with their communities. Additionally, effective communication was identified by 74% of respondents as a key factor, suggesting that clear and open channels of communication are essential for fostering collaboration between schools and community members.

Other important factors included building partnerships with community leaders (67%), which can help align school initiatives with community needs and interests, and providing training for staff (40%), which could enhance their ability to engage in community activities effectively. These suggestions reflect a comprehensive approach to strengthening school-community relationships by ensuring schools are adequately prepared and resourced to participate actively in their local contexts.

4.2.3.3 Improving School-Community Relations

To enhance school-community relations, an overwhelming 94% of respondents recommended implementing regular dialogue sessions and feedback mechanisms. This was particularly emphasized in Gulu, where 97% of respondents supported this initiative, compared to 86% in Kyenjojo. Such interactive platforms can foster mutual understanding and cooperation between schools and communities. Additionally, effective communication (68%) was identified as crucial, alongside the need for transparency in school decisions (62%), which can help build trust and accountability. Finally, community engagement programs (56%) were seen as vital for actively involving community members in school-related activities and initiatives. Collectively, these measures can create a more collaborative environment, facilitating stronger partnerships between schools and the communities they serve.

4.2.3.4 Activities Undertaken to Strengthen School Capacity for Community Participation

Respondents indicated that they have engaged in several activities aimed at enhancing the capacity of schools to address issues related to school-community participation. The most prominent activity reported was workshops and training sessions facilitated by NGOs or government organizations, cited by 66% of respondents. These sessions likely provide essential skills and knowledge to school administrators and stakeholders, enabling them to foster better relationships with their communities.

Additionally, exchange programs and mentorship from experienced board members were mentioned by 40% of respondents. Such initiatives can offer valuable insights and best practices, helping schools learn from one another and implement effective strategies for community engagement. However, it is noteworthy that 18% of respondents reported that no activities were undertaken to build the capacity of school owners and boards. This suggests a gap in opportunities for professional development and support

for some schools, highlighting the need for more comprehensive initiatives to strengthen the overall capacity for community participation.

4.2.4 Summary of Policies and Guidelines on Community, Parental Participation / involvement in school management

Respondents from the KAP Survey highlighted a range of policies and guidelines that promote parental and community involvement in school management. Key measures include regular meetings and consultations to encourage dialogue between school officials and community members, as well as established Parent-Teacher Associations (PTA) that facilitate parental engagement. Many schools also have policies focused on communication, conflict resolution, and feedback mechanisms, ensuring that parents and community members are actively involved in decision-making processes. Additionally, several schools reported guidelines that support community use of school facilities and fundraising efforts, further fostering collaboration between schools and their surrounding communities.

However, there were also mentions of gaps in the implementation of these policies. While most schools have guidelines related to PTA and School Management Committees (SMC), some respondents noted that these guidelines are rarely followed due to limited parental involvement in decision-making. Additionally, a few schools indicated a lack of specific policies, relying instead on diocesan or governmental frameworks. Overall, the findings suggest a strong recognition of the importance of community participation in school governance, alongside a need for improved adherence to existing guidelines and more proactive efforts to engage parents and community members in meaningful ways.

4.2.5 Benefits of Parent and Community Involvement in School Management

The survey findings reveal a consensus among respondents regarding the significant benefits of involving parents and the community in school management. An overwhelming 99% cited improved school performance as a primary advantage, highlighting the positive impact that parental engagement can have on educational outcomes. This was closely followed by increased enrolment (94%) and better discipline (92%), suggesting that when parents are actively involved, it fosters a supportive environment conducive to learning and behavior management.
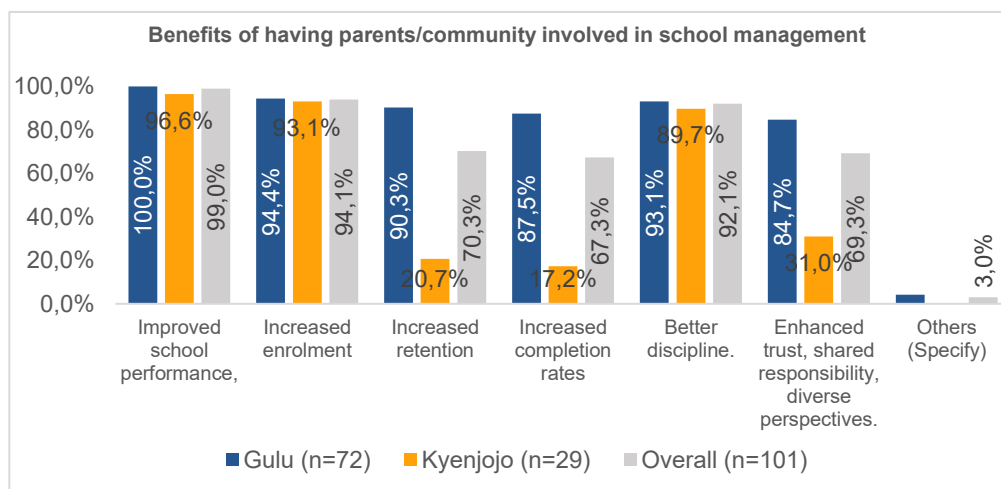
Figure 8: Benefits of having parents / community involved in school management

Other notable benefits include increased retention rates (70%), enhanced trust, shared responsibility, and diverse perspectives (69%), and increased completion rates (67%). These benefits were particularly pronounced among respondents from Gulu, indicating a strong correlation between community involvement and educational success in that region. Overall, the findings underscore the critical role that parents and the community play in fostering a thriving educational environment, ultimately leading to better outcomes for students and schools alike.

4.2.5.1 Barriers to Parent and Community Participation in School Management:

The KAP Survey identified several significant barriers that hinder parents and community members from participating in school management. The most prominent barrier reported was a **lack of awareness or interest**, cited by **86%** of respondents. This indicates that many parents may not fully understand the importance of their involvement or how they can contribute to school governance. Following this, **financial**

constraints were mentioned by **79%**, suggesting that economic challenges can limit parents' ability to engage actively in school activities.

Additionally, **time conflicts** were noted by **71%** of respondents, reflecting the difficulties parents face in balancing their work and family responsibilities with school involvement. **Poor communication** (65%) further exacerbates the issue, as it can lead to a lack of information regarding meetings and activities. Cultural beliefs (52%) also play a role, potentially influencing perceptions of parental roles in education. Finally, **language barriers** were identified by **17%** of respondents, with a notable disparity between regions: **7%** in Kyenjojo and **21%** in Gulu. Collectively, these barriers highlight the need for targeted strategies to enhance parental and community engagement in school management.

Table 2: Barriers which prevent parents /community from participating in school management

Barriers	Gulu	Kyenjojo	Overall
Lack of awareness or interest,	83.3%	93.1%	86.1%
Poor communication	63.9%	69.0%	65.3%
Cultural beliefs.	56.9%	37.9%	51.5%
Financial constraints	77.8%	82.8%	79.2%
Time conflicts	66.7%	82.8%	71.3%
Language barriers.	20.8%	6.9%	16.8%
Others (Specify)	9.7%	0.0%	6.9%

4.3 ATTITUDES

4.3.1   Importance of Parental and Community Involvement in Schools

The KAP Survey findings indicate that respondents overwhelmingly recognize the importance of parental and community involvement in schools, with **57%** describing it as "very important" and **41%** as "important." A mere **1%** of respondents considered it only "slightly important." The rationale behind these views is multifaceted. Many respondents noted that when parents actively participate in school activities, it fosters a greater commitment among students, thereby enhancing their overall performance. Additionally, involvement from parents and the community is seen as crucial for improving school security, supporting academic success, and promoting discipline and good behavior among learners.
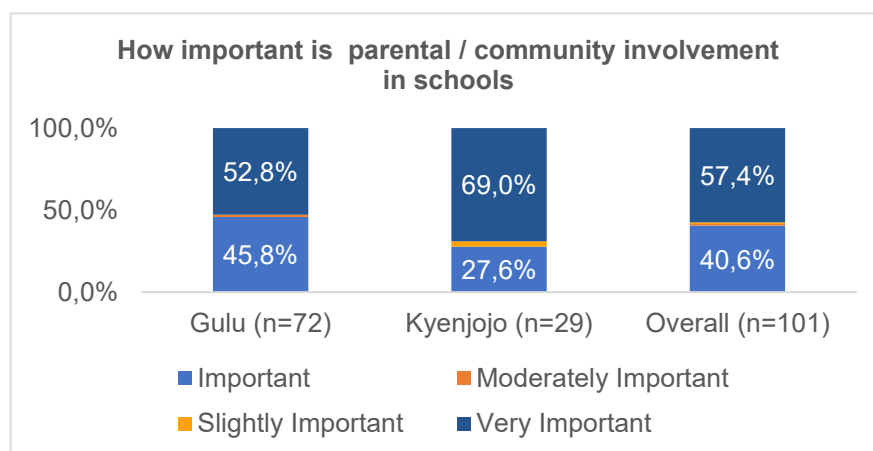
Figure 9: Importance of parents / community involvement in schools

Further, respondents emphasized that parental involvement leads to increased trust, better decision-making, and improved communication between schools and families. Parents contribute valuable insights about their children's needs and offer feedback that can help schools address weaknesses effectively. This collaboration not only strengthens the relationship between schools and communities but also creates a more supportive atmosphere for students, ultimately resulting in better academic outcomes and retention rates. In essence, the survey underscores that without the active engagement of parents and the community, schools may struggle to thrive and fulfill their educational mission.

4.3.2   Equal Opportunity for Parental and Community Participation in School Management

The KAP Survey reveals that **84%** of respondents believe that all parents and community members have equal opportunities to participate in school management, with **81.9%** in Gulu and **89.7%** in Kyenjojo expressing similar views. Respondents highlighted various reasons supporting this belief, emphasizing that every parent has a vested interest in their child's education and possesses the right to be involved in school management. Many noted that participation is open to all, either through elections or voluntary involvement, reinforcing the notion that backgrounds should not limit one's ability to contribute ideas for school improvement.

However, some respondents acknowledged barriers that might hinder participation, such as a lack of awareness about educational opportunities, feelings of inferiority among parents with limited academic backgrounds, and occasional disengagement from school activities. Despite these challenges, it was generally agreed that all parents are stakeholders in their children's education and should be encouraged to actively engage in school governance. The survey underscores the importance of creating inclusive platforms for participation, such as Parent-Teacher Association (PTA) meetings, to ensure that every parent can voice their ideas and contribute to the school's development.

4.3.3   How personal experience shaped respondent's views on parent/community participation in school management

Respondents from the KAP Survey highlighted how their personal experiences have profoundly influenced their views on parent and community participation in school management. Many shared that growing up in environments where community involvement was valued instilled in them a sense of collective responsibility. As one respondent reflected, *"Growing up in a community that valued community involvement installed in me the importance of collective engagement." – Male Headmaster in Kyenjojo.* Their experiences, whether as leaders, educators, or community members, emphasized the importance of fostering trust and building strong relationships between schools and families. They recognized that active participation leads to better communication and improved educational outcomes, with children of engaged parents often performing better academically. Another respondent noted, *"When parents get involved in school activities, performance improves" – Male Headmaster in Gulu,* reinforcing the idea that community involvement is critical to student success. Furthermore, respondents noted that schools with active community participation tend to develop more rapidly, benefitting from diverse perspectives and support that enhance accountability and transparency within the school system.

Several respondents articulated their commitment to creating inclusive environments that welcome participation from all community members, regardless of their backgrounds. They underscored that mutual respect and understanding are essential for eliminating mismanagement and fostering a collaborative spirit in school governance. One respondent emphasized, *"Parents that participate in school management always have children who complete school compared to those that do not participate" – Chairperson of PTAs/SMCs Gulu,* highlighting the long-term benefits of engagement. Respondents also mentioned specific strategies they employed to encourage participation, such as regular meetings, open communication, and community sensitization efforts. The overarching sentiment is that when parents and community members actively engage in school management, it not only enhances the educational experience for students but also cultivates responsible citizenship and stronger community ties.

4.3.4 Openness to receiving feedback from parents/community about school management practices

The KAP Survey findings reveal that a significant majority, 82% of respondents, expressed a high openness to receiving feedback from parents and the community regarding school management practices. This enthusiasm is particularly notable in Kyenjojo, where an impressive 97% of respondents indicated they are very receptive to such input, compared to 76% in Gulu. Additionally, 17% of respondents reported being somewhat open to receiving feedback. Overall, the data clearly suggests that schools in Kyenjojo demonstrate a greater willingness to engage with parents and the community in discussing and improving school management practices.
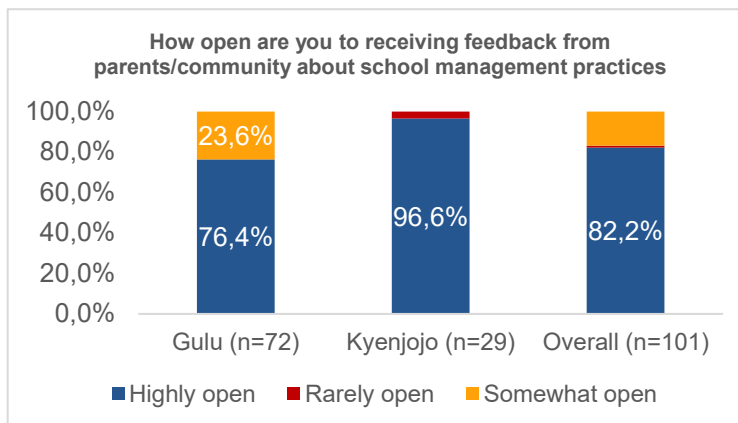
Figure 10: Openness to receiving feedback from community about

4.4 PRACTICES

4.4.1 Activities being undertaken by the school management/ownership/district/diocesan authorities to promote school community participation

The KAP Survey findings indicate that nearly all respondents (99%) identified regular parent-teacher meetings as a key activity undertaken by school management to foster community participation. In addition, 45% of respondents cited community outreach programs, while 38% mentioned workshops and training sessions aimed at enhancing engagement. Other notable activities included attendance at annual general meetings (AGMs), the development of feedback tools for headmasters, and broadcasting discussions on Catholic radio. Additional efforts to promote participation involved class-parent meetings to address specific challenges, district committees visiting schools to resolve issues, and encouraging parental involvement during church services. Establishing church education committees at the parish level to oversee educational responsibilities and conducting school supervision visits were also highlighted as essential activities supporting community engagement in the educational process.

The implication of these findings is that when schools actively involve parents and the community in various activities, it not only strengthens the relationship between educators and families but also promotes accountability and transparency in school management. Additionally, efforts such as class-parent meetings to address specific challenges, district committees visiting schools to resolve issues, and encouraging parental involvement during church services highlight the commitment to creating a supportive educational environment. Establishing church education committees at the parish level to oversee educational responsibilities and conducting school supervision visits further demonstrate a proactive approach to community engagement. Overall, these activities not only enhance parental involvement but also contribute to the holistic development of schools and their students.

Table 3: Activities undertaken by the school management/ownership/district/diocesan authorities to promote school community participation

Activities undertaken by school management	Gulu	Kyenjojo	Overall
Regular parent-teacher meetings.	100.00%	96.60%	99.00%
Community outreach programs,	45.80%	41.40%	44.60%
Workshops, training.	31.90%	51.70%	37.60%
Others (Specify)	6.90%	0.00%	5.00%

4.4.2 Communication methods / Channels used to inform parents/community about school management issues

The KAP Survey findings reveal that the primary communication methods used to inform parents and the community about school management issues are announcements made in churches or via megaphones, along with radio broadcasts, accounting for 83% of responses (100% in Kyenjojo and 76% in Gulu). Following this, circulars were cited by 55% of respondents, while telephone communication and noticeboards were used by 54% and 18%, respectively. Notably, the use of these communication methods varied significantly by region; for instance, 44% of respondents in Gulu reported using telephones compared to 76% in Kyenjojo.

In addition to these primary channels, various innovative methods were employed to ensure effective communication. Many schools leverage students as conduits for conveying messages to parents, with practices such as sending children to update their parents on school activities, providing letters, and relying on children to serve as spokespersons. Other communication strategies include church brochures, community meetings, face-to-face interactions, and engagement with parish education committees. This multifaceted approach underscores the importance of utilizing various communication methods to engage parents and the community effectively. By actively involving students in the communication process, schools foster a sense of responsibility among learners while enhancing parental awareness of school management issues, ultimately contributing to a stronger partnership between families and educational institutions.
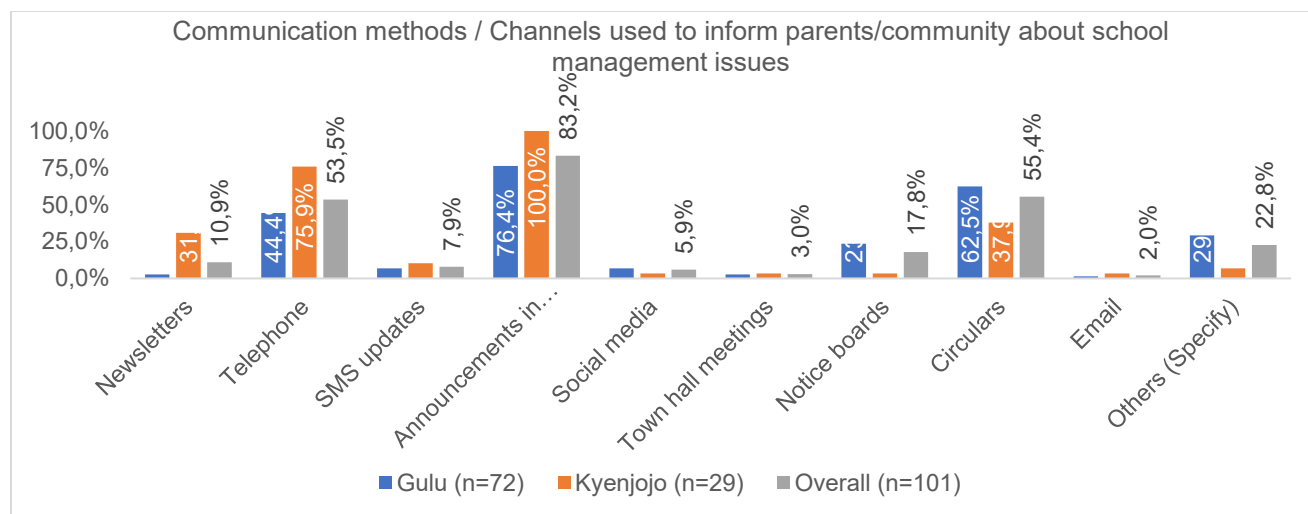
Figure 11: Communication methods used to inform parents / community about school management issues

4.4.3 Specific activities or programs that schools implement to encourage parental/community participation

The KAP Survey findings indicate that various specific activities and programs are implemented by schools to promote parental and community participation. Among these, sports days lead the way, with 65% of respondents identifying them as a key activity. Parent volunteer programs follow closely at 57%, and community service projects are reported by 53% of respondents. Additionally, cultural events and capacity-building workshops are also noted, cited by 46% and 30% of respondents, respectively. Notably, there are significant geographical variations in participation rates. For instance, 97% of respondents from Kyenjojo identified sports days as a prominent activity aimed at encouraging parental and community involvement, whereas only 53% of respondents from Gulu reported similar activities. Parent volunteer programs are more prominent in Kyenjojo, with 76% participation compared to 50% in Gulu.

Other activities further fostering parental engagement include reading and competitions, music, dance, and drama events, and facilitating transportation for parents to attend distant sports activities. Schools also organize educational weeks, inviting parents, headteachers, and other stakeholders to participate actively. Graduation ceremonies and school health days also serve as platforms for parents to engage with the school community. This diverse range of activities illustrates the commitment of schools to create inclusive environments that encourage parental and community participation, enhancing collaboration and
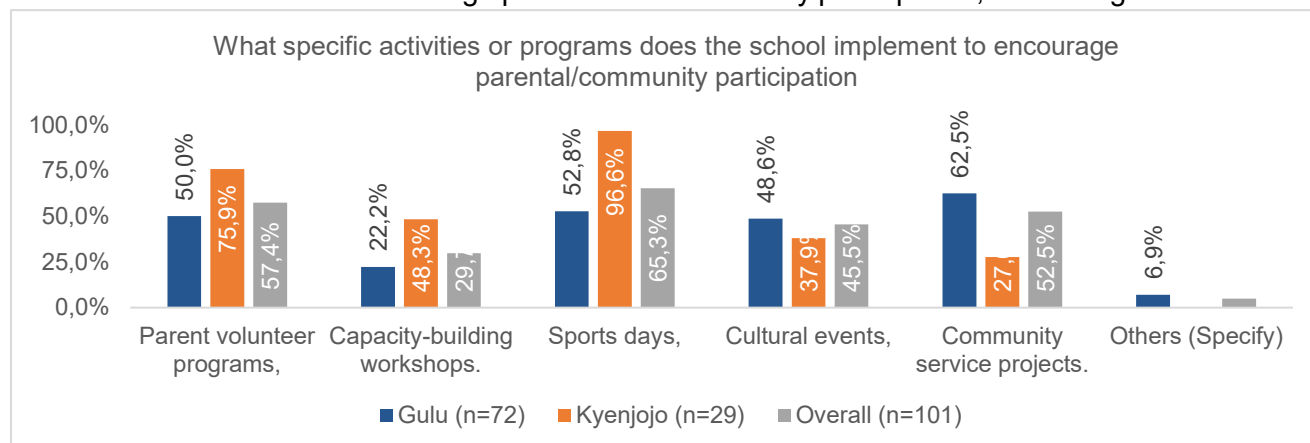
Figure 12: Specific activities by school to encourage parental / community participation

support for educational initiatives.

4.4.4 Parents / community involvement in decision-making processes within the school

The KAP Survey findings reveal a unanimous consensus among respondents, with 100% indicating that parents and the community are actively involved in decision-making processes within the school. Their participation is primarily evident in areas such as fundraising activities, allocation of resources, and prioritization of school needs, with 55% of respondents highlighting these aspects. Additionally, involvement in school management committees (SMCs) and parent-teacher associations (PTA) is also significant, as noted by 45% of respondents. This robust engagement underscores the critical role that parents and the community play in shaping the school's operations and ensuring that their voices are heard in important decisions.

4.4.5 Effectiveness of parental/community participation in school management

The KAP Survey findings indicate that the effectiveness of parental and community participation in school management is primarily assessed through monitoring key school performance indicators, such as pass rates, enrolment rates, and pupil-teacher ratios. This approach was cited by 94% of respondents, with a higher emphasis observed in Gulu (96%) compared to Kyenjojo (90%). Additionally, regular feedback mechanisms are utilized by 78% of respondents to evaluate participation effectiveness, while 17% rely on conducting surveys.

Figure 13: How to assess effectiveness of parental / community participation in school management

These assessment methods highlight the importance of data-driven evaluations in understanding the impact of community engagement on school performance.

4.4.6 Importance of feedback from community participation to school management

The KAP Survey findings reveal that feedback from community participation is regarded as highly valuable to school management, with 65% of respondents affirming its significance—56% in Gulu and an impressive 90% in Kyenjojo. Additionally, 32% of respondents classified the feedback as important, while a mere 1% viewed it as not important. This strong endorsement of community feedback underscores its essential role in shaping effective school management practices.

The implications of these findings suggest that schools should actively seek and incorporate community input into their decision-making processes, as this can enhance educational outcomes and foster a sense of shared ownership among parents and community members. By valuing and acting on the feedback received, schools can better align their strategies with the needs and expectations of the community, ultimately leading to more responsive and effective educational environments.

MARGINALIZED AND VULNERABLE CHILDREN

4.5 KNOWLEDGE

4.5.1 Understanding of by the terms marginalized and vulnerable children in the context of education

The KAP Survey findings indicate that respondents primarily associate the terms "marginalized" and "vulnerable" children in the context of education with several key groups. Notably, 98% of respondents identified Children with Disabilities as marginalized, followed by 61% who recognized Children from low-income families, 54% who cited Orphans, and 33% who referenced the Girl Child. Additionally, 17% mentioned Children from minority groups, such as refugees, with this view being more prevalent in Gulu (23%) than in Kyenjojo (0%).

The implications of these findings highlight the need for targeted interventions and policies that address the unique challenges faced by these groups in educational settings. Recognizing the diverse factors contributing to marginalization can guide schools and policymakers in developing inclusive programs that ensure equitable access to quality education. By prioritizing the needs of these vulnerable populations, educational stakeholders can foster an environment where all children, regardless of their circumstances, have the opportunity to succeed and thrive academically.

Figure 14: Understanding of Marginalized and Vulnerable Children

4.5.2 Knowledge on the rights of marginalized and vulnerable children with regard to education

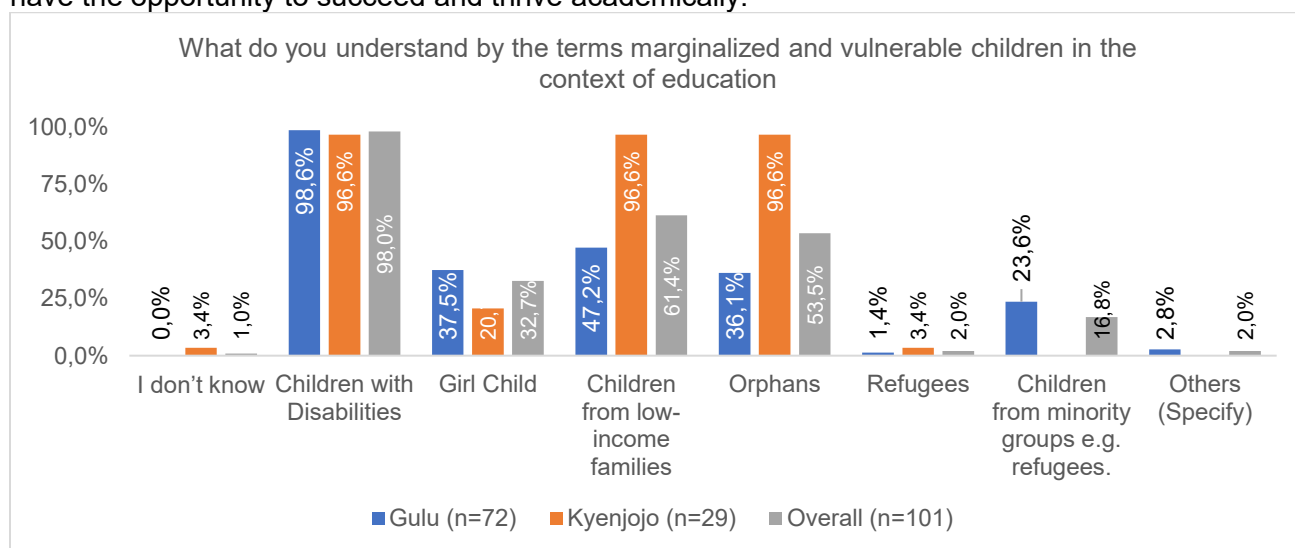The KAP Survey findings reveal that respondents overwhelmingly recognize the essential rights of marginalized and vulnerable children in the context of education. A notable 99% of respondents highlighted the Right to access education and non-discrimination, while 96% emphasized the Right to a safe and inclusive learning environment. Additionally, respondents mentioned other fundamental rights, including the Right to shelter, food, and

What are the rights of marginalized and vulnerable children with regard to education

Category	Gulu (n=72)	Kyenjojo (n=29)	Overall (n=101)
Right to access education, non-discrimination.	100,0%	96,6%	99,0%
Right to a safe environment, inclusive learning.	97,2%	93,1%	96,0%
Others (Specify)	5,6%	0,0%	4,0%

Figure 15: Knowledge of the rights of marginalized and vulnerable children

clothing, which are crucial for studying effectively. They also stressed the importance of emotional support, love, and the need for teachers to employ appropriate methods when engaging with these children.

The implications of these findings underscore the necessity for educational policies and practices that prioritize the rights of marginalized and vulnerable children. Ensuring that these rights are upheld can lead to more equitable educational opportunities and improved outcomes for these groups. By fostering an inclusive environment that meets their basic needs, schools can create a foundation for academic success and emotional well-being. This approach not only benefits the children directly but also contributes to building a more inclusive and supportive educational community as a whole.

4.5.3 Knowledge that that vulnerable children have equal rights with the non-vulnerable ones

The survey findings indicate a strong consensus among respondents regarding the equal rights of vulnerable children compared to their non-vulnerable peers. Key insights reveal that all children, regardless of their circumstances, possess inherent rights that include the right to education and equal treatment. Respondents emphasized that "all children have equal rights" and should not be discriminated against due to their vulnerabilities. Many noted that both vulnerable and non-vulnerable children are "human beings" with the potential to succeed academically when given the same opportunities and support. This perspective is supported by various legal frameworks, such as the Ugandan Constitution, which stipulates equal rights for all children.

Furthermore, while respondents acknowledged the theoretical understanding of these rights, they also highlighted challenges in practice. There is recognition that although laws and policies affirm equal rights, vulnerable children often face exclusion and limited access to educational resources. Respondents asserted that despite being vulnerable, these children are "highly capable" and can excel academically with appropriate support. The findings suggest that for the rights of vulnerable children to be fully realized, schools and communities must actively work towards inclusivity and equitable treatment, ensuring that all children receive the same opportunities to learn and thrive.

4.5.4   Promotion of the rights of vulnerable children

The KAP Survey findings indicate that various strategies are being implemented by schools, districts, and dioceses to promote the rights of vulnerable children. Notably, 64% of respondents identified retention programs as a key initiative, with a significant difference between regions—86% in Gulu compared to only 10% in Kyenjojo. Enrollment drives were also recognized, with 60% of respondents conducting them (80% in Gulu versus 10% in Kyenjojo). Additionally, 48% reported providing inclusive education and special needs
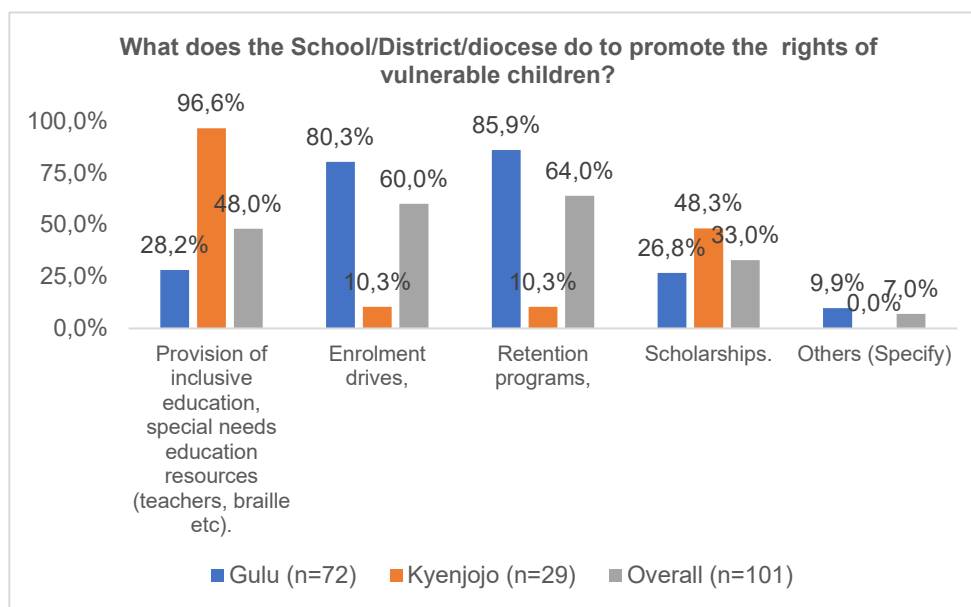

Figure 16: What is being done by schools to promote the rights of vulnerable children

resources, such as trained teachers and braille materials, with a striking 97% in Kyenjojo highlighting these efforts, compared to just 28% in Gulu. Furthermore, 33% of respondents offered scholarships, reflecting a more substantial commitment in Kyenjojo (48%) compared to Gulu (27%).

Other suggested methods for promoting the rights of vulnerable children included advocacy aimed at shifting the perspectives of stakeholders and gatekeepers, implementing affirmative action, and enacting school feeding policies. Respondents also emphasized the importance of constructing child-friendly facilities, conducting sensitization campaigns on the value of education for all, and ensuring inclusive infrastructure, such as ramps and accessible toilets for disabled children. Moreover, initiatives like maintaining a list of disabled students in each class and sensitizing school management committees, teachers, and parents about children's rights were highlighted. The findings underscore the necessity for continued advocacy and practical support to ensure that the rights of vulnerable children are respected and upheld, fostering an inclusive educational environment for all.

4.5.5   Policies or guidelines by School/District/Diocese regarding involvement of the vulnerable groups in school management

The KAP Survey findings reveal that schools, districts, and dioceses have implemented various policies and guidelines to facilitate the involvement of vulnerable groups in school management. A significant 97% of respondents highlighted the existence of non-discrimination and equal opportunity policies as foundational to promoting inclusivity. Additionally, 58% reported having specific guidelines in place to support special needs children, ensuring their active participation in school management processes.

Furthermore, 33% of respondents indicated the presence of an early childhood development policy, underscoring the importance of supporting young learners from diverse backgrounds. However, it is noteworthy that 48% of respondents mentioned that no specific policies or guidelines are currently in place to address the involvement of vulnerable groups in school management. This gap suggests an opportunity for schools to enhance their frameworks and practices to better support and empower vulnerable populations, ensuring their voices and perspectives are included in decision-making processes.
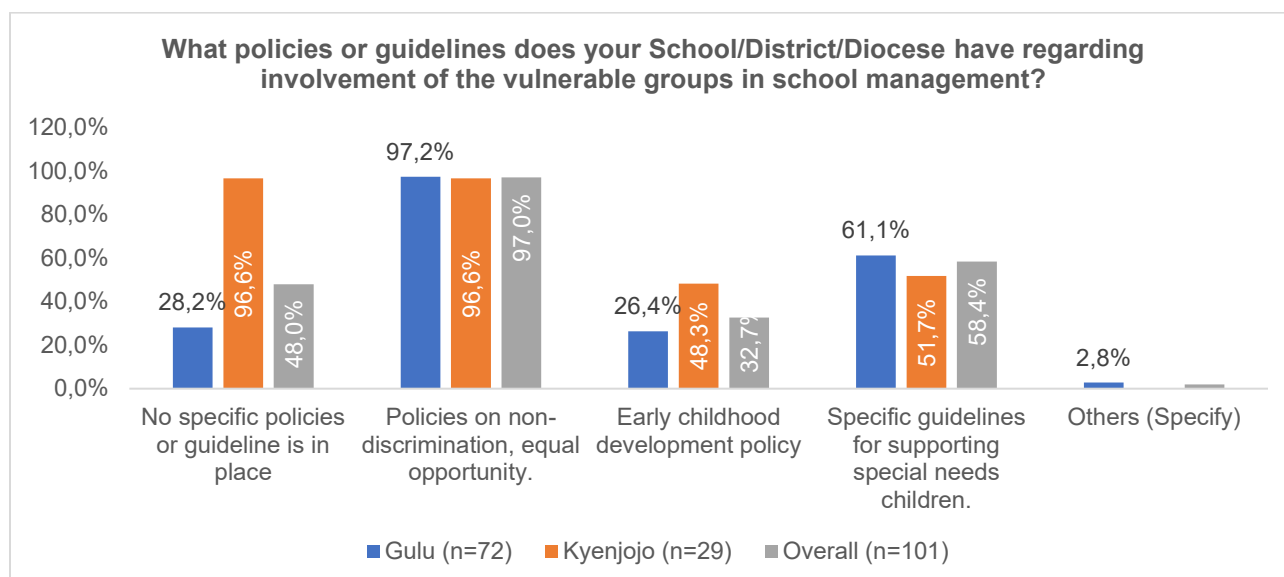
Figure 17: Policies or guidelines that schools have regarding involvement of the vulnerable groups in school management

4.5.6 Different ways the vulnerable groups can participate in school management:

The KAP Survey findings indicate that a significant majority of respondents recognize various ways vulnerable groups can actively participate in school management. Notably, 81% of respondents identified inclusion in school committees as a key avenue for participation, with 93% in Kyenjojo and 76% in Gulu affirming this approach. Additionally, 78% highlighted the importance of feedback sessions and advocacy roles as critical mechanisms for empowering vulnerable groups within the school setting.

Moreover, 52% of respondents emphasized the need for representation of vulnerable groups on school boards to ensure their voices are heard in decision-making processes. Other identified methods for participation included engaging in cultural dances, participating in debates, and taking on leadership roles, such as being elected to school leadership positions and having representatives in the prefectorial body.

These findings underscore the necessity for schools to create inclusive environments that actively encourage the involvement of vulnerable groups, thereby fostering a sense of ownership and community engagement in school management.

Table 4: Different ways the vulnerable groups can participate in school management

Ways vulnerable groups can participate	Gulu	Kyenjojo	Overall
Inclusion in school committees	76.4%	93.1%	81.2%
Representation in school boards	33.3%	96.6%	51.5%
Feedback sessions, advocacy roles	81.9%	69.0%	78.2%
Others (Specify)	5.6%	0.0%	4.0%

4.5.7 Benefits of having the vulnerable groups represented in school management

The KAP Survey findings highlight the significant benefits of having vulnerable groups represented in school management. An overwhelming 96% of respondents noted that such representation promotes inclusivity and brings diverse perspectives to the decision-making process. Furthermore, 84% indicated that it nurtures compassion within the school community, fostering a supportive environment for all students. Additionally, 79% reported that the involvement of vulnerable groups improves policy effectiveness, ensuring that policies are more attuned to the needs of all students. These findings underscore the critical importance of inclusivity in school management, as it not only enriches the educational environment but also leads to more effective policies that benefit the entire school community.

4.5.8 Barriers for the vulnerable from participating in school management

The KAP Survey findings indicate several key barriers that prevent vulnerable groups from participating in school management. Stigmatization emerged as the primary obstacle, cited by 92% of respondents. This was followed by discrimination (76%) and lack of awareness about opportunities for involvement (73%). Additionally, physical barriers (65%) and financial constraints (65%) were significant hindrances to participation.

Other specific challenges mentioned include the long distances to schools, which can deter involvement, while a minority noted that there are no barriers, as some vulnerable individuals do actively participate. These findings highlight the urgent need for targeted interventions to address these barriers, fostering an inclusive environment where all voices can be heard in school management.

Table 5: What would prevent the vulnerable from participating in school management?

Barriers to participation	Gulu	Kyenjojo	Overall
Stigmatization.	90.3%	96.6%	92.1%
Physical barriers	80.6%	27.6%	65.3%
lack of awareness	77.8%	62.1%	73.3%
Financial barriers,	69.4%	55.2%	65.3%
Discrimination.	68.1%	96.6%	76.2%
Others (Specify)	4.2%	0.0%	3.0%

4.6 ATTITUDE

4.6.1 Importance of vulnerable groups' involvement for the success of a school

The KAP Survey findings indicate that the involvement of vulnerable groups is considered crucial for the success of schools. A significant **66%** of respondents deemed this involvement as **very important**, while **34%** viewed it as **important**. Notably, no respondents believed that vulnerable groups were unimportant to school success. The positive perceptions surrounding the involvement of vulnerable groups can be attributed to several factors according to the interviewed key informants:

1. Inclusivity and Diversity: Their participation promotes inclusiveness in the community and helps in developing policies that reflect diverse perspectives. As one respondent noted, *"Their involvement ensures equitable participation in school affairs"*- **Male Headmaster Gulu**.

2. **Educational** Impact: The involvement of vulnerable groups is seen as beneficial for policy formulation and promoting education for vulnerable children. Many respondents noted that it inspires other vulnerable children to enroll and stay in school. One participant emphasized, *"Involvement of*

Figure 18: Importance of vulnerable groups' involvement in success of a school

vulnerable groups encourages vulnerable children to aspire for education" - **Male Headmaster Gulu.**

3. Role Models: Vulnerable individuals often serve as role models, providing motivation and confidence to their peers, which can lead to improved academic performance. A respondent stated, *"They act as role models for the vulnerable children, helping them gain hope and confidence in their abilities."*- **Male Headmaster in Kyenjojo**.

4. Support and Advocacy: Their involvement aids in fighting for the rights of vulnerable children and helps in mobilizing resources for their education, thus enhancing overall school success. One respondent expressed, *"Their perspectives are vital for advocating the rights of vulnerable children within the school environment"* – **Male Headmaster Gulu**.

5. Holistic Development: The participation of vulnerable groups is believed to nurture compassion, respect, and love within the school environment, facilitating better relationships and engagement among students.

6. Policy Effectiveness: Their perspectives provide a platform for inclusive decision-making, ensuring that policies are more effective and cater to the specific needs of all students, particularly the vulnerable.

7. Community Engagement: Involvement fosters a sense of belonging and community engagement, which is essential for a supportive learning environment.

Overall, these findings stress the importance of integrating vulnerable groups into school management, as their contributions are vital for enhancing inclusivity, promoting equitable rights, and improving academic performance.

4.6.2 Equal opportunity for vulnerable groups to participate in school management

The KAP Survey findings reveal unanimous support among respondents for equal opportunities for vulnerable groups to participate in school management. Respondents emphasized the importance of this inclusion for several reasons:

1. **Equal Rights**: Respondents asserted that all children in school have equal rights. As one noted, *"It is their right to participate and air out their views."* This highlights the fundamental belief that all children, regardless of their background, should have a voice in school governance.

2. **Contributions to Success**: Many respondents indicated that both vulnerable and non-vulnerable groups can contribute significantly to the school's success. One participant stated, *"Both can lead to the success of the school"* - **Male Private School Headmaster, Kyenjojo**, reinforcing the idea that diverse perspectives enhance decision-making processes.

3. **Diverse Ideas and Talents**: The input from vulnerable groups is valued for its potential to offer unique insights. As one respondent pointed out, *"They can all put forward the best practices that can be used to manage the school effectively."* – **Male Headmaster Kyenjojo**. This sentiment underscores the belief that everyone has something valuable to contribute.

4. **Community Integration**: Recognizing the importance of inclusivity, respondents noted that involving vulnerable groups in management fosters stronger ties between the school and the community. One individual mentioned, *"It forges a good relationship between the school and the community."*- **Senior Woman Teacher, Gulu**.

5. **Empowerment and Well-being**: The opportunity to participate in school management is viewed as empowering for vulnerable groups. *"It improves the well-being of the vulnerable,"* a Senior Woman Teacher in Gulu said, illustrating how involvement can boost confidence and self-esteem.

6. **Capacity and Potential**: Many respondents pointed out that individuals from vulnerable groups often possess exceptional abilities and skills that can benefit the school. As articulated by one participant, *"Some of them can perform better than the non-vulnerable,"* – **Male Chairperson PTA Gulu**, highlighting the potential for excellence irrespective of background.

7. **Implementation of Inclusivity Policies**: Respondents noted that allowing vulnerable groups to participate aligns with government policies aimed at promoting inclusiveness. *"It implements the notion of inclusiveness,"* emphasized by one *Male respondent* - **Chairperson PTA/SMC and Head of Department in Gulu**, reflecting the broader societal commitment to equality.

8. **Legal Rights**: The legal framework supporting equal rights was also highlighted, with several respondents stating that "it's by law" and "they have rights as a virtue of being human beings."

This reinforces the necessity of respecting and upholding these rights within the school environment.

In summary, the findings from the KAP Survey strongly indicate a consensus that all vulnerable groups should have equal opportunities to participate in school management. This inclusion is viewed as essential for fostering a positive, equitable, and effective educational environment.

4.6.3 How personal experience shaped respondent's views on vulnerable groups' participation in school management:

The responses from participants regarding how their personal experiences have shaped their views on the participation of vulnerable groups in school management can be summarized as follows:

Recognition of Abilities: A significant number of respondents believe that vulnerable children possess exceptional abilities, often surpassing their non-vulnerable peers. As one respondent stated, *"60% of the vulnerable children have exceptional abilities compared to the non-vulnerable ones"* - **Male Chairperson of PTA/SMC, Gulu**. This perception emphasizes the potential contributions of these children.

Advocacy and Support: Many participants shared their commitment to advocating for vulnerable groups. One remarked, *"I have advocated for vulnerable groups and provided support to ensure their voices are heard,"* –**Headmistress Kyenjojo**, highlighting the importance of representation and active involvement.

Shared Humanity: Several respondents emphasized that, regardless of physical limitations, everyone deserves to be included in decision-making processes. A participant stated, "*All of us are human beings,"* – **Male councillor Gulu DLG**, reflecting a belief in equal treatment and respect.

Empathy from Personal Experience: Those who have faced disadvantages themselves expressed a deeper understanding of the challenges vulnerable groups face. As one individual noted, *"As a child who grew up disadvantaged, I pay particular attention to these groups"* –**Gulu Diocesan Education Secretary**. This personal connection fosters a desire to create inclusive environments.

Impact on Academic Success: Many respondents observed a correlation between involvement in school management and academic achievement. One mentioned, *"Children who get involved in school management tend to be more successful academically,"* –**Diocesan Education Secretary Gulu**, indicating that engagement can lead to better educational outcomes.

Improvement in School Policies: Involving vulnerable groups has led to enhanced decision-making and policy formulation. As articulated by one participant, *"Their involvement has helped in the formulation of policies in support of them"* – **Female Chairperson PTA/SMC Gulu**, underscoring the importance of their perspectives in shaping effective policies.

Building Trust and Community: Several responses emphasized that participation fosters trust and strengthens community ties. One individual noted, *"The vulnerable groups when allowed to participate in the school, trust is built"* – **Male Chairperson PTA and a Member of SMC**, illustrating the importance of inclusion for community cohesion.

Positive Long-Term Outcomes: Many participants reflected on the long-term benefits of engaging vulnerable groups in school management, such as increased retention rates and improved standards of living. *"Their participation increases their completion rates,"* a Male Headteacher in Gulu stated, highlighting the overall positive impact on their lives.

Leadership Development: Participants noted that involvement in management roles cultivates future leaders. One respondent remarked, *"The vulnerable children who engage in leadership or participate in school management end up becoming good leaders in the future"*- Male Chairperson PTA/SMC in Gulu, indicating that early involvement can have lasting benefits.

Empowerment and Motivation: Respondents highlighted that participation empowers vulnerable children, enhances their self-esteem, and motivates them to excel academically. *"Their participation builds the self-esteem of the vulnerable children,"* one male participant pointed out, showcasing the transformative effects of inclusion.

In conclusion, the insights shared by respondents reflect a strong belief in the value of including vulnerable groups in school management. Their experiences emphasize the potential benefits of such inclusion, including enhanced academic performance, better policy formulation, and improved community relations. The overarching message is clear: "Disability is not inability," and fostering a more inclusive environment benefits everyone involved.

4.6.4 Openness to receiving feedback from marginalized and vulnerable groups about school management practices

The findings from the KAP Survey regarding the openness to receiving feedback from marginalized and vulnerable groups about school management practices reveal a significant willingness among respondents. Overall, 85% of respondents expressed a strong desire to receive feedback, with notable variation between locations: 81% in Gulu and 97% in Kyenjojo. Additionally, 13% indicated that they were somewhat open to feedback from these groups.

Several key reasons underlie the high openness reported by respondents. First and foremost, they emphasized the importance of feedback for enhancing the safety and success of vulnerable children. One respondent articulated this sentiment, stating, "It has helped her to understand people and how to handle those with special needs." Moreover, many participants acknowledged their

Figure 19: Openness to receiving feedback from marginalized and vulnerable groups about school management practices

duty to promote awareness of the rights of marginalized individuals. As one respondent noted, "It's my duty for the community to get aware of the rights of marginalized people." This focus on inclusivity is further demonstrated by the recognition that marginalized groups have equal opportunities to contribute, as indicated by statements such as, "They can also advise just as the non-vulnerable." This highlights the valuable role these individuals play in school management.
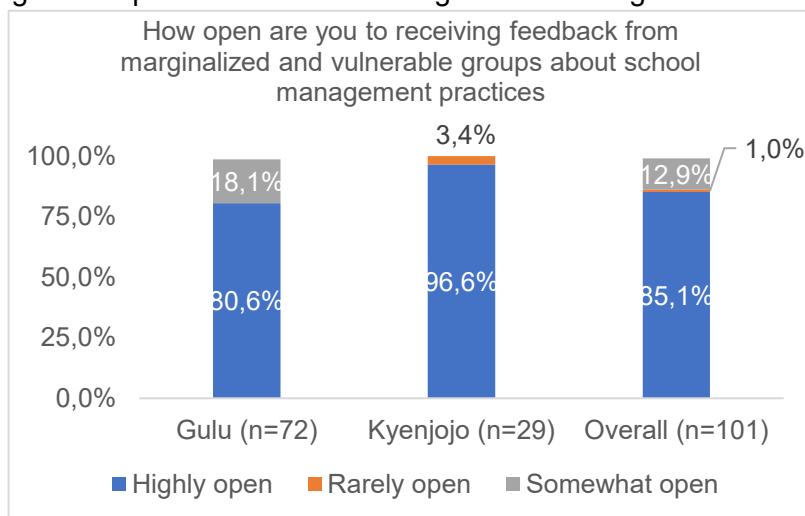
Respondents also underscored the importance of engaging with parents, which allows for the expression of concerns and needs. One respondent remarked, "Through conducting meetings where we ask parents to express and address their problems," emphasizing the importance of fostering a participatory environment. Additionally, school management committees were seen as pivotal in ensuring that every voice is heard, with one respondent asserting, *"As an SMC, it's my role to ensure that the voices of each and every one is listened to."* This responsibility aligns with the understanding that feedback is essential for identifying and addressing weaknesses in school practices. As stated, "*This helps in solving issues, especially in the weak areas,"* indicating the constructive nature of such feedback.

Furthermore, receiving feedback was recognized as a means to ensure the protection and promotion of vulnerable groups' rights. Respondents noted, *"It helps in ensuring their rights are protected and promoted,"* indicating a commitment to advocacy. Engaging with vulnerable groups also fosters trust and inclusivity within the community, as expressed in the comment, *"Their participation nurtures compassion,"* showcasing a deeper understanding and connection.

However, a smaller group of respondents (13%) identified themselves as somewhat open to feedback, articulating a more cautious approach. They emphasized the need for mutual respect in interactions and acknowledged a desire to maintain professional boundaries. One respondent mentioned, *"We tend to limit it to avoid familiarity,"* highlighting a concern for the dynamics of the relationship. Despite these reservations, respondents recognized the value of feedback, with statements like, *"When listened to, they give great views,"* affirming the potential for positive outcomes.

Moreover, the availability of open platforms for sharing ideas, such as suggestion boxes, was mentioned, with one respondent noting, "There are open platforms, e.g., suggestion boxes, that allow for that to happen." This accessibility underscores the commitment to fostering open dialogue. Many respondents also emphasized their approachability, affirming that their offices are open to receiving feedback, as articulated in the statement, *"My office is always open to them."*

In conclusion, the survey findings indicate a strong commitment among school management to include marginalized and vulnerable groups in decision-making processes. The majority of respondents recognize the importance of their feedback in improving school practices and fostering a more equitable learning environment. The insights gathered from these groups are viewed as essential for addressing their specific challenges and enhancing overall school management effectiveness.

4.7 PRACTICES

4.7.1 Protection and Promotion of Vulnerable Students' Rights in Schools
The KAP survey findings indicate that **88%** of respondents believe that the rights of vulnerable students are adequately protected and promoted within schools. The primary means of achieving this include the implementation of a **zero-tolerance policy toward discrimination**, which was highlighted by the majority of respondents. Additionally, **81%** cited the availability of **accessible facilities** such as ramps and toilets as crucial for safeguarding these students' rights. Other measures reported include the establishment of **anti-bullying policies** (64%) and the presence of **special needs education staff** (26%).

However, there is significant geographical variation in the implementation of these protective measures. For instance, while **93%** of respondents in Kyenjojo reported having anti-bullying policies in place, only **53%** of respondents from Gulu indicated the same. Conversely, **93%** of respondents in Gulu reported the presence of accessible facilities, compared to just **50%** in Kyenjojo.

In addition to these measures, other methods of protecting and promoting vulnerable students' rights in schools include providing **counseling services** specifically aimed at empowering these students and training teachers to effectively support them. Some schools are also equipped with assistive technologies such as **hearing aids** and **computers and printers for students who are deaf or blind**. Moreover, involving vulnerable students in the development of school rules and improvement plans was noted as another vital approach to ensure their voices are heard and their rights respected.

How are the vulnerable students' rights protected and promoted in the schools
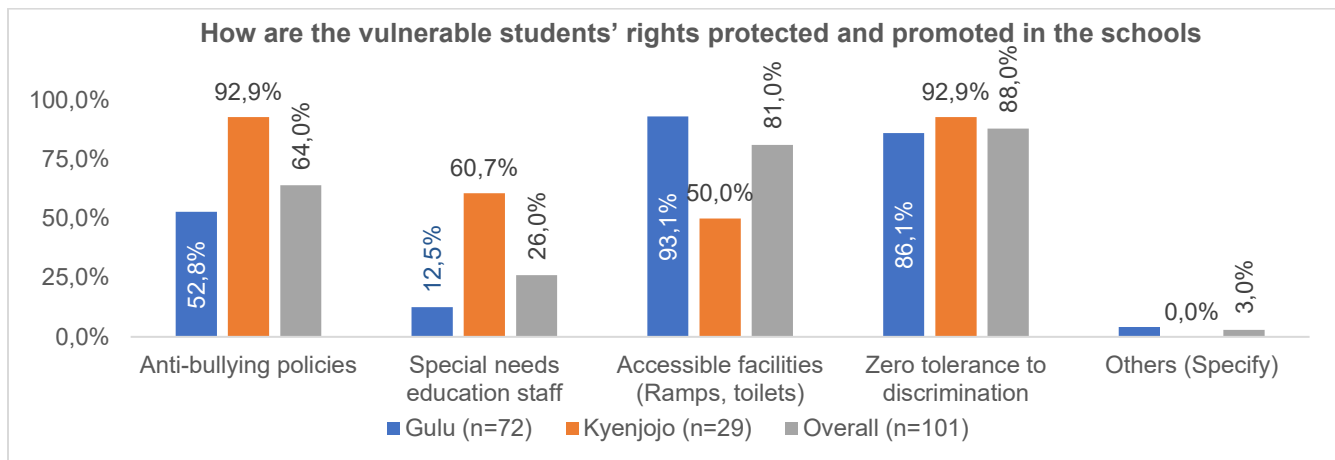
Figure 20: How vulnerable students' rights are protected and promoted in schools

3.3.2 Activities to Increase Enrollment of Marginalized and Vulnerable Children in the Post-COVID-19 Era

To enhance the enrollment of marginalized and vulnerable children in the post-COVID-19 era, various activities have been implemented by schools, districts, and dioceses. The findings reveal that 87% of respondents cited community sensitization as a key strategy. Additionally, 61% reported forming partnerships with NGOs to support these efforts, while 57% highlighted the importance of outreach campaigns. Financial support initiatives were mentioned by 37% of respondents, and a smaller proportion, 3%, indicated the use of online learning as a tool for increasing enrollment.
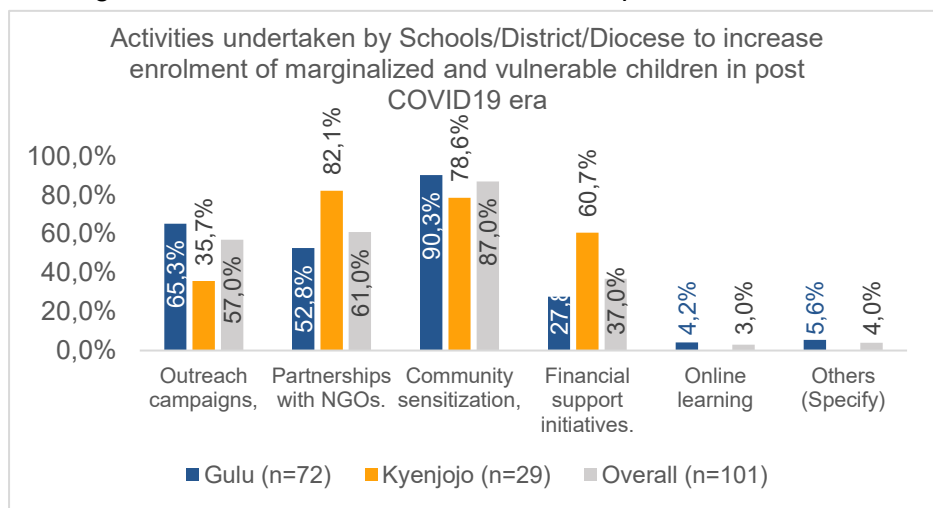

Figure 21: Activities undertaken by schools to increase enrolment of marginalized and vulnerable children

Other notable activities include ensuring the presence of counselors in each school to support students, implementing the Leave No Kid Behind program, and developing infrastructure that facilitates access to classrooms and laundry facilities for vulnerable students. Schools also engage in inclusive activities that support pregnant teens in continuing their education and establish vocational schools for those who have dropped out of formal education. Additionally, using students with disabilities, such as those who are blind or deaf, as role models in leading sermons and reading the Bible serves to inspire and encourage other vulnerable children to pursue their education.

4.7.2 School Owners and Managers' Efforts to Protect and Promote Marginalized and Vulnerable Rights

School owners and managers are actively involved in protecting and promoting the rights of marginalized and vulnerable children. The most common initiatives include creating safe environments for all students, reported by 87% of respondents, and providing support services such as counselling and remedial classes, noted by 70%. Additionally, 58% of schools have implemented inclusive curricula, while 56% have trained teachers in inclusive teaching practices and recruited special needs educators.

Other noteworthy efforts include establishing Early Childhood Development (ECD) programs, creating child protection units, and launching girl promotion programs to address specific needs. Schools are also providing aiding equipment to support children with special needs and offering special treatment during activities such as meal services to ensure inclusivity and equal participation.
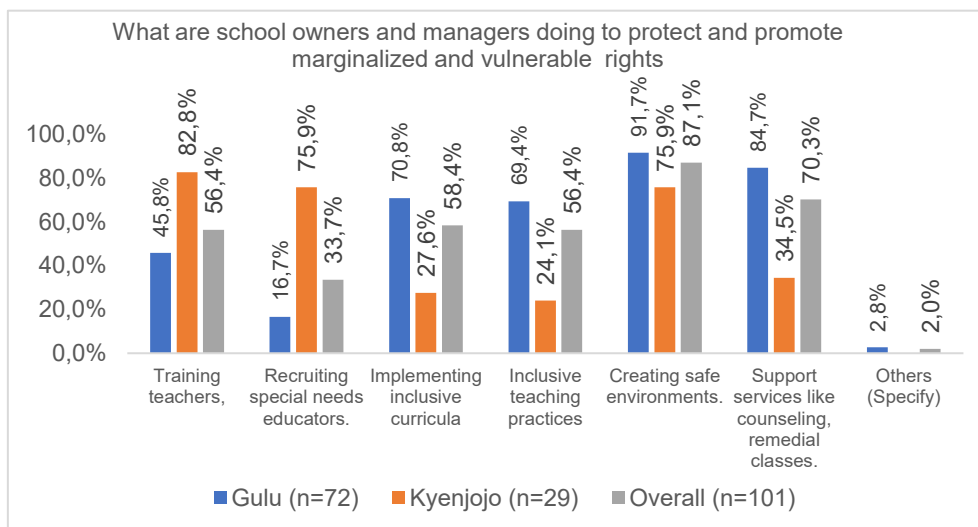

Figure 22: What school owners and managers are doing to protect and promote marginalized and vulnerable rights

4.7.3 Methods Used to Inform Vulnerable Groups About School Management Issues

Schools use a variety of methods to inform vulnerable groups about school management issues, with meetings being the most common approach, employed by 78% of respondents. Announcements on radio and public places were also widely used by 59%, followed by accessible materials such as printed materials in large fonts or Braille, utilized by 43% of schools.

Other strategies included community outreach programs (38%) and circulars sent to communities (37%).
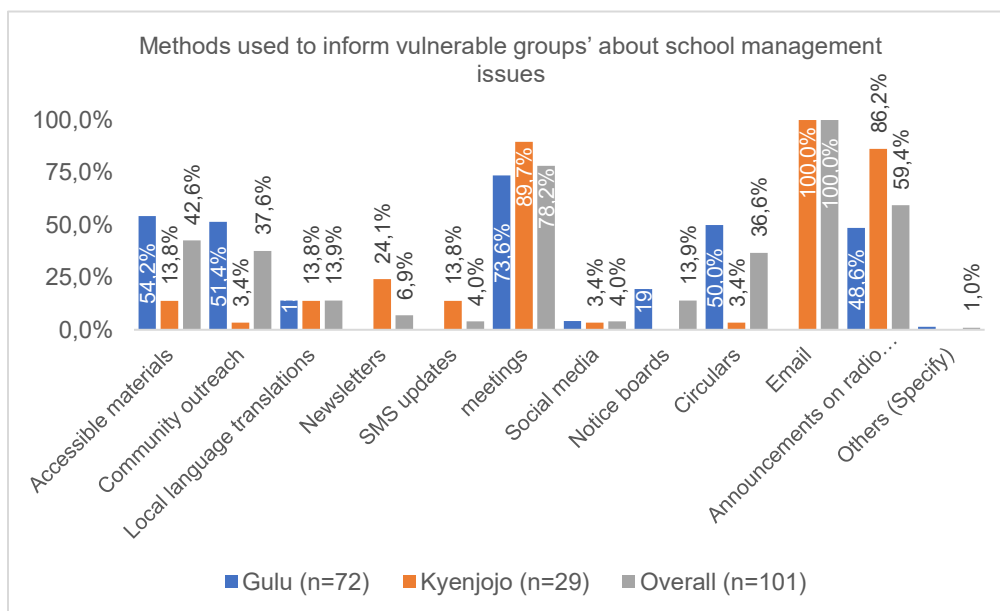

Figure 23: Methods used to inform vulnerable groups about school management issues

However, the use of these methods varied significantly across different regions. For instance, 50% of schools in Gulu used circulars, compared to just 3% in Kyenjojo. Similarly, the use of accessible materials was far more

common in Gulu (43%) than in Kyenjojo (3.4%). This highlights regional disparities in how schools communicate with marginalized and vulnerable groups.

4.7.4 Programs to Encourage Vulnerable Groups' Participation

Schools, districts, and dioceses implement a range of specific programs aimed at encouraging the participation of vulnerable groups. The most prominent include **clubs** (81%), which provide safe spaces for students to express themselves and engage in extracurricular activities, and **representation on decision-making committees** (70%), allowing vulnerable students a voice in school governance.

Additionally, **advocacy groups** (62%) work to raise awareness and promote the rights of marginalized students, while **inclusive sports events** (48%) ensure that all students, regardless of ability, can participate in physical activities. Other notable initiatives include **creating a safe learning environment**, opportunities for vulnerable students to **minister in churches**, and fostering an overall culture of equality where all students are treated without discrimination.

4.7.5 Involvement of Vulnerable Groups in School Decision-Making

Findings show that vulnerable groups are involved in school decision-making through several key methods. **Direct representation** (69%) is the most common approach, where marginalized students or their representatives are given formal roles in decision-making bodies. **Feedback sessions** (69%) are also widely used, providing vulnerable groups with opportunities to voice their concerns and ideas. **Participatory planning** (62%) ensures that these groups are actively engaged in developing school policies and activities. Additionally, **consultations** (47%) are conducted to gather input from vulnerable students and their families, further integrating their perspectives into school governance.

Table 6: Ways through which vulnerable groups are involved in decision-making processes within the school

Avenues of involving vulnerable groups	Gulu	Kyenjojo	Overall
Direct representation,	62.50%	86.20%	69.30%
Through Consultations.	29.20%	89.70%	46.50%
Feedback sessions,	73.60%	58.60%	69.30%
Participatory planning.	61.10%	65.50%	62.40%
Others (Specify)	1.40%	0.00%	1.00%

4.7.6 Assessment of the Effectiveness of Vulnerable Groups' Participation in School Management

The effectiveness of vulnerable groups' participation in school management is primarily assessed through **monitoring the impact on school policies and culture** (80%). This suggests that many schools are attentive to how the inclusion of marginalized groups influences both decision-making processes and the overall school environment. This focus on policy and culture indicates an institutional commitment to creating a more inclusive and equitable educational setting.

Regular assessments (59%) are another tool used to evaluate the progress of vulnerable groups' participation. These evaluations ensure that schools can track improvements or identify areas that require further support. However, the reliance on regular assessments may also point to a structured but somewhat limited approach to capturing the full scope of involvement and its effects, suggesting that additional qualitative methods could deepen understanding.

Stakeholder feedback (31%) offers a more personal and immediate understanding of how inclusion efforts are perceived by those directly involved—teachers, parents, and students. While this input is valuable, the relatively low percentage indicates that there may be underutilization of a critical resource for gathering diverse perspectives and ensuring responsive practices.

Interestingly, 7% of respondents noted that **no formal assessment** is done. This finding is concerning, as it highlights that some schools may lack mechanisms to evaluate the effectiveness of their inclusion initiatives. The absence of assessment in these institutions could undermine the sustainability and improvement of programs designed to support vulnerable groups.

The findings imply that while many schools are making efforts to evaluate the participation of vulnerable groups, there is variability in the methods and extent to which these assessments are carried out. Schools that prioritize the monitoring of policies and culture are likely to see long-term improvements in inclusivity and equity. However, the underutilization of stakeholder feedback and the absence of formal assessments in some schools suggest gaps in fully understanding the experiences and needs of vulnerable students.

Table 7: How do you assess the effectiveness of vulnerable groups' participation in school management

Methods of assessing effectiveness of vulnerable groups' participation	Gulu	Kyenjojo	Overall
No such assessment is done	6.90%	6.90%	6.90%
Regular assessments,	45.80%	93.10%	59.40%
Stakeholder feedback.	33.30%	24.10%	30.70%
Monitoring impact on school policies and culture.	93.10%	48.30%	80.20%
Others (Specify)	0.00%		

4.8 REFLECTION AND IMPROVEMENT: SKILLS AND KNOWLEDGE IN FOSTERING PARTICIPATION

The findings from the KAP survey reveal that 62% of respondents (58% in Gulu and 72% in Kyenjojo) rated their skills and knowledge in fostering parental, community, and vulnerable group participation as moderate, while only 15% rated their skills as strong. However, 23% of respondents identified major capacity gaps that require significant improvement.
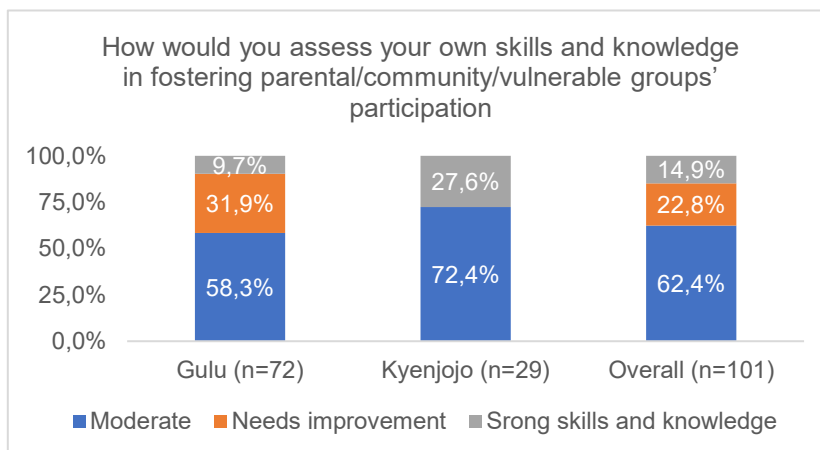

Figure 24: Assessment of own skills and knowledge in fostering parental / community / vulnerable group's participation

Reasons for Moderate Skill Levels: The majority of respondents who assessed their skills as moderate attributed this to a variety of factors. Many highlighted that while they have some experience, they lack formal training in specific areas such as engaging marginalized groups or addressing the unique needs of vulnerable students. Their skills were rated as moderate owing to:

1. Practical Experience Without Formal Training: Many respondents developed their skills through practical experience, such as face-to-face interactions, providing guidance and counselling, and engaging in community dialogue. However, they admitted that these efforts alone were insufficient without proper training.
2. Involvement in Decision-Making Processes: Several participants cited allowing vulnerable groups to participate in decision-making and sensitization efforts as methods that contributed to their moderate skill level. Still, there was an acknowledgment that more targeted training was needed to handle the complexities of working with marginalized populations.

Areas Identified for Improvement: The findings clearly indicate that there are significant areas for improvement in terms of training and support:

1. Training on Special Needs Education: Many respondents identified a gap in their ability to support special needs students. Specifically, there was a need for training in areas like the use of sign language, handling disabled children, and providing special treatment during key activities like serving meals.
2. Workshops and Professional Development: Respondents recognized the value of workshops and professional development sessions that would enhance their skills. They also expressed a need for refresher training to stay updated on best practices in fostering vulnerable groups' participation.
3. Exposure to New Methods: There was a consensus that exposure to new methods and techniques is necessary for improving their ability to manage community interactions and support vulnerable groups. Respondents indicated that they would benefit from learning from experienced educators and engaging in community surveys to understand the challenges faced by marginalized populations.
4. Need for Institutional Support: Some respondents noted that there was no serious training provided by their institutions, only sensitization efforts led by NGOs. This highlights a critical need for schools and districts to invest in more structured and comprehensive training programs to bridge the knowledge gap.

The findings therefore suggest that while many school owners and managers are moderately equipped to foster participation from vulnerable groups, there is an overwhelming need for capacity-building initiatives. The reliance on informal learning and practical experience has left many educators with gaps in their ability to effectively engage and support marginalized groups. For future improvement, targeted training programs that focus on inclusive education practices, special needs communication, and community engagement are essential. Institutions should prioritize creating comprehensive training programs and ensuring that all staff members are equipped with the necessary skills to foster a truly inclusive and participatory environment for all stakeholders.

4.8.1 Participation in Training or Professional Development for Parental, Community, and Vulnerable Groups' Involvement

The findings indicate that **only 31%** of respondents had participated in training or professional development specifically focused on parental, community, and vulnerable groups' involvement in school management. **30%** reported that they had **not received any training** in this area, while **38%** mentioned that they had plans to engage in such training in the future.

These findings suggest that there is a significant gap in the professional development of school staff and managers regarding the involvement of marginalized and vulnerable groups in school management. With less than a third having received training, it highlights
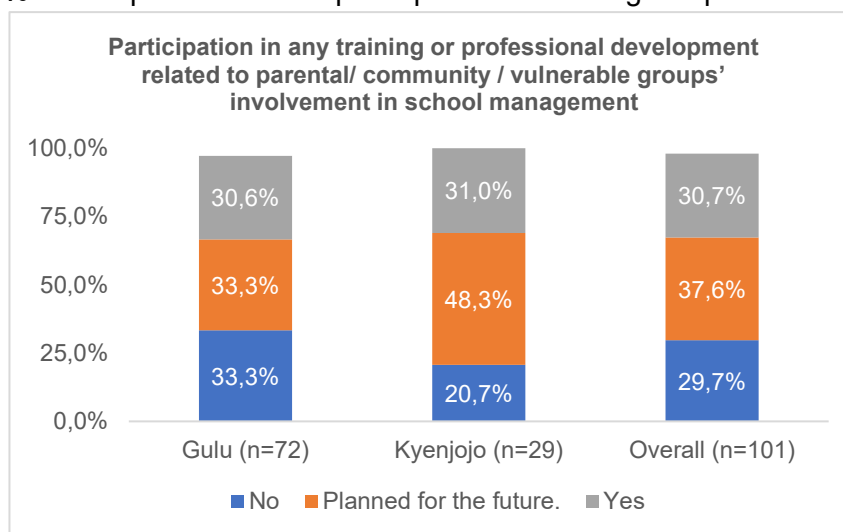

Figure 25: Participation in any training or professional development related to parents' / community/ vulnerable groups' involvement in school management

the urgent need for targeted capacity-building programs that focus on enhancing engagement with these groups.

Moreover, the fact that **38% of respondents plan to participate in training** suggests a **positive attitude** towards professional growth in this area. However, this also points to the need for schools, districts, and education authorities to prioritize and provide accessible training opportunities to ensure more widespread participation.

Increasing training opportunities will be essential for improving school environments, fostering inclusivity, and ensuring that vulnerable groups are effectively engaged in decision-making processes. Without such development, there may be continued challenges in fully incorporating these groups into the school management framework.

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Appendices

APPENDIX 1: DATA COLLECTION TOOL USED

Key Informant Interview (KII) guide

Consent Form

READ THE ORAL CONSENT SCRIPT TO THE RESPONDENT
Hello, I am _____. I am representing The Forum for Education NGOs in Uganda, FENU. FENU, (legally registered in Uganda as a Non-Government Organization with Certificate N0. 9828) is a network of civil society organizations (CSOs) who work together to improve education in Uganda. FENU is made up of over 100 CSOs and community-based organizations (CBOs) who undertake joint advocacy work to influence government policy on education and campaign for change. FENU works in many different ways to influence change - lobbying government, running campaigns, working with the press, sharing information across the forum, holding those in power to account and running events.

We are conducting a KAP study on school community participation and rights of marginalized and vulnerable children in your district. The study is aimed at understanding the current situation of school community participation in order to build active, conscious and highly participative school communities that can address rights of children including marginalized and vulnerable children.

This discussion will take about 40-60 minutes to complete. All information discussed in this session will remain strictly confidential. Your name will not be linked to the specific things you say as an individual; the information recorded will be taken together as views from all study respondents. We will not discuss your individual answers with any other person who is not involved in this research. We request to audio-record the discussion process; to help us have a clear and complete set of all the ideas you share. The recording taken will be kept safely in a locked facility, and will only be used as research information for this study. *(If the respondent agrees switch on the audio-recorder)*

Your decision to take part in this study is completely voluntary. This means that you are free to express your views on any of the discussion issues; and to stop participating at any point. You are free to decline discussing any of the issues raised, and to proceed on with other issues.

If you have questions about this study or you want to report something about this study, please contact FENU on Tel number: xxxxxxxxx, or the Lead Study Consultant on Tel number: xxxxxxxxx. If you have any issues, you want me to clarify now about the study; please raise them.

Give the respondent some time to raise such issues, and address them as appropriate. Clarify any issues relevant to the process of the interview; note down issues about other aspects of the study, and indicate that you will pass them on to the Principal Investigator to respond accordingly.

Once done with this, or if no issues are raised, can we now start with the discussion?

I certify that I have explained this study to the respondent, and that s/he understands the nature and the purpose of the study and consent to the participation in the study. S/he has been given opportunity to ask questions which have been answered satisfactorily.

Please tick one box:
☐ **The respondent declines to participate in the KII**
☐ **The respondent agrees to participate in the KII; as appended here:**
Name of Data Collector: _____ Signature: _____ Date: _____

Key Informant Interview (KII) Guide

This KII Guide is to be used in individual discussions with individuals that have most influence on school community participation and rights of marginalized and vulnerable children. This may include but not be limited to: female and male Headmasters, Teachers, Founder Bodies' representatives, District Chairpersons, Councilors and Chairpersons of PTAs/SMCs.

KII Identifiers and process record

KII Code:			
Study Site:	**District**	**Subcounty**	**Parish**
	☐Gulu ☐ Kyenjojo		
Name of school/Diocese			
Respondent Gender:	☐ Male ☐Female		
Respondent Category:	☐Headmasters ☐Teachers ☐ Founder Bodies' Representative (Diocesan Education Secretary), LCV Chairperson, Councilor, Chairpersons of PTAs/SMCs,		
Date:			
Time started:			
Duration:			
Name of Interviewer:			
Respondent characteristics:			

1. Introductory discussion

Please tell me about the roles you currently play in this School/District/Diocese.
Probes:
Roles as a leader or advisor, roles in service delivery; roles in coordination and linkage; roles in school management or ownership.
>   1a. **Leadership roles:** ☐Headmaster, ☐Deputy Headmaster, ☐Head of Department, etc.
>   1b. **Advisory roles:** ☐Advisor to School Management Committee (SMC), Parent-Teacher Association (PTA), Board of Governors (BOG).
>   1c. **Service delivery roles:** ☐Teacher, ☐Special Education Coordinator, ☐Counselor.
>   1d. **Coordination and linkage roles:** Liaison with community organizations, coordinating with district education officers.
>   1e. **School management or ownership roles:** ☐School owner, ☐SMC member ☐PTA chairperson.
>   ☐Others (Specify)

2. School Community participation

2.1 Knowledge
2.1.1 How do you describe your relationship with the surrounding community? (Cordial, hostile)
>   ☐ Cordial, supportive, collaborative.
>   ☐ Neutral, indifferent.
>   ☐ Hostile, strained, or confrontational.

Explain your response?

2.1.2 What contributes to this relationship?
>   ☐ Regular communication, mutual respect, shared interests.
>   ☐ Lack of trust, past conflicts, limited interaction.
>   ☐ Community involvement in school events, joint projects, or school policies.

☐ Others (Specify)
Explain your response?

2.1.3 Does the community participate in any school activities? ☐Yes   ☐ No   *If No Go To 2.1.6*

2.1.3b If yes, what school activities do communities participate in?
        ☐ Fundraising events, school meetings, volunteering, infrastructure development.
        ☐ Participation in cultural or sports events.
        ☐ Involvement in school governance (e.g., PTA meetings, school management committee).
        ☐ Others (Specify)

2.1.4 What challenges do communities face in participating in school activities?
        ☐ Financial constraints, lack of awareness, time limitations.
        ☐ Cultural barriers, language differences, transport issues.
        ☐ Lack of interest or perceived importance.
        ☐ Others (Specify)

2.1.5 What would make communities to participate better?
        ☐ Increased awareness and sensitization campaigns.
        ☐ Flexible timing for meetings
        ☐More inclusive decision-making.
        ☐ Providing incentives, reducing logistical barriers.
        ☐ Others (specify)

2.1.6 Does the school participate in community activities? ☐Yes   ☐ No   *If No Go To 2.1.9*
2.1.6b If so what activities?
        ☐ Community clean-ups,   ☐ Collaborating in local governance
        ☐ Health drives   meetings,
        ☐ Local cultural events.   ☐ Supporting community initiatives.
                                                 ☐ Others (Specify)

2.1.7 What challenges do school admins face in participating in community activities?
        ☐Lack of financial resources   ☐Limited community interest.
        ☐Time constraints.   ☐ Conflicting priorities or school policies.
        ☐ Insufficient staff   ☐ Others (Specify)
        poor communication

2.1.8 What would make schools participate better in community activities?
        ☐ Better planning, increased budget allocation.
        ☐ Training for staff,
        ☐ Building partnerships with community leaders.
        Effective communication
        ☐ Others (Specify)

2.1.9 How can school community relations be improved?
        ☐ Regular dialogue sessions, feedback mechanisms.
        ☐ Community engagement programs,
        ☐ Transparency in school decisions.
        Effective communication
        ☐ Others (Specify)

2.1.10 What activities do you undertake to strengthen capacity of schools to address school community participation issues?
        ☐ No Activity to build capacity of school owners, board etc.
        ☐ Workshops, training sessions by NGOs or government.

☐ Exchange programs, mentorship from experienced boards.
☐ Others (Specify)

Explain your response?

2.1.11 What policies or guidelines does your school have regarding parental/community involvement in school management?

2.1.12 What do you believe are the benefits of having parents/community involved in school management?
☐ Improved school performance,
Increased enrolment
Increased retention
Increased completion rates
☐ Better discipline.
☐ Enhanced trust, shared responsibility, diverse perspectives.
☐ Others (Specify)

2.1.13 What barriers prevent parents/community from participating in school management?
☐ Lack of awareness or interest,   ☐ Time conflicts,
Poor communication   ☐ Language barriers.
☐ Cultural beliefs.   ☐ Others (Specify)
☐ Financial constraints

2.2 Attitudes
2.2.1 How important is parental/community involvement in schools? ☐ Not Important ☐ Slightly Important ☐ Moderately Important   ☐ Important ☐ Very Important
2.2.1b Please explain your response

2.2.2 Do you think all parents/community, regardless of their background, have an equal opportunity to participate in school management? ☐ Yes   ☐ No
2.2.2b Please Explain your response?
2.2.3 How has your personal experience shaped your views on parent/community participation in school management?
2.2.3b please explain your response
2.2.4 How open are you to receiving feedback from parents/community about school management practices? ☐ Not open   ☐ Rarely open ☐ Somewhat open ☐ Highly open

Explain your response

2.3 Practices
2.3.1 What activities are undertaken by the school management/ownership/district/diocesan authorities to promote school community participation
☐ Regular parent-teacher meetings.   ☐ Workshops, training.
☐ Community outreach programs,   ☐ Others (Specify)

2.3.2 What communication methods / Channels do you use to inform parents/community about school management issues?
☐ Newsletters,   ☐ Town hall meetings,
telephone   ☐ Notice boards,
☐ SMS updates,   ☐ Circulars.
Announcements in church or   ☐ Email
megaphones, radios   ☐ Others (Specify)
☐ Social media.

2.3.3 What specific activities or programs does the school implement to encourage parental/community participation?

☐ Parent volunteer programs, ☐ Cultural events,
☐ Capacity-building workshops. ☐ Community service projects.
☐ Sports days, ☐ Others (Specify)

2.3.4 Are parents / community involved in decision-making processes within the school? ☐Yes ☐ No

2.3.4b If so in what ways are parents / community involved in decision-making within the school?
☐Participating on school management committees (SMCs) and committees (PTA, SMC)
☐Participate in decisions related to fundraising activities, allocation of resources, and prioritization of school needs.
☐Others (Specify)

2.3.5 How do you assess the effectiveness of parental/community participation in school management?
☐ Regular feedback,
☐ Conducting surveys,
☐ By monitoring school performance indicator (Pass rate, enrollment rate, Pupil Teacher Ratio etc).
☐ Others (Specify)

2.3.6 How helpful is the feedback from community participation to school management

3. Marginalized and Vulnerable children
3.1 Knowledge
3.1.1 What do you understand by the terms marginalized and vulnerable children in the context of education? (Disability, girl child) [Multiple responses]

☐ Children with Disabilities, ☐ Refugees
☐ Girl Child, ☐ Children from minority groups e.g.
☐ Children from low-income families refugees.
☐ Orphans ☐ Others (Specify)

3.1.2 what is the proportion of the vulnerable children to those who are not vulnerable in your school?

3.1.3 What are the rights of marginalized and vulnerable children with regard to education?
☐ Right to access education, non-discrimination.
☐ Right to a safe environment, inclusive learning.
☐ Others (Specify)
Do you think vulnerable children have equal rights with the non-vulnerable ones
Explain your response

3.1.4 What does the School/District/diocese do to promote the rights of vulnerable children?

☐ Provision of inclusive education, special needs education resources (teachers, braille etc). ☐ Retention programs,
☐ Scholarships.
☐ Enrolment drives, ☐ Others (Specify)

3.1.5 What policies or guidelines does your School/District/Diocese have regarding involvement of the vulnerable groups in school management?

☐ No policies or guideline is in place ☐ Specific guidelines for supporting
☐Policies on non-discrimination, equal special needs children.
opportunity. ☐ Others (Specify)
Early childhood development policy

3.1.6 Can you identify different ways the vulnerable groups can participate in school management?

☐ Inclusion in school committees,
☐ Representation in school boards.

☐ Feedback sessions, advocacy roles.
☐ Others (Specify)

3.1.7 What are the benefits of having the vulnerable groups represented in school management?

☐ Promotes inclusivity, diverse perspectives.
☐ Improves policy effectiveness,

☐ Nurtures compassion.
☐ Others (Specify)

3.1.8 What would prevent the vulnerable from participating in school management?

☐ Stigmatization,.
☐ Physical barriers
lack of awareness

☐ Financial barriers,
☐ Discrimination.
☐ Others (Specify)

3.2 Attitude

3.2.1 How important is vulnerable groups' involvement is for the success of your school?

☐ Not important   Important   Very important
☐

Explain your response

3.2.2 Do you think all vulnerable groups' should have an equal opportunity to participate in school management? ☐ Yes ☐ No
Explain your response

3.2.3 How has your personal experience shaped your views on vulnerable groups' participation in school management?
Explain

3.2.4 How open are you to receiving feedback from marginalized and vulnerable groups about school management practices?,

a. Disability ☐ Not open ☐ Resistant ☐ Somewhat open ☐ Very open
b. Girl Child ☐ Not open ☐ Resistant ☐ Somewhat open ☐ Very open
c. Orphans ☐ Not open ☐ Resistant ☐ Somewhat open ☐ Very open

Explain your Response

3.3. Practices

3.3.1 How are the vulnerable students' rights protected and promoted in the schools

☐ Anti-bullying policies,
☐ Special needs education staff.
☐ Accessible facilities (Ramps, toilets),

☐ Zero tolerance to discrimination.
☐ Others (Specify)

3.3.2 What activities are undertaken by Schools/District/Diocese to increase enrolment of marginalized and vulnerable children in post COVID19 era

☐ Outreach campaigns,
☐ Partnerships with NGOs.
☐ Community sensitization,

☐ Financial support initiatives.
Online learning
☐ Others (Specify)

3.3.3 What are school owners and managers doing to protect and promote marginalized and vulnerable rights?

☐ Training teachers,
☐ Recruiting special needs educators.

☐ Implementing inclusive curricula,
☐ Creating safe environments.
☐ Others (Specify)

☐ Inclusive teaching practices, curriculum adaptations.
☐ Support services like counseling, remedial classes.

3.3.5 What methods do you use to inform vulnerable groups' about school management issues?
☐ Accessible materials
☐ Community outreach
☐ Local language translations
☐ Newsletters,
☐ SMS updates,
 meetings
☐ Social media.
☐ Notice boards,
☐ Circulars.
☐ Email
Announcements on radio and public
places
☐ Others (Specify)

3.3.6 What specific activities or programs does the School/District/Diocese implement to encourage vulnerable groups' participation?
    ☐ Inclusive sports events,
clubs,
advocacy groups.
    ☐ Representation on decision-making committees.
    ☐Others (Specify)

3.3.7 In what ways are vulnerable groups involved in decision-making processes within the school?

    ☐ Direct representation,
    ☐ Through Consultations.
    ☐ Feedback sessions,
    ☐ Participatory planning.
    ☐Others (Specify)

3.3.8 How do you assess the effectiveness of vulnerable groups' participation in school management?

    ☐ **No such assessment is done**
    ☐ Regular assessments,
    ☐ Stakeholder feedback.
    ☐ Monitoring impact on school policies and culture.
    ☐Others (Specify)

4. Reflection and Improvement

4.1 How would you assess your own skills and knowledge in fostering parental/community/vulnerable groups' participation? ☐Strong skills and knowledge ☐Moderate ☐Needs improvement.
Explain Response?

4.2 What steps do you plan to take to improve/ enhance parental/ community / vulnerable groups' involvement in your school management practices in the future? [Open ended]
4.3 Have you participated in any training or professional development related to parental/ community / vulnerable groups' involvement in school management? ☐Yes ☐No ☐ Planned for the future.

Thank the Respondent