

**ASSESSMENT OF THE EFFECTIVENESS OF SCHOOL
MANAGEMENT COMMITTEES IN PASTORAL COMMUNITIES:
A CASE STUDY OF BOKORA COUNTY, MOROTO DISTRICT.**

BY

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5th September 2008

DECLARATION

I, Akech Rosemary Oyollo, solemnly declare that this dissertation is my original work and has never been submitted to any university or institution for academic award.

Signature:

.....

AKECH ROSEMARY OYOLLO

Date:

DEDICATION

I dedicate this piece of work to my late father, Stephen A. Okor who introduced me to education and became my role model.

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APPROVAL

This dissertation has been approved for submission to the Graduate School in partial fulfillment for the award of a Master of Arts Degree in Social Sector Planning and Management of Makerere University.

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ABBREVIATIONS & ACRONYMS

A:	Agree
ABEK:	Alternative Basic Education for Karamoja.
AIS :	Assistant Inspector of Schools
B o G:	Board of Governors
D:	Disagree
DEC:	District Education Committee
DEO;	District Education Officer
ESA:	Education Standards Agency
FGD:	Focus Group Discussion
MDG:	Millennium Development Goals
NFI:	Non- Food Items.
NGO:	Non-Governmental Organization
PMU:	Programme Management Unit
PRA:	Participatory Rural Appraisal
PTA:	Parents' Teachers Association
SA:	Strongly Agree
SD:	Strongly Disagree
SEO:	Senior Education Officer
SMC:	School Management Committee
TDMS:	Teacher Development Management System.
UNCDF:	United Nations Capital Development Fund
Und :	Undecided
UNDP:	United Nations Development Programme
UNESCO:	United Nations Educational, Scientific and Cultural Organization
UPE:	Universal Primary Education
WFP:	World Food Programme

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ABSTRACT

Uganda attaches a lot of importance to effective school management at all levels to ensure provision of quality education that should contribute to national development. The study sought to establish whether School Management Committees (SMC) in pastoral communities performed their mandated roles to effectively manage the schools and if not what could be done to enhance their performance.

The research questions and objectives of the study focused on assessing the extent of effectiveness of the SMCs. It explored the contextual factors (socio-cultural, economic, physical, policy guidelines, school inspection and gender balance) that determine the performance of SMCs. It examined the effects of the level of effectiveness of SMCs on pupils learning and suggested possible strategies for enhancing performance of SMCs.

The study was cross-sectional and used both qualitative and quantitative approaches. Field data was collected from 100 respondents who included SMCs, head teachers, teachers, parents, opinion leaders, education officials and NGOs using questionnaires, FGD guides, interview guides and review of secondary data. The key findings of the study were that;

The SMC knew their roles though they mainly performed supervisory role and neglected administrative and consultative roles. This was due to the socio-cultural, economic and physical factors that influenced the performance of the SMC in primary schools. Livestock rearing as a major economic activity limited the participation of members in SMC because livestock rearing is the only reliable means of livelihood in Bokora and Karamoja generally.

In order to strengthen the work of SMCs, it was recommended that government increases funding for Education programmes in the region. There is need to have more women participate in SMCs since they did not go to the “kraals” and were always in the “Manyattas”. A comprehensive development plan adequately funded to enable the Karimojong practice modern pastoralism would go along way to impact positively on management of primary schools in Bokora and Karamoja as a whole.

CHAPTER ONE

1.1 Background to the study

Uganda attaches great importance to effectiveness of school management committees which have been mandated to manage primary schools and ensure provision of quality education that should contribute to national development.

The current world focus on Education For All (EFA) dates from the Jomtien conference held in Thailand in 1990 during which six goals for expanding education which were articulated include: expand early childhood care and education, provide free and compulsory primary education for all, promote learning and life skills for young people and adults, increase adult literacy by 50 per cent, achieve gender parity by 2005, gender equality by 2015 and improve the quality of education. The process for countries to achieve this goal was put under the management of UNESCO and all countries in the world are working towards the goals of EFA and no country can claim to have achieved them fully to date. UNESCO's focus is on the developing countries where there are large gaps between current educational reality and the six EFA goals. Two of these goals, primary education and girls' education are high profiled components of the Millennium Development Goals (MDGs) (Daniel & Abhimanyu, 2003).

In Uganda, Education is a fundamental right for every human being (Article 30: of 1995 Constitution) which states, *All persons have a Right to Education*. It is for this reason that Uganda is a signatory to the global order concern to provide EFA and achieve

Millennium Development Goals (MDGs). All schools systems seek to inculcate certain basic values and attitudes (Thompson, 1983). The Uganda's Education Act 1970 is a major law describing government control and management over Education in Uganda. It provides for the establishment of School Management Committees (SMC), among others as a means of managing education at community and school levels. In addition, there is Education (management committee) Rules 1969 that concern the management of primary schools (Module Four, School Governance, 1996).

The provision of basic education for all children in a formal and structured way has been found to be a challenge to many governments of developing countries. As a result most developing countries are facing the challenge of meeting the goals of Education for All (EFA.). To alleviate some of these problems, Alternative Education approach has been used by most governments and Non-Government Organization (NGOs). In Karamoja, which is in the North-eastern part of Uganda, this approach has turned out to be more effective model of providing basic education.

As climate change looms globally, extreme weather events have already impacted on pastoralists livelihoods in a significant and uncertain ways as is the case in of Karamoja. Pastoralists' communities living in the predominant arid and semi-arid districts of Karamoja are bearing the brunt of adverse consequences particularly food insecurity due to droughts, floods and livestock diseases. This is largely due to the fact that poverty remains entrenched in pastoralists areas, local livelihoods rely on fragile ecosystems, and local capacity to adapt to climate change is concomitantly weakest. Hence, pastoralists

remain vulnerable to climate change. Climate change is also playing a crucial role in inter-ethnic conflicts among pastoralists communities in Karamoja as thousands of environmental refugees flee from droughts, which result in pasture and water shortages for livestock.

In a semi-nomadic pastoral community in Karamoja children's labour is pivotal to the survival of the household, the formal education is seen to undermine children's fulfillment of their household obligations and thus disruptive to household livelihood. The Karimojong culture where households rely heavily on the contribution of children's labour encourages children to stay away from school and are supervised by the adults.

Organizations exist in order to get work done by dividing its work into different tasks and how it coordinates these tasks. It is also important to note that organizations are social units which pursue specific goals and their very reason is to service these goals. The organizational goal is that future state of affairs which the organization as a collectivity is trying to bring about (Etzioni, 1964). The SMCs as an organization have many roles and are varied but can be grouped into three categories; supervisory, consultative and administrative. Under the supervisory, SMC is expected to oversee the running of the school. The committee ensures that what the head teacher and staff do is in accordance with government policy and is in the interest of the community and pupils' development. Also they make sure school resources are put to good use and they should be informed about all that goes on in the school and its permission sought when drawing up budget estimates and when acquiring or disposing off school property.

The consultative role may require a head teacher at times to seek advice from SMC while making major decisions like the need for transfer away of some teachers and suspension of teachers who have committed criminal offences pending SMC and DEO's action. He/she uses the experience and knowledge of the members when making those decisions and this helps to ensure good decisions are made. Occasionally SMC is called upon to give its opinion to the DEO and District Education Committee (DEC) when teachers are being posted or transferred to the school.

SMC has administrative power for example it may appoint and dismiss non-teaching staff, take disciplinary action concerning pupils and staff before their cases are submitted to the DEO. The Education rules of 1969 gives SMCs powers over headteacher, other staff, pupils, school funds and physical assets of the school among others.

The effectiveness of SMCs in management of primary schools in Uganda is very crucial especially with the introduction of Universal Primary Education (UPE). The extent to which the goals of primary education are attained can be associated with how the SMCs achieve the set of specific mission requirements for the schools they manage. While performing their roles, SMCs make the school head and staff accountable in implementing educational programmes in the school meanwhile adhering to the Teachers' Professional Code of Conduct. This is done in a transparent manner ensuring the school resources such as UPE capitation grants are utilized efficiently to achieve the school goals.

Education is seen as the core of any modern society, it is therefore the contention of some authors for example King (1985) that it can be better understood and better planned for through analyzing its influencing factors both from outside and within. The analysis of the political, social and economic factors of a given country can help plan successfully for education which is a means to an end. Due to its significance in development process such as economic development, modernization, political mobilization and development, each nation should ensure that education is effectively planned for and well managed by the various committees from national level to school levels (Maicibi, 2005). However, there is need for political commitment and resources in order to achieve EFA. The World Bank too has demonstrated its commitment to the major sustained effort required through the “Fast Track Initiative” (FTI) (Worldbank, 2001)

1.2 Problem Statement

In Uganda, SMCs are statutory committees established by Education (Management Committees) Amendment Rules No. 224 of 1969 and are expected to perform all the management functions of a primary school which have been summarized into three; supervisory, consultative and administrative roles. The role of SMCs mainly concerns formal planning, budgeting and overall development of a school.

SMCs have a lot of administrative power but they do not engage themselves in the day to day administration of the school. They seem to leave the head teacher to ran the school on their behalf without much adherence to the laid down education policies and

guidelines and hence becoming ineffective in their duties. The SMC's ineffectiveness is characterized by holding irregular meetings, lack of quorum even when meetings take place not all members may be in attendance. Most of the membership is dominated by males who are semi-nomadic and rarely discuss girl -child education. Others are non-residents of the area where the school is situated, some are not aware of their roles and others are of little or no schooling at all.

Most of the primary schools in Bokora seem to be mismanaged by the head teachers characterized by inadequate school resources, poor school facilities like classrooms, instructional materials and poor community support to school programmes and management. This affects day to day running of schools contributing to low enrolment and attendance, high drop out of pupils in primary schools and generally affecting the implementation of UPE in Bokora. The trend of school attendance since 1990s varied between districts ranging from less than 10% for Kotido and Moroto to 80% for Kampala (UPPAP, Kotido District Report, and MOFEP 2000). This study therefore examined the factors that determine the effectiveness of SMCs in pastoral communities in relation to school management.

1.3 Objectives of the Study

The objectives of the study have been presented in two categories, general and specific.

1.3.1 General objective

To assess the effectiveness of SMCs and explore the factors that influences their performance in primary schools.

1.3.2 Specific objective

1. To assess the extent of effectiveness of the SMC in executing their mandated duties and responsibilities.
2. To explore the factors that determines the performance of SMC.
3. To examine the effects of the level of the effectiveness of the SMCs on pupils' learning in primary schools.
4. To suggest possible strategies for enhancing the performance of SMC.

1.4 Research Questions

1. Are SMCs in Bokora effective in executing their mandated duties & responsibilities?
2. Which socio-cultural factors influence the performance of the SMC in primary schools?
3. Which physical factors influence the effectiveness of SMCs?
4. What economic factors influence the effectiveness of SMCs?
5. How does the level of effectiveness of the SMCs affect pupils' learning?
6. What possible strategies can enhance the performance of SMCs?

1.5 Scope of the study

The scope of the study covered primary schools in the sub counties of Ngoleriet, Matany, Lotome and Iriiri in Bokora County. The area of study was selected because it was a pastoral community and provided an opportunity for study of the role of school management committees in relation to their way of life. It concentrated on looking at policy guidelines and school management, socio-cultural and economic factors, selection

and training of gender balanced SMCs on their roles, school inspection, physical factors in relation to frequency and attendance of SMC meetings. The study was carried out within the time period of three months.

1.6 Significance of the study

This study will identify factors that influence the effectiveness of school management committees in primary school governance that need to be strengthened and promoted; to identify strategies for improvement among pastoral communities in the rest of Karamoja.

The result of this study will guide the policy makers in formulating appropriate policies, interventions and strategies for improved school management in this era of increased funding and material provision to primary schools in Bokora and then in Uganda as a whole.

The current analysis of the SMC roles which were established more than four decades ago has identified loopholes which would be drawn to the attention of Educational managers and policy makers for appropriate action in this era of educational reforms.

1.7 Definition of Key Terms.

Kraals: Cattle camps far away from the homesteads where children especially boys and adults stay to graze cattle.

Karimojong: Refer to three main ethnic groups that is; Bokora, Matheniko, and Pian.

School Management Committees: It is a statutory body established and entrusted with the management of primary schools.

Millennium Development Goals: This came from Millennium declaration signed by 189 countries representing a partnership between developed and developing countries to create an environment at national and global levels alike which is conducive to development and elimination of poverty.

Bush schools: These are schools started by communities and located in rural areas and rarely goes beyond primary four.

Effectiveness: The ability to achieve stated goals or objectives of the school and cause positive changes.

Manyattas: This refers to homesteads in Karamoja and this comprises of more than 100 households. They are usually surrounded by fences made of either wood or thorns to provide security against the cattle rustlers.

1.8 Systems theory of Organization

School management committees (SMCs) operate on the principles of an organization. It is a body that is legally instituted to manage primary schools in Uganda. It has guidelines of its operation including election of members; term of office, roles and responsibilities. Organizations are constructed to be the most effective social units. The actual effectiveness of a specific organization is determined by the degree to which it realizes its goals according to the goals model (Etzioni, 1964). Measuring effectiveness raises many thorny problems, when an organization has a goal which is limited and concrete; it is comparatively easy to measure effectiveness.

Lane (2000) simply defines organizational effectiveness as the outcomes or the results of organizational performance. Outcomes are basically about the benefits or satisfaction that people outside an organization may desire from the outputs of the organization, however these may be measured. Georgopoulos and Tannenbaum (1957) are pioneers of the systems based school and define effectiveness as the extent to which an organization as a social system... fulfills its objectives without incapacitating its means and resources and without placing a strain upon its members.

Investigating organizational performance is complex and inconclusive in certain ways and it involves unresolved diversity of models including goal model, internal process model, participation & satisfaction model, competing values model and system model (Omona, 2003). The systems approach to organizational effectiveness implies that organizations are made up of interrelated parts, the nature of performance of one of the parts affects the performance of others.

A systems approach is one which relies upon model building and the development of conceptual frameworks which help facilitate decision making by providing a basis for sorting variables and for showing relationships between and among variables and components...systems thinking, then, is really the generation of intellectual maps with which we are better able to engage in planning problem solving and decision-making activities (Segiovanni and Carver, 1973).

The model emphasizes criteria that increase the long term survival of the organization such as organization's ability to acquire resources, maintain itself internally as a social organization and interact successfully with environment. According to the systems approach an effective organization should focus on all the three; *inputs*-contextual factors (socio-cultural, economic, physical) & external stakeholders (inspectors & policy guidelines); *means*- other independent variables /transformation process (selection and training of SMCs); *ends*-(outputs/overall effectiveness) because everything depends on something else (Etzioni, 1964).

The goal-model approach is not the only means of evaluating an organizational success but an alternative approach called the systems model which constitutes a statement about relationships which must exist for an organization to operate. However in the case of SMC, measuring their effectiveness in ensuring quality education services are provided requires use of other models like the systems model. The basic advantage of the systems approach is that it provides the tools for outcome oriented school management, rather than concentration on mere administrative process. It focuses on output and integrates the administrative process (planning, direction, co-ordination and control) in a logical and manageable scheme (Forojalla, 1993).

The systems model has two sub-systems survival and effectiveness models. The survival model, is a set of requirements which, if fulfilled allows the system to exist. In such a model, each relationship specified is a prerequisite for the functioning of the system; remove any one of them and the system ceases to operate, like an engine whose

sparkplugs have been removed. The effectiveness model defines a pattern of interrelations among the elements of the system which would make it most effective in the service of a given goal, as compared to other combinations of the same or similar elements. The use of effectiveness model evaluates changes that have occurred in the organization and how they affect the ability of the organization to serve its goals, as compared to its earlier state of other organizations of its kind (Etzioni, 1964).

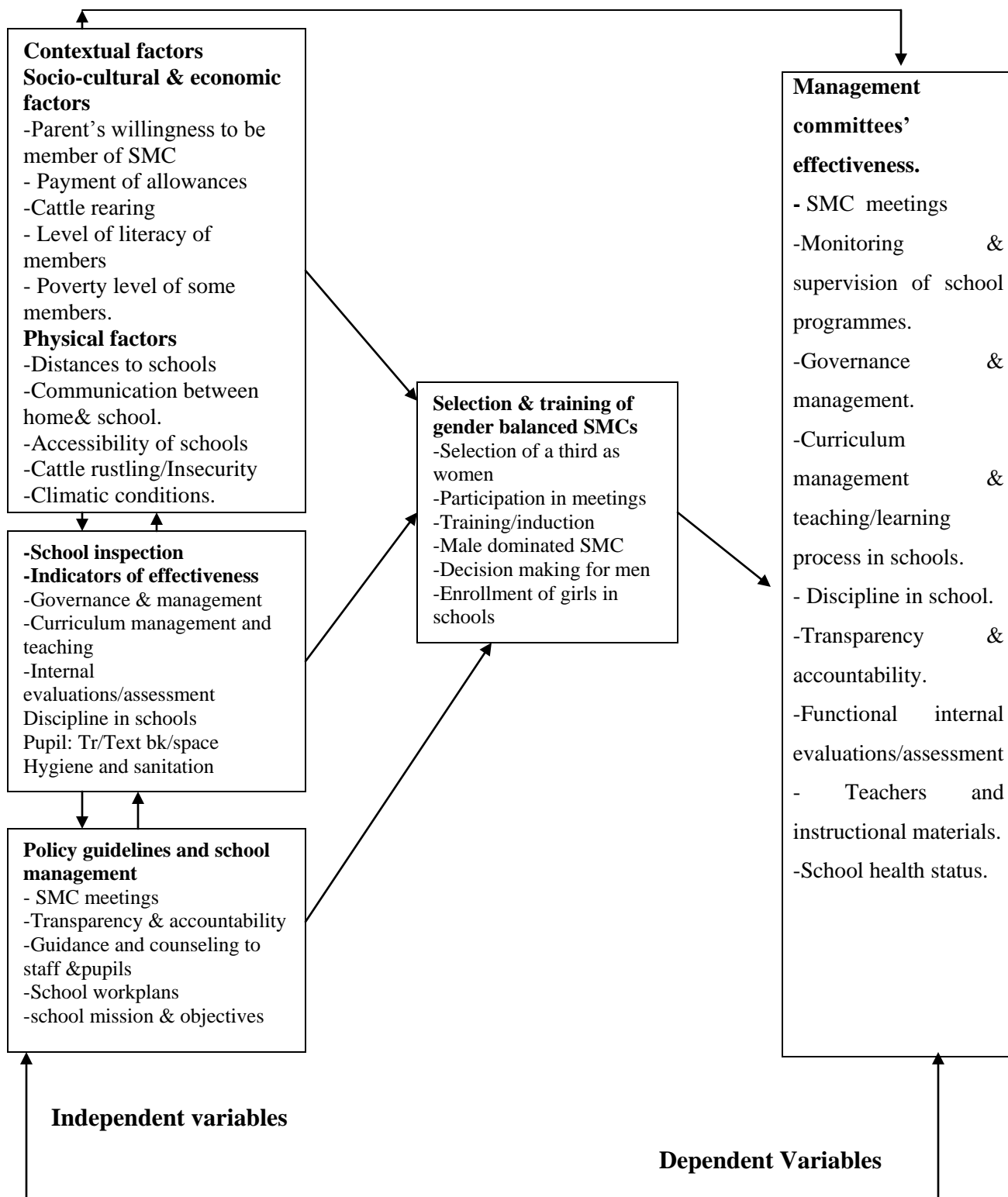
Considering the above models, a systems model was most applicable because it appeared to embrace the other models wholly or in part, and it attempts to analyse the totality of an organization. A systems approach was also deemed suitable because it is applicable in any discipline.

On the basis of the above the researcher explored the following systems as determinant of SMCs effectiveness: Contextual factors, school inspection, policy guidelines and school management and selection and training of gender balanced SMC. The details are in the literature review and conceptual framework

Figure 1

CONCEPTUAL FRAMEWORK

Determinants of the effectiveness of SMCs



In fig 1, the conceptual framework there are independent variables which include policy guidelines and school management, school inspection, contextual factors (socio-cultural and economic factors, physical factors). Selection and training of gender balanced SMC members is a process that will influence the effectiveness of SMCs.

The double arrows show the inter-relatedness between the contextual factors, socio-cultural and economic factors where parents' attitude influence education because of their mobile way of life looking after cattle, levels of literacy, poverty and payment of allowances determine the SMC effectiveness. The physical factors like distances, security, climatic conditions and communication between the manyatta /kraals and home influence school inspection positively and negatively. School inspection can help reduce on some of the negative impact of these factors through community dialogue meetings and interactions. School inspection is done to fulfill what is in the policy guidelines to ensure minimum standards are adhered to and the guidelines provide a framework for operation.

All these factors influence the selection of a gender balanced committee and their training and induction. The selection should be done appropriately to include committed members both male and female for effective school management. The contextual factors influence the selection of the committee, school inspection and policy guidelines should ensure the right people are selected and well trained on their roles, and this will enable the SMCs to manage the schools in an effective manner.

CHAPTER TWO

LITERATURE REVIEW.

2.1 Introduction.

This chapter provides a review of relevant literature to the study, and is guided by the objectives of the study. It is presented according to sub-themes of the study as developed from the conceptual framework. A review of literature looked at SMC as an organization, using the systems model of organizational effectiveness, policy guidelines and school management. It also looked at contextual factors (socio-cultural, economic and physical factors), selection and training of gender balanced SMCs on their roles, school inspection and indicators of effectiveness which include; governance and management of schools, curriculum management and quality teaching. Internal evaluations/assessments, pupil-teacher ratio, hygiene and safety in school and discipline were discussed to determine how they influenced effectiveness of SMCs.

When SMCs are effective, they evaluate the teachers' performances in relation to the achievement levels of the pupils in primary schools. It is their role to oversee the teaching/learning process in the school, assess the health care in the school to promote sustainable sanitation within the school setting. Their effectiveness has impact on their roles in terms of attending regular meetings, constant monitoring and supervision of the head teachers and other school programmes. With the provision of a conducive learning environment at school level, there will be an increase in enrollment and attendance, less absenteeism of the teachers and discipline, leading to improved academic performance in the school.

Finally effective SMCs can contribute to the promotion of non-formal education for children of pastoralist like Alternative Basic Education for Karamoja (ABEK), conflict and disaster affected population by creating programmes that promote the re-entry of children and youth to formal school.

2.2 Policy guidelines and school management

The Government White Paper on Education 1992, Education act 1970 and other policy guidelines are used to guide the implementation of Education in Uganda. This is carried out through a decentralized system of governance.

Most developing countries have adopted the Education systems from developed countries especially the ex-colonisers which they have established in their countries without modification to suit the needs of their people. It is therefore not easy to understand education systems of say Zambia, Nigeria and Botswana without taking into account the models on which they are based. Different school systems use different names for institutional management bodies. In Anglophone countries these are variously known as boards of management, governing councils, school committees or BOGs (Bray, 1988). Such bodies are official bodies that negotiate with government authorities, local councils, local chiefs and government administrators in all matters concerning the school (Anderson, 1973).

The decentralization of responsibility for the management of primary schools and for spending of at least some resources to local level is important. This is likely to be

effective where there is strong community involvement and SMC (DFID, 2001) Effectiveness is most likely to improve under decentralization when service providers—schools, local governments, or regional governments—are held accountable for results. They suffer the consequences of poor performance, or receive rewards for good performance. In the case of decentralization to management of schools, head teachers may not have their contracts renewed when performance lags far behind expectations and SMC members may not be re-elected. This is happening in countries such as El Salvador and New Zealand (World Bank, 2001). There is strong evidence that decentralization of responsibility and resources are key determinants of school effectiveness but few have the resources, the training or the delegated authority to manage their schools well (DFID, 2001).

According to UNESCO (2004), the education policy guidelines should emphasize improving management and governance of schools or institutions, the development of quality education must be supported by effective management at all levels. Current practices need to be evaluated and transformed to reflect the new vision of education by making effective use of new communication and information technologies. In some cases, education policies and strategies are often set after limited consultation with the poor people and fail to incorporate a sound social analysis that identifies those who are marginalized and excluded. The capacity of governments to listen and learn is not always well developed and the representative bodies of civil society and SMC not fully involved in school management (DFID, 2001). This is because most of the policies developed have

been top-bottom approach instead of bottom-top where grassroots people could easily participate.

Studies carried out by Ssekamwa, (1997) on the History of Education in Uganda, pointed out that when schools were introduced in Uganda, the parents duty was only to send children to those schools and pay school fees. The local communities looked at all schools as 'islands' managed by European missionaries who had introduced them into the country. However, the main problem was the need to create an educational system suited to an African society and not one adopted from another culture (Beulah, 1973). However, the missionaries and the colonial administrators did not make any real attempts to link Karimojong education to their problems, harsh climatic conditions and cultural heritage. This is the reason why formal school education still remains under developed due to it not being fully embraced by the pastoral communities in Karamoja.

According to Module 4 on School Governance and Management (1996), for a school to be called effective, it should have a school mission statement and objectives. This is developed by involving all the stakeholders in the school since it is what will give them direction. Coupled with this is the availability of the school annual workplans which are approved by SMC. If these are available in a school then it means the SMC were involved and effective in school management.

2.3 Contextual factors

2.3.1 Socio- cultural.

The societal context within which people are born, raised, initiated and live their lives strongly influences their perceptions about life generally. Since the Bokora are pastoralists, even those on the SMC may not attend scheduled meetings because of putting their priority on the cattle which is the backbone of their economy. In the selection of SMC members, illiterate parents are severely disadvantaged in effectively participating in the management of schools (DFID, 2001).

Lane, (1995) pointed out that the manner in which education was introduced in Karamoja contributed a lot to the low level of literacy among its people. The parents were forced to send their children to school against their will which made them “curse formal education by burying the pen” and restraining the children from going to school. The parents therefore lack motivation to send their children to school and yet the SMC guidelines only allows parents who have children in a particular school to be on the committee (Education Management committee rules, 1969)

The right parental attitudes do help in ensuring that parents are full partners in the educational system. This explains why on the SMC there are two members and the existence of PTA which is a voluntary organization to cater for welfare of teachers. The parent’s support is crucial if schools are to be managed effectively (DFID, 2001) .With regards to partnership in the running of community schools, Bolam&Pratt (1976) view participation in decision making as an effective way of school management.

2.3.2 Economic factors

Studies carried out show that, the economic development has revolved around the role of the structured and formal economic sectors, on the assumption that economic growth promotes institutional and organizational changes in ways which improve rationality (Ho Keun Song, 1993). Such changes can take place in countries and areas where people's standard of living is better and this is not the case in Karamoja.

Chambers (1988), points out that poverty isolates households from the outside world. Such households are located in the periphery, either in an area remote from town and far away from the trading centres. In most cases the people are illiterate and have limited access to information. Poverty is characterized by material deprivation and this leads to isolation of individuals hence inhibits participation of SMCs in school planning and development. The existence of an enabling and constricting socio-economic environment contributes to the success or failure of the school, which relies on accessible and flexible delivery mode of education, cost effective and beneficial to the whole community. The motivation and sacrifice of the community through their committees to successfully establish a community school and provide the labor and material resources for its maintenance through collective endeavors (collective gardens, income generating activities) is a case in point, the exception but not the rule in communities where human and material resources are scarce.

According to the African Development Report (1996), it was observed that inspite of efforts made by many developing countries to reduce poverty significantly, the majority of the population in African countries still live below the poverty line.

2.3.3 Physical factors

In Senegal, according to the SAGA progress report (2003), the interrelation between the school physical environment, learning environment, population, facilities and their incidence on the learning /teaching transactions and the overall performance of the community schools is important. The physical environment can positively influence the work of the various committees put in place to manage the school. In some cases it may be a hindrance in their day to day activities and support to the school.

The main economic activity of the Bokora is cattle rearing which keeps away most of the men from home because of the aridity of the area. They have to walk long distances in search of water and pasture in times of drought in the region. It means that the frequency of the meetings and participation of members can be affected hence influencing the effectiveness of school management. A management committee is expected to meet at least once every term and at such other times as the chairman may require for the transaction of its business (Education, Management Rules, 1969).

Information about distance to primary school is useful indicator of SMCs access to schools. Members from households far from school in terms of distance may be less

likely to participate in meetings and school activities regularly (DHS EdData Survey, 2001)

Seasonal movements by the pastoralists could have an effect on their participation in SMC in schools. In a national conference on Karamoja, it was submitted that the unreliable rainfall pattern, prolonged drought, have forced the Karamoja pastoralists to practice migratory tendencies (Ojirot, 1994).

A similar view was advanced by Dyson-Hudson (1987) that due to seasonal variations in climate and animal morbidity conditions, mobility provides the most optimum use of variable resources. Mbabazi (1994) noted that the Karimojong are constantly on the move in search of water and pasture for their animals. The effects of these movements are likely to deter a number of SMC members from monitoring school activities. One reason why Karamoja has lagged behind is due to the labour intensive pastoralism where most men and children spend their time in the kraals to provide labour (Akabway, 1994)

2.4 Selection and training of gender balanced SMCs on their roles.

The formation of school committees is an important way in which community involvement is being promoted in many countries, often with stipulation of quotas for females on the committee (UNESCO, 2000). This enables such committees to become gender sensitive in their planning for the school and bring out issues that relate to boys and girls alike. Usually when one sex dominates the SMCs the concerns of both male and female is not treated alike. In terms of the composition of school committees, attempts

have been made to ensure diversity of their membership in particular to include women in a number of countries in Sub Saharan Africa. There is no attempt, for example, to ensure that women feel free to speak out on these committees, and have an equal voice in decisions being made (UNESCO, 2000). Furthermore, in reality women continue to be outnumbered on the committees as, in many cases, the quota is not met and rarely exceeded (Rose, 2003).

According to Government White Paper on Education 1992, government attaches importance to the roles of SMC for effective management of primary schools. The selection of the members of the SMC should be done appropriately to include committed members of both male and female for effective school management. The composition of the committee comprises four members chosen by the Education Committee of that area and one of whom shall be the chairman, two members elected by parents of the school, three appointed by the DEO on behalf of commissioner for education, head teacher is the secretary and non-voting member (Education, SMC rules 1.1-1.3, 1969). Mawhood (1971) is also skeptical about choosing as representatives people who lack motivation, expertise and are therefore uninterested in basic policy issues.

Similarly, in Ghana, it was found that school committees rarely meet national requirements for women representatives, since membership is based on existing positions of leadership in the community and school which are usually held by men (Condy, 1998; Pryor and Ampiah, 2003). Evidence from Uganda also indicates that although a third of any committee is for women, discussions in committees are mainly dominated by men,

with only a few women speaking. Women feel inhibited from taking part in formal discussions where traditions assign decision-making roles to men (Suzuki, forthcoming). This affects the effectiveness of the committees.

The Karimojong society is male-dominated, with men having full decision-making powers; while the women are mainly engaged in small scale subsistence growing of sorghum as main crop, domestic activities and raising children. With this kind of social structure, the opportunity for women to be elected to the SMC is rather meek (Novelli, 1988)

2.5 School Inspection.

According to UNESCO (1998), inspection should be considered as a service to interpret to teachers and the public the educational policies of the authorities and modern educational ideas and methods, and also to interpret to the competent authorities the experiences, needs and aspirations of teachers and local communities. The inspector should contribute to ensuring for teachers the necessary means for executing their mission effectively and with dignity, through facilitating further training precluding their intellectual isolation and guaranteeing respect of their personalities and ideas so as to encourage them to take the initiative as often as possible. The inspector should make every endeavor to create among teachers, parents and in the community at large, an atmosphere of understanding, sympathy and esteem. This is essential for the effective accomplishment of any kind of educational work and for community's moral and material support of teacher's work.

School inspection is an educational quality control measure of performance and achievements for effective teaching/ learning and institution's management. When an inspection is carried out, an educational institution is measured against the presence or absence of the following; overall management, structures and facilities provision and management, staff organization and development, teaching/learning processes organization and management, co-curricular activities, finance generations and management Institution-Parents-Community organizations and development (Minimum Standards, 2001).

In Uganda, Education Standard Agency (ESA) was established in July 2001 to maintain quality academic and disciplinary standards in the Education sector and institutions. It has a structure of a group of school inspectors from national to regional levels (ESA, 2001).ESA has four regional offices in northern, eastern, central, western. ESA's functions include inspecting schools and the management committees to establish their level of functioning and give recommendations for areas that need improvement. Since ESA was formed, it has ever organized one inspection for districts that are insecure including Karamoja to inspect all the formal schools in 2003 during 1st term for 5 days and up to date the inspection report is not out. So even the usefulness of the inspection is not realized since the findings have remained a monopoly of ESA.The regional offices also do not have clear linkage with the districts hence they seem to work as a parallel organization and their role leaves a lot to be desired.

The inspectors of school go for support supervision to find out the following areas that measure effectiveness of SMCs;

2.6 Overall effectiveness: indicators in school and SMC

While trying to determine effectiveness the following are the indicators as stated below;

2.6.1 Governance and management of schools

The head teachers carry out the day to day management of the schools on behalf of SMCs who perform administrative, consultative and supervisory roles in schools. It is important to note that when the schools are regularly inspected, then the SMCs are motivated to hold regular meetings to address urgent school matters. The general school functioning in terms of adequate coverage of the curriculum and adherence to education policies will reduce reluctance on the part of the school administrators and school community hence influencing the effectiveness of SMCs. The inspectorate section is mandated to carry out inspections and make appropriate recommendations that could help the school governing body like the SMC become more effective. Such visits strengthen the SMC and reminds them of the gaps that need to be dealt with while the manage the school.

There have been some incomplete classrooms under School Facilities Grant (SFG) and Local Government Development Programme (LGDP) yet funds were released for construction of classrooms making pupils to be overcrowded in the few classrooms and others taken to learn under trees. The SMC should play their role in school governance and management and hold head teachers accountable to ensure all school resources are well handled for the benefit of the pupils.

2.6.2 Curriculum management and quality teaching

Effective curriculum management and quality of teaching is most likely to depend on the frequency of school inspection to the schools. They are expected to check on the effectiveness of curriculum delivery and quality of teaching. Poor curriculum management was also one of the major findings of the national inspection programme for areas affected by conflict i.e. Moroto, Kotido, Nakapiripirit, Pader and Kitgum in 2003.

The other factor that affects curriculum is the quality of the teachers which the SMC has no control over. The inspection report indicated up to half of the total number of teachers in the district visited were untrained. This has negative impact on curriculum management and delivery since most of them were deployed to teach lower classes (P1-P3).

2.6.3 Internal evaluations/assessments by teachers and head teachers

An effective school has a system where internal evaluations and assessments are carried out by the head teacher and the teachers to monitor the progress of activities in school and come up with corrective measures. The inspectors are expected during their visits, to use reports of internal evaluations of schools for conducting inspection. Regular inspections of schools would enable schools to have a strong internal evaluation system in place.

2.6.4. Pupil-teacher Ratio

Some districts have high PTR ratio e.g. Moroto 90:1 .It is possible that high PTR is partly responsible for high dropout and low survival rates in schools in Karamoja , for example, in Moroto drop out rate in 2006 was at 88%(Education Report,2006). The drop out may not wholly be attributed to high PTR but other contextual factors. The SMCs should ensure that the schools are adequately staffed and classrooms are available to reduce congestion. In some schools the teachers were available but no classrooms to accommodate all the pupils.

2.6.5. Hygiene and safety in school

Levels of hygiene are appalling in school due to inadequate water source in most of the schools. Most schools do not have any source of water supply and school health system might be severely affected. No separate latrines for girls and boys, some teachers reported that some girls would prefer to go to a nearby bush than share latrines with boys. Inadequate sanitation in schools is another deterrent to girls' education according to related literature. The New Vision (2003) identified lack of separate sanitation facilities as one barrier to girls' education. It is observed that poor sanitation, lack of under wears and sanitary pads, especially, during menstruation force girls out of school in rural settings.

King and Hill (1997) earlier on cited the case of Bangladesh where parents have withdrawn girls but not boys from schools without latrines. This is a similar view by Watkins (2000) whose study on education in Ghana made a general observation that

many parents are unwilling to send female children to schools that do not have separate latrines.

2.6.6 Discipline

The SMC, while performing their administrative roles, are expected to ensure that the head teachers and teachers promote discipline in the school. The method of disciplining pupils in most of the schools had become corporal and that is why, Ministry of Education and Sports (2002) issued a circular abolishing corporal punishment in all schools in Uganda.

Whenever there are few cases of indiscipline in a school it means that the SMC is very firm in performing their roles in the school. The head teacher from time to time should present a report of the cases which the disciplinary committee in the school has failed to handle for the attention of SMC (Module 1, 1996)

2.7 Conclusion

The review of the literature found there is inadequate information on factors that determine effectiveness of school management committees among the pastoral communities in Uganda. Also it is over 37 years since the 1970 Act came into force and the Education management rules 1969 although the Education Bill is under discussions. This has certainly become outdated due to many changes in educational development in the country. The remedy to the situation is the Education bill that has been passed 2008.

The study therefore, explored these factors, identified other gaps, suggested strategies for addressing them and made recommendations for the different levels.

The gaps in the literature review that warranted me to carry out this research include but not limited to the following;

- Marginalised areas need critical intervention especially in the field of education, its management and governance just as other variables.
- The SMC has limited coverage in terms of research in respect to its contribution to improving education quality. It can be a key factor in enhancing learning outcomes when made effective.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter describes how the study was conducted. It elaborates on the methods, techniques and procedures that were employed by the researcher to secure the data in pursuit of the predetermined objectives. It presents the research design, area of study, study population, sample size, sampling procedures, methods for data collection and instruments, procedure for research, data management and analysis, ethical considerations and limitations of the study.

3.1 Research design

The study was cross-sectional and used both the qualitative and quantitative approach. This design was considered appropriate because the study was investigating opinions (attitudes) of a cross section of people regarding the factors that determined and influenced effectiveness of SMCs among pastoral communities in Moroto district.

3.2 Area of Study

The study was carried out in the sub counties of Ngoleriet, Matany, Lotome, and Iriiri in Bokora County which has a population of 112,697. It is bordered to the North by Katakwi, to the East by Kotido, to the west by Nakapiripirit and to the South by Kenya. Bokora County was selected for the study because these sub counties are located in most rural areas and most of the community members are always away grazing their cattle long distances away from home. This provided an opportunity to find out how they

participated in the school management committees in primary schools. Also the area was more accessible to the researcher than other sub counties which had a lot of insecurity that would have made movement difficult and would be risking the researchers' life.

3.3 Study Population

These included male and female members of SMCs from primary schools in the sub counties of study, parents, DEO, SEO, DIS, PMU, and WFP, head teachers, teachers and opinion leaders. This was because some of the schools were inaccessible due to poor road network and insecurity. The overall number of members of SMC in primary schools in Bokora is 279.

Selection of schools by Sub County

This was done by using simple random sampling to give each school opportunity to be selected without being bias. A list of all schools in Bokora by Sub County was availed by the District Inspector of School. Then all the schools that had odd numbers were selected as sample schools. The schools sampled are in the table 1:

Table 1: Selection of schools by Sub County

Sn	Sub county	Number of schools
1.	Ngoleriet	4
2.	Matany	3
3.	Lotome	3
4.	Iriiri	3
5.	Lopei	2
	Total	15

3.4 Sample size

The planned sample was 115 respondents eleven members per school then the five were from education department and other NGOs and UN agencies supporting education. Out of these only 100 participated a percentage of 87, five did not return the questionnaires because of intensified road ambushes between their schools, seven did not fill in the questionnaires and three did not respond to participate during the interviews. The sample comprised of headteachers, teachers, members of SMCs, Education officials in Moroto, Project Management Unit and World Food Programme staff, opinion leaders and parents.

The head teachers of the ten schools participated in the study since they were the main people who work with the SMCs very closely and they were more informed and knowledgeable about the roles of the SMCs in the primary schools. Five head teachers did not return the questionnaires because they were unable to travel due to insecurity on the roads.

Both male and female SMC members totaling to 48 participated in the study and were purposely selected as the primary respondents of the study and because of their experience in managing primary schools among the pastoral communities of Bokora.

The teachers who participated in the study were 15 and they were readily available and very much willing to participate in the study. Ten parents and ten opinion leaders both male and female participated in the study during the focus group discussions and they shared valuable information with the researcher.

At the district, five education officials, one respondent from PMU and one from World Food Programme participated in the study. These were purposively selected based on their wide experience either in policy, practice and knowledge about the topic. The researcher was able to get the views from the education managers at the district level and also NGOs supporting education in the district. At the time of study only WFP and PMU were the key service providers in the field of education who participated.

Table 2: Summary of number and category of study participants.

Category of participants	Key informants interviews		Focused Group Discussion (FDG) participants		Questionnaires respondents	
	Male	Female	Male	Female	Male	Female
SMC members	09	01	08	08	12	08
Head teachers	-	-	-	-	08	02
Teachers	-	-	-	-	10	05
Parents	-	-	07	03	-	-
Opinion leaders	-	-	08	02	-	-
Education officials	01	01	-	-	04	01
NGOs in Educ.	-	-	-	-	01	01
Total	10	02	23	13	35	17

Note: Of the 100 respondents, 52 were given questionnaires, 12 were among those identified for the key informant interviews and 36 were selected for FGD.

3.5 Sampling procedures

The selection of 52 questionnaires respondents was done by cluster sampling technique using simple random sampling to give each member an opportunity to be selected without any bias. This technique was preferred because of the coverage of the area of

study and the uneven distribution of the target population. In selecting the sample cluster; all categories of sampled participants were taken into consideration. A list was provided and all those whose numbers were even were selected as respondents.

Using stratified sampling; different categories were sampled like the male, female and head teachers to enable various categories of people in that community participate as respondents. For the key informants and focus group discussions they were purposively selected based on their wide experience either in policy or practice and knowledge about the study topic. The composition of each group was six members and six FGDs were conducted.

3.6 Data Collection methods and Instruments.

A range of methods, both qualitative and quantitative were adopted for data collection, each used according to their relevance and advantage to complement each other.

Some of the tools that were developed included interview guides, FGD guides and questionnaires. All the tools were pre-tested before use in data collection exercise as part of quality control. The pre-testing facilitated the fine-tuning of the instruments.

3.6.1 Quantitative Data

To collect quantitative data, a total of 52 self administered questionnaires were delivered to different categories of respondents who were contacted in their homes or offices by the researcher and the research assistant with the assistance of local leaders and their consent

sought. It had five main themes namely; policy guidelines and school management, socio-cultural and economic factors, physical factors, selection and training of gender balanced SMCs and school inspection. The questionnaire combined closed and open ended questions under each of the themes identified. This instrument was administered mainly to Chairpersons of SMC, teachers, and head teachers, SEO, AIS, PMU and WFP.

The researcher sought to get some kind of statistical information on membership of SMCs according to gender, number of schools adhering to policy guidelines.

Data collected using this questionnaire was intended to back-up the qualitative data.

3.6.2 Qualitative data

Unstructured interviews were used to collect qualitative data from 12 key informants who included 10 chairpersons of SMCs and two Education officials. For the key informants, indepth interviews were conducted using interview guides which were given to the respondents by the researcher with the assistance of research assistants. This allowed flexibility during the interview process hence generated a lot of discussions on the part of respondents. During interviews, the researcher and assistants ensured that the answers and other responses to the questions were recorded by writing and also tape recording. The interviews would enable the researcher get a deeper insight of the issues under investigation.

The researcher with the help of one assistant conducted FGDs with SMC members, parents and opinion leaders in groups of six participants. The total number of participants

was thirty-six. In all the six FGDs guiding questions were asked and openly discussed. Each group had members who were both female and male. The discussions centred on factors that influence effectiveness of SMCs. The issues were prepared on general discussion guide. Probes and prompts were employed to get details about the issues under study. The FGD took place at a venue convenient and identified by the participants to avoid any interruptions during the discussions. The discussion lasted between forty five minutes to hour as earlier suggested by the FGD participants. Data generated was recorded by writing and then tape recorded. It was later transcribed to fill in the gaps made during the note taking.

3.6.3 Documentary reviews.

This was done by visiting the various sources of secondary data at primary school level, District Education Offices, World Food Programme Offices, PMU offices, Ministry of Education and Sports (Primary and pre-primary section) and NGOs operating in the field of education and reviewed the documents on school management committees. Data from other written sources such as school profiles, minutes of meetings, modules, and other records, list of people/schools, newspapers, letters and memos became good sources of data which provided a baseline. These documents were used to generate more information on roles of SMCs in primary schools.

3.7 Procedure for data collection

After approval of the research proposal, the researcher obtained a letter of introduction from Faculty of Social Sciences to legitimize the researchers' access to schools and

sources of data This was presented to the Chief Administrative Officer and the District Education Officer Moroto. The DEO provided the researcher with the sampling frames.

The researcher selected two field guides who knew the local language and the location of the various schools in Bokora to enable easy distribution of questionnaires and collection of data. This arrangement was found necessary because the sample population was spread over a wide area in the county yet time and other resources for the study were limited. The team of researchers used a pick-up and occasionally in areas where security was guaranteed then a motor cycle was used. This helped in contacting respondents including distributing, collecting questionnaires and other data collection. While the questionnaires were sent out to respondents first, the key informant interviews and FGDs were administered last by the researcher with the help of research assistants and the field guides.

3.8 Data Management and Analysis

The data were analyzed using quantitative and qualitative methods which included;

3.8.1 Quantitative Data analysis

After collection and editing, the information received was checked to ensure it was complete, uniform, accurate and comprehensive. Data was then coded and tabulated manually. Analysis of the quantitative data was done using Microsoft Excel to establish descriptive statistics. These were interpreted to make comparisons, establish trends and proportions after which conclusions were drawn. The researcher displayed data in

percentages, such as percentage of both male and female members in SMC. The tools of analysis included charts, frequency tables and graphs. These were then used to analyse and interpret the findings of the study

3.8.2 Qualitative Data analysis

The data was analyzed through a process of data reduction(structuring, organizing and streamlining data) looking for groups, themes and relationships, using visual data displays and drawing conclusions and verifying findings. Assertions and overtones of dominant participants were identified and cleared before analysis. Abbreviations were expanded and explained. The major themes were identified in each FGD and summaries made. Information was logged on the matrix to enable comparison of responses across different types of FGD and analysis. Both methodological and data triangulation qualitative research technique was applied to avoid errors linked to particular methods. This provided cross data validity checks. The information then got was used to interpret and discuss the findings of the study.

3.8.3 Quality Control

Precaution was taken to ensure that the study results were valid and of good quality. The researcher with the technical support from the supervisor conceptualized and designed the study instruments which included; interview guides, FGD guides and questionnaires. All the tools were pre-tested before use in data collection exercise as part of quality control. The pre-testing facilitated the fine-tuning of the instruments (rephrasing of

questions and removing questions that were redundant, inconsistent and generating unwanted information) and enabled the collection of relevant and accurate data.

During the field visits, a clear explanation of the study purpose, risks and benefits was done to the respondents. This was to ensure that the respondents provided good quality data which was valid and reliable. A combination of different research techniques or triangulation was emphasized because the various methods complement each other. The researcher ensured that effective administration of all the research instruments was carried out by crosschecking them at the end of each day.

Also, during the field work the completed questionnaires were promptly checked every evening to ensure that they were internally consistent and completed. In case of inaccuracy and inconsistency, the source was identified and the corrective measures taken before leaving the field or those found with errors were referred to the respective data collectors for corrections including re-interview where necessary. Data collection was conducted in a period of three months, September-November 2006.

3.9 Ethical considerations

Prior permission was sought from relevant authorities at all levels, especially the civic and political leadership before conducting the study. The three concerns which were put into consideration when studying human subjects were; respect for their right to know the nature and purpose of the study , their right to give or withhold consent to participate and respect for subjects privacy.

In the case of interviews, prior consent of respondent was sought and only those who consented were interviewed and the researcher ensured that the venues were conducive and private. The rapport was built before conducting any interview and FGDs.

Confidentiality for data collected was maintained and researcher assured the respondents that the information generated from them was strictly for academic purposes. This was done by omitting names and addresses of respondents, questionnaires and other research instruments used were locked in a cabinet and rough papers used were destroyed. In presenting results of the study, reporting of data and interpretation was done with honesty.

3.10 Limitations of the study

In carrying out this study, the researcher identified a number of gaps which to some extent affected the outcomes of this research and recommend that other future researchers would take this into consideration;

Time limitation did not allow me to carry out an in-depth investigation which could have perhaps yielded a more quality outcome than what has been presented. This is because at the time of study most of the pastoralists had moved away in search of water and pasture. Other members had also run away to the neighboring country due to the disarmament that was going in Karamoja. This made data collection rather slow. However, the researcher was aware and recruited competent research assistants, who were conversant with the geography of the area and were able to locate the respondents.

The study did not perhaps capture all the relevant literature that could have given a better outlook to the research. This was due to the limited time allocated for the study and the closure of the University as a result of the lecturers strike. The researcher has given a recommendation for further study in some of the areas to capture all the literature.

The small sample may not perhaps give a representative and concrete information on the factors being investigated. A bigger scope and sample may have given a different perspective to the research. The researcher had this in mind and has recommended for further research with a bigger sample.

Not all the respondents participated out of 115 sampled 100 participated although this does not affect the quality of the work. 15 could not participate due to insecurity in Lopei Sub County. Insecurity along the roads due to road ambushes by the armed Karimojong warriors limited extensive travel.

CHAPTER FOUR

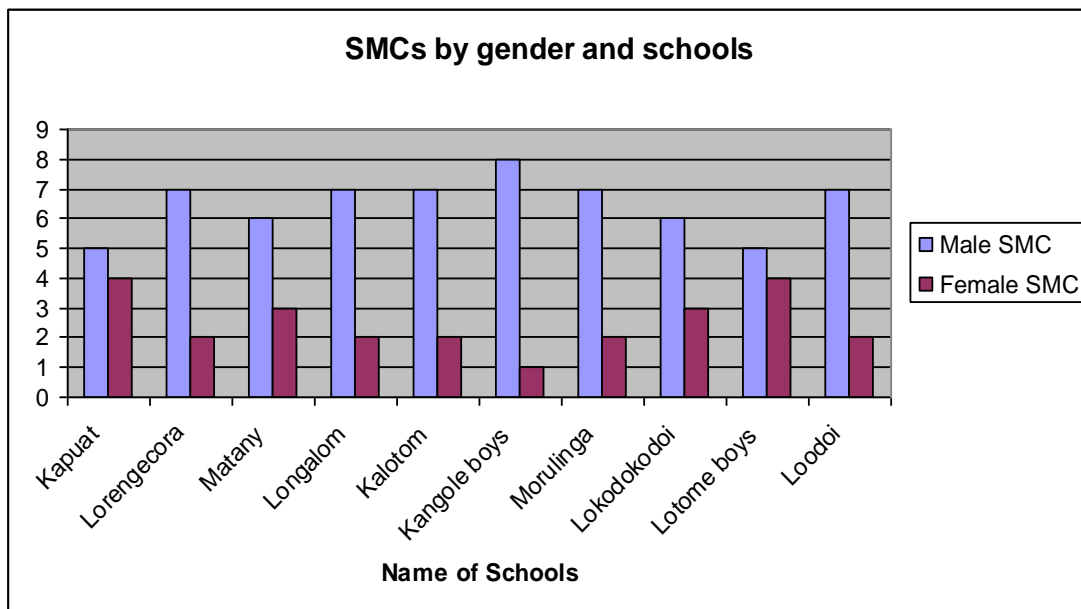
4.0 PRESENTATION, INTERPRETATION AND DISCUSSION OF THE FINDINGS

4.1 Introduction

The key questions the study focused on was to establish whether SMCs performed their mandated roles and how contextual factors (socio-cultural, physical and economic) influenced the effectiveness of SMC in school management. It also tried to find out how the level of effectiveness of SMCs affects pupils learning.

Figure 2 bar graph showing SMCs by gender in sampled schools.

Figure 2 shows the membership of the SMCs in selected schools disaggregated by gender. The blue represents the number of male members and the graph clearly shows how the male have dominated most of the SMCs. The female representation is quite low in a majority of schools except in Kapuat and Lotome boys who had 4 members.

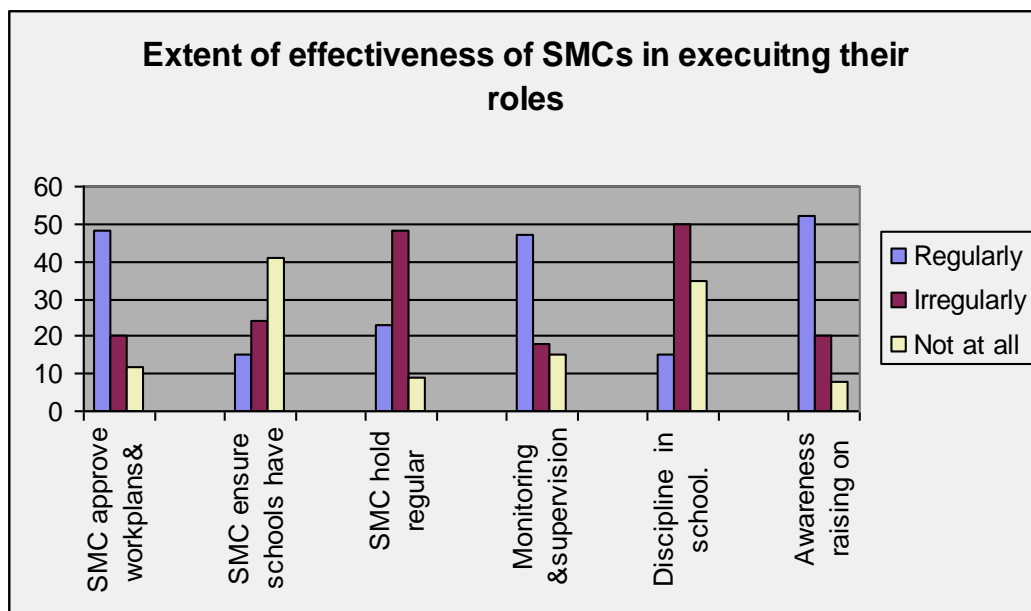


4.2 Effectiveness of SMCs in executing their mandated duties and responsibilities.

The roles of the SMCs have been summarized into three: administrative which includes holding regular SMC meetings, approval of workplans and budgets for UPE funds and other funds. The second is consultative role through holding meetings with the headteacher, parents and teachers of the school. Third supervisory role which involves overseeing the implementation of all school activities by the head teacher, teachers and providing guidance and counseling to the teaching and non-teaching staff and pupils.

Figure 3 Responses on extent of effectiveness of SMCs

Figure 3 shows that, the main activities that are performed by SMCs regularly include approval of workplans, monitoring and supervision and conducting awareness raising meetings for the parents. Meanwhile meetings are held irregularly and solving cases of indiscipline in the schools.



4.2.1 Approval of school workplans& budgets

According to one key informant, in order to rank a member of SMC as effective, he or she should know the roles and manage the school well. The roles include the following: planning for school development, mobilization and sensitization of the parents to support educational activities, monitoring and supervision of school programmes, approval of workplans and budgets, advocacy and lobbying for support for the school. Other key informants mentioned similar roles when interviewed.

The SMC provides guidance to the head teacher and teachers to ensure work plans are drawn, the finance committee drafts the school budget estimates and work plan. This is then presented to the SMC for approval and later posted on the walls of the head teacher's office, staffroom and school notice board. This is in line with Education report (2006) findings that the work plans were posted on the walls and notice boards in most schools.

From the data respondents, concurred that the administrative role of the SMCs in approval of workplans and budgets is done regularly. However, it was also noted that in some schools, this was done irregularly because of absence of workplans and budgets, not prepared by the head teachers. This is compounded by the pastoralist nature of the SMC members who were mobile in search of water and pasture.

One opinion leader said,

Some of us members look at what you call workplans and budgets as papers because we cannot read the content and understand, we are illiterate. Other key informants expressed similar views.

According to the focus group discussions, some members argued that the SMCs, in some of the schools, do not approve workplans and budgets at all because they may not understand. This was cited in the most rural schools whose members most of year are in the Kraals except for some chairpersons of SMCs who are available. Some SMC members had this view:

Which one is more important, to stay in the manyatta waiting to thumbprint what you cannot read and understand or go to the kraals and take care of the cattle that will benefit the family, let that work be done by head teachers.

The above view agrees with Mawhood's (1971) findings that choosing representatives of SMCs from people who lack motivation, expertise and are uninterested in basic policy issues on education affects their effective performance. In such a case, the effectiveness of such SMC leaves a lot to be desired hence affecting the quality of school management. The members also pointed out that most of the SMCs are majorly interested in approving the UPE budgets for the school and forget about other funds in the school. The teachers were in agreement with the above and supplemented that most head teachers take advantage of this and use other funds in the way suitable to them.

From these findings it is evident that, the SMCs, in most cases approved the school workplans and budgets. It has also been pointed out that some head teachers only concentrate on making workplans and budgets for UPE funds and activities without declaring other sources of funds and how they are spent.

4.2.2 Schools have school mission & objectives

The SMCs also revealed that in their work they ensured all the primary schools have developed a school mission statement which gives direction of what the school wants to achieve. This was done by including the pupils, teachers and school community in the decision making process. It was from this that school objectives were derived in order for the school mission to be achieved. To the SMCs they rated the schools with mission statements at 19% implying that only a few schools had them as reflected in Fig 3. When one visits a school there are writings of the school mission statement on either the wall of classroom which is strategically located in the school. One member said,

If one is literate, you cannot read a mission statement for example, Quality education for all, To produce good citizens.

This argument is in agreement with Module 4 School governance (1996) that for a school to be called effective it should have school mission and objectives that guides the school operations and what to be achieved.

The majority of participants from FGD mentioned that some of the new community schools in Bokora do not have mission statements. They explained that some head teachers were reluctant and ignorant about mission statement formulation yet they were the ones to guide the SMCs, PTA, staff, pupils, foundation body on the formulation of school mission statement. One elder lamented,

Some of these head teachers are drunkards, they do not spend time to understand the guidelines of their work and they are always in the trading centre with beers, when we complain, they rebuke us saying we are not inspectors of school.

In figure 3, 50 of the key-informants concurred that most of the SMCs did not ensure that the schools they managed had school mission statements and objectives. To them the

SMCs have not fully understood their administrative, consultative and supervisory roles and how to guide the processes in the school community.

One member explained,

Formulation of school mission statement and objectives can only be easy for the SMCs who were selected, inducted and trained on their mandated roles. Also those who get involve in monitoring the school activities are knowledgeable about the processes. What is common with the current SMCs they give more time to cattle rearing than school activities?

The other respondents concurred with view that few schools had mission statements. They concluded that the role of SMCs in ensuring that all the schools have mission statements and objectives is generally low in Bokora. This could be used to measure the level of their effectiveness in performing their mandated roles. The findings of the study also indicated low level of SMCs effectiveness in school management.

4.2.3 Holding meetings

Out of the 52 who were asked to give their views on the SMC attendance of meetings, 49 indicated in figure 3 that, not all SMCs were effective and they attended meetings irregularly. Most of them were only performing the supervisory role and neglected the administrative and consultative roles. There are schools that do not hold any meeting the whole year and no minutes in the office of the DEO. One key-informant said,

The lack of quorum for the SMC meetings is a big challenge. Often most of the male members often are in the kraals ranging between six to twelve months in a year, how can regular meetings be held?

Asked what hindered most of the SMC members from attending meetings regularly, one key- informant mentioned that some head teachers were reluctant in calling meetings and lack of lunch after meetings, especially, for those who are away in the kraals and have to walk long distances to the schools. One SMC member summarized that,

The head teachers should look for all possible ways of providing lunch after meetings. One cannot walk up to 20 kms to go and attend a meeting and walk back on empty stomach after the meeting with the food scarcity in Karamoja .It is not fair to expect such a person to attend the next meeting.

This view is in agreement with the ESA Inspection Report (2003) findings that most of the schools in Moroto district were inspected irregularly and sometimes once a year. It also discovered that once schools were irregularly inspected, then the SMCs were not motivated to hold regular meetings to plan for school development. In such cases it is rare to find a comprehensive school development plan in place.

The participants from FGD mentioned that the subcommittees of academic, finance, disciplinary and construction rarely hold meetings involving the teachers and parents. However they noted that, the finance committee meets to approve the school budgets estimates and eventually oversee the expenditures of the budgets more frequently. They also plan and organize fundraising activities. Meanwhile the disciplinary committee meets occasionally to handle extreme cases of indiscipline of the staff and the pupils in the school. They also oversee the feeding programmes and distribution of the non-food items, plan for water and sanitation in the school. The academic committee works with class teachers and director of studies and they are the custodians of good performance in the school.

4.2.4 Monitoring & supervision of schools

When asked to give their views on monitoring and supervision of schools, 48 members in figure 3 mentioned that the SMC regularly performed their supervisory role. This included monitoring staff and pupil's performance, effective teaching and learning in schools, provision of guidance and counseling in the school. However, to the teachers, though in agreement that the SMCs knew their roles, they pointed out that they did not perform these roles effectively apart from monitoring visits to school and attending meetings, one member said:

Our chairman SMC visits the school every week to check on the school activities like the trees that had been planted by parents, construction of staff houses.

In order for the SMC to ensure the above roles are effectively carried out there is need for the them to intensify their activities in the school. This should include holding regular meetings, monitoring the school regularly, mobilizing the parents, ensuring the government policies on education are adhered to and also collaborating with the PTA to address staff and pupils welfare in the school.

The above view is in agreement with Lane (2000), who defines organizational effectiveness as the outcomes or results of organizational performance. In this case if the SMCs are performing their roles then the outcomes like good governance and management, quality teaching, discipline in schools are the benefits or satisfaction that the people in the community would desire from the outputs of the organization.

The teachers were also in agreement that because of the supervisory role of the SMC, there are different types of records kept in the school, these include: financial, inventory/stock/ledger, staff personal files, registers, weekly report books, food management, permission, arrival book, departmental records, library performances records, scheme of work and lesson plans, correspondences to various stakeholders including the Ministry of Education and Sports. The head teachers mentioned that the records provide up to date information that the SMCs use for planning and making informed decisions.

The FGD participants mentioned that SMC was a link between the school and community. To them the SMCs have performed their roles effectively in the primary schools in Bokora. This is reflected in the good performances of pupils in primary leaving examinations. In seven schools out of ten sampled, there was cooperation between the teachers, headteachers and pupils, regular meeting of various committees and a child friendly learning environment, increased parents participation in school activities.

4.2.5 Discipline of all staff & pupils

The findings indicate there was indiscipline in schools suggesting that SMC have not been regularly and effectively handling disciplinary cases. When head teachers and teachers were asked why the increase of indiscipline, most of them attributed it to abolition of corporal punishment including canning in schools. When the respondents were asked to give their views on how SMC handles discipline of staff and pupils, they

pointed out that SMCs irregularly dealt with cases of indiscipline of staff and pupils in schools. This was left to the school disciplinary committee to handle and minimal involvement of SMC even though the matter required them. One member commented:

The head teachers do not follow the procedures of handling disciplinary cases in the schools hence they keep all the cases to themselves even the one which required the intervention of the SMCs.

This also makes handling cases of teacher's indiscipline difficult by the District Education department since it is a requirement that before any case is reported to the DEO, the SMC should have handled and discussed. When the key-informants were asked what they thought about the role of SMCs in handling disciplinary cases in school, they concurred that in a few schools the cases were regularly handled. They also commented that in some instances they handle few cases because some head teachers conceal the information from them and in others the cases are few. The majority of participants from FGD were in agreement that the SMCs rarely solved discipline cases in schools. To them it is the role of the head teacher to let the SMCs know of existing problems in the school.

4.2.6 Awareness raising on value of education.

When respondents were asked to give their views on awareness raising on value of education, 52 in figure 3, concurred that SMCs regularly organized mobilization and sensitization meetings with the parents and school community. They discuss staff and pupils welfare in terms of construction of classrooms and staff houses, organize fundraising, and inform DEO on school progress.

Most parents in Bokora do not value education and it is worst for education of the girl-child whom they say will be a prostitute, she should be brought up at home without

exposure to what is foreign such that at marriage she brings in more bride price (An elder).

The key-informants, when asked to give their views on some of the factors that made the Karimojong not value education, mentioned cultural beliefs and traditional way of life. They also concurred that education alienates the children from community life and pastoralsim was labour intensive hence they needed the children to participate in rearing and watering the livestock.

In the focus group discussions, most discussants agreed that the some people in Karamoja do not value education. To them, there is need for continuous awareness raising by the school managers in order to bring change of attitudes towards support to school activities and sending more children to school.

4.3 Factors that determine the performance of SMC

The contextual factors which determine the performance of SMCs include socio-cultural, economic and physical factors that influence the effectiveness of SMCs in primary schools. According to table 3 the majority of respondents pointed out that parent's participation is very low in school activities.

4.3.1 Socio-cultural

Table 3: Responses from various categories on socio-cultural

Factors	SA	A	D	SD	Und
Parents' willingness to become a member of SMC	09	12	38	18	03
Illiteracy of SMC members	36	20	15	09	00
Selection of gender balanced SMCs	10	10	15	45	00

n = 80

Key n=Total number of respondents

4.3.1.1 Parents' willingness to become a member of SMC

The socio-cultural factors include the parents' willingness and attitude towards becoming a member of School Management Committees. This is in line with DFID report which states that, the societal context within which people are born, raised, initiated and live their lives strongly influences their perceptions about life generally. It further points out that parent's support was crucial if schools were to be managed effectively and the right parental attitudes helped in ensuring that parents were full partners in the education system (DFID Report, 2001).

Many respondents, 56 in table 3 disagreed with the view that most of the parents in Bokora were willing to become members of SMC. To them the parents gave priority to their work and whenever they were invited to participate in meetings for selection of SMC members, they never attended with the reason there is no money. In most cases they are not physically available to participate.

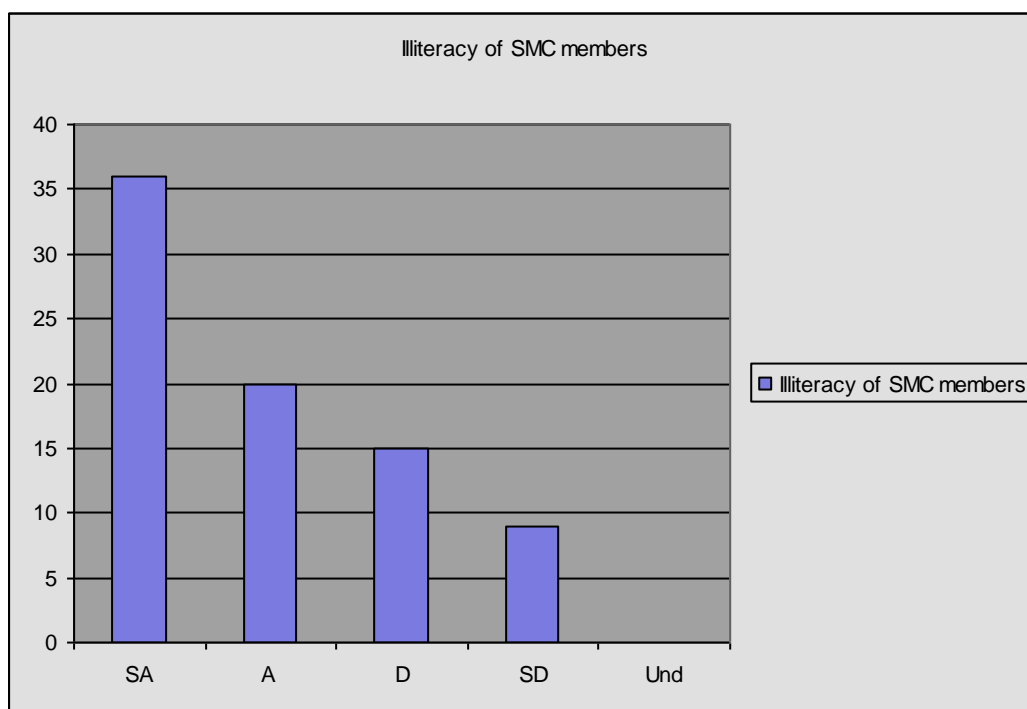
The key –informants concurred with the view that, the parent's willingness to become members of SMC was as low as 21 in table 3 and yet the schools belonged to the parents and it was their responsibility to manage them well. This view is in agreement with the findings of (Ssekamwa, 1997), when schools were introduced in Uganda, the parents' duty was only to send children to those schools and pay school fees. The community looked at schools as islands managed by Europeans missionaries.

This is in line with the findings of Beulah, (1973) that the main problem was the need to create an educational system suited to an African society and not one adopted from another culture. This is the reason why formal school education in Karamoja is not fully embraced by the pastoral communities.

4.3.1.2 Illiteracy of members of SMC.

Illiteracy was a factor that determined the performance of the SMC members in management of the schools. This is because in Bokora, majority of SMC members were illiterate as shown by 36 in Table 4. They pointed out that such members were easily manipulated by the head teachers when it came to financial procedures, utilization and accountability.

Table 4: Showing responses on how illiteracy is a determinant factor



One member said,

The head teacher brings a piece of paper (cheque) and asks me to put thumb print on it so that he has to withdraw UPE funds to buy school materials, I do it but I cannot read how much he has written on it (chairperson SMC).

This view was consistent with that of many other people interviewed.

The members from FGD concurred with the above view that, low literacy level reduces the participation of members during school activities. For instance during SMC meetings, more time is spent to read the minutes in the local language. However, one participant revealed that all SMCs meetings were conducted in the local language although the

minutes were recorded in English. This has to be translated during the meeting and takes up to nine hours. They were unable to read the minutes before the meeting. Illiteracy also poses a problem of inability to read the SMC guidelines One member said,

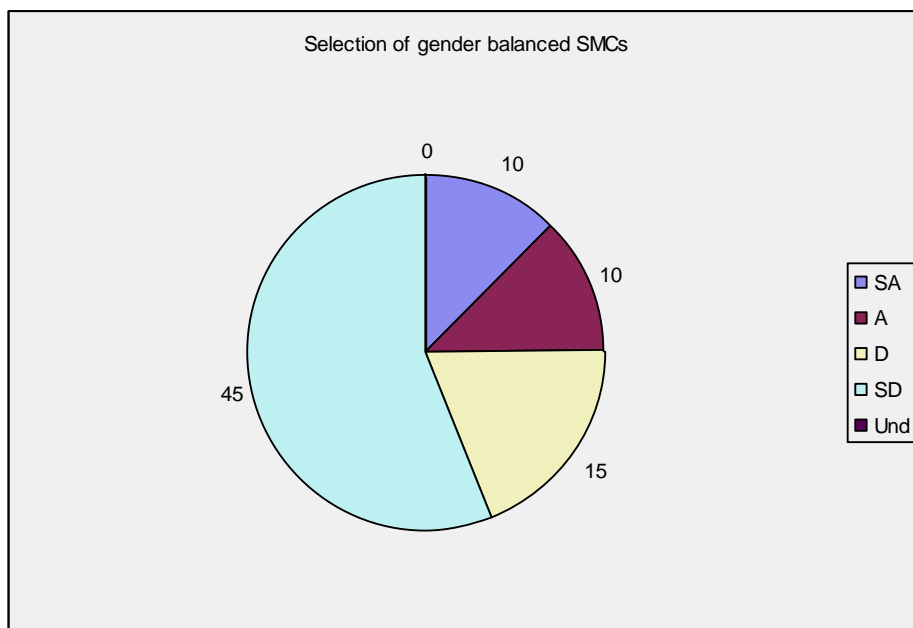
People from pastoral communities passed information through proverbs, riddles and sayings before talking about the issue at hand hence its time consuming. This was similar to the views of other members interviewed.

The above view is in line with DFID (2001) findings that in the selection of SMC members, illiterate parents are severely disadvantaged in effectively participating in the management of schools. This confirms the view that if SMCs are to be effective then they need to be literate.

4.4.5 Selection and training of gender balanced SMCs on their roles.

Although in every SMC a third of the committee is reserved for women, 6 schools out of the 10 sampled did not have a third as women. The argument put forward was that the majority of women usually do not participate in the community meetings and important decision making among the pastoralist community due to the poor timing and domestic chores.

Figure 4: Selection of gender balanced SMCs



Novelli (1988) disagrees with the argument that women do not freely participate in SMC meetings. His findings are that the Karimojong society is male dominated, with men having full decision-making powers while women engaged in small subsistence growing of sorghum and other domestic activities. Such a social structure does not give women opportunity to be elected to the SMC. This can be clearly seen in figure 6 showing a group of SMCs during FGD being dominated by male.

One elder remarked,

What do women know, if everybody became a member of SMC including the women then who will take care of the home, they will stop respecting men (Elder).

Figure 5 a group of SMC members during FGD



The FGD participants disagreed with the argument that women were left out because they feared to participate and do not attend meetings. To them, the timing of the meetings was usually not appropriate and favorable. Women should be involved to suggest a convenient time for them to participate. One elder said,

Today there are women who are more committed than men and can articulate issues better than men. They are also parents but rarely go to the kraals. They should form the majority of the membership of SMC (FGD participant)

The above argument concurred with the findings in Ghana (Condy, 1998; Pryor and Ampiah, 2003) that school committees rarely met national requirements for women representatives, since membership was based on existing positions of leadership in the community and school which were usually dominated by men. Evidence from Uganda also indicated that although a third of any committee is for women, discussions in committees were mainly dominated by men, with only a few women participating (Suzuki, forthcoming). In this case most committees are dominated by men and that could explain why the schools have remained unfriendly to the girl children perhaps accounting for their drop out.

4.3.2 Economic factors

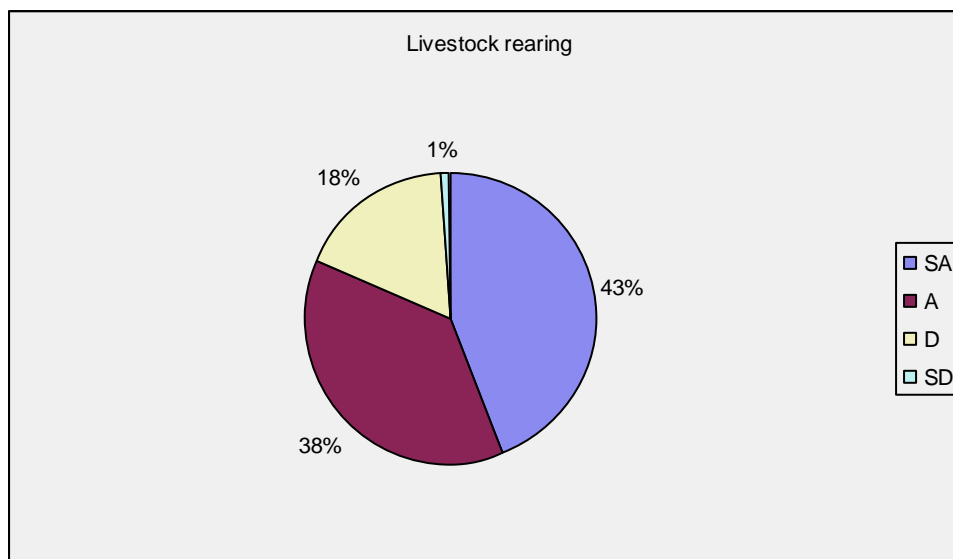
Table 5: Responses from various categories on economic factors

Factors	SA	A	D	SD	Und
Livestock rearing	35	30	14	01	00
Payment of allowances	22	28	18	12	00
Poverty of some SMC members	45	15	10	10	00

n = 80

4.3.2.1 Livestock rearing

. The Karimojong are still glued to the “cow culture” said one respondent. This makes them look at the school as something foreign which has come to interrupt their way of life and because of this they have low value for formal school education including having them as members of SMC. 35 concurred that cattle rearing played a major role in reducing the effectiveness of SMCs.

Figure:6 Livestock rearing

During the dry season, most of the male members of SMC are in the kraals and do not attend SMC meetings majority of them have preferred Alternative Basic Education for Karamoja (ABEK) which is a flexible non-formal education programme that allows the children to learn for two hours a day then attend to the cattle and goats. According to the statistics in education department, (65%) of the pastoral communities are members of the village ABEK committees compared to only (35%) who participate in SMCs (District Education Report, 2005).

The key informants concurred that, in Bokora the main economic activity is cattle rearing though in some parts like Irriri growing of a variety of crops like maize, groundnuts, simsim, and sorghum. To them the economic factors affected the effectiveness of SMCs to a great extent. There are many activities to be carried out on top of their role as SMCs members in primary schools. One remarked:

That is how men are, they are created to meet and deal with bigger challenges than just being a member of SMC (KI).

Although some of them observed that it was a common phenomenon that SMC members who had cattle rarely attended meetings because they were on standby to provide security incase of cattle rustling/raids refer to figure 7. When the cattle are raided, this lead to

food insecurity, loss of property and lives hence the SMC's role was reduced and eventually if they did not have any child in the school, they were replaced.

Figure 7: A young boy grazing while the adults are at distance on surveillance incase of cattle raid



The participants in the FGD were in agreement that economic activity of cattle rearing in Bokora affects the performance of the SMCs. The SMCs are mandated school managers. One of their roles is to hold consultative meetings with the parents and sensitize them to send their children to school. This has not been the case in most of the schools sampled. Instead, children, especially boys, are denied education to graze cattle and girls kept at home to get married. One member said,

An educated girl brings in a few cows during marriage because she is ‘spoilt’ but a village girl can fetch between 80-100 heads of cattle at marriage.

This was the consensus of the participants who emphasized that girls should only be trained for home making outside school. This is a sign that the parents preferred cattle rearing to formal school education.

The respondents also identified water scarcity for both cattle and people which made them walk long distances away from homes. In rural schools, absenteeism of members is common because they provide security to the kraals all the time. This has also

encouraged the possession of illegal guns which they emphasized was for protection of the livestock. With the government program of disarmament this has made the people live in fear, some have since ran away from home and stopped participating in the SMC meetings.

The members of the FGD also pointed out that some members of the SMC when they were in the kraals occasionally joined the cattle rustlers and went to the neighbouring districts to raid cattle hence may not attend the SMC meetings. When the villages are attacked by the cattle raiders during the internal raids, parents and children take refuge elsewhere abandoning the school for sometime. They emphasized that in most cases it was the women who were available because they rarely went to the kraals. One member lamented,

That lack of dams and watering places has led to water crisis for the animals, so the shepherds have to travel away to look for water long distance (Elder).

The cow is the source of all problems in Karamoja since it is the only reliable means of livelihood which has to be protected and properly cared for in terms of water and pasture. The value of the cow is more than that of education, hence people look for comparative advantage. What was very common with the SMCs is that each one gives priority to their activity first before thinking about the school activities.

The SMC have not been able to provide adequate security to the staff and pupils in the various schools hence reducing their effectiveness in carrying out their roles. Another disadvantage of this is that pupil were unable to carry out evening study due to gun shot and insecurity. Continued acquisition of guns to protect the cattle, leads to death of many innocent people in road ambushes.

The members condemned cattle rearing that it had promoted the heart of revenge among the Bokora. Once your cattle are raided, one also plans to raid other people's and the trend continue.

The findings explained the magnitude of the problems caused as a result of cattle rearing in Bokora, and yet this is the main economic activity in the county.

4.3.1.3 Payment of allowances

When the head teachers and teachers were asked to give their views on how payment of allowances influenced the work of SMCs, they were in agreement that it would motivate them to perform their work effectively. On the other hand, the non-payment of allowances to the SMC members after attending meetings is a demotivating factor and 50 were in agreement with the view. They mentioned that such allowances would cater for their lunch and transport fares back home. The teachers interviewed summarized that,

Every man eats where he worketh, hence it is unfair to invite these people who sometimes walk long distance to the schools and there is nothing to give them

The SMCs in their response concurred with what was raised and confirmed that, they had given recommendation to government to at least give them some little token of appreciation out of the UPE funds. They felt they had sacrificed a lot, yet no direct benefit like when one attended a meeting organized by the Sub County or NGOs. To them in order for the role of the SMC to be felt in the schools and community, they needed to be facilitated.

They further emphasized that the non-payment of lunch and transport allowances limits their participation in the scheduled school meetings. The issue of voluntarism is not common even among other people in Uganda. It is also difficult to expect SMC members among the pastoralist communities to walk long distances to attend meetings and at the end of it nothing to take home and there is no payment for transport. Some of the members are also faced with high levels of poverty; a member cannot sacrifice his time to attend the meeting.

From the FGD, 30 participants pointed out that it was not the non-payment of allowances that made SMCs less effective; it was mainly their pastoralist and semi-nomadic lifestyle. The members concurred that, seasonal movements by the pastoralist affected their work as members of SMC especially during the dry seasons when they move long distances in search of water and pasture.

4.3.1.4 Poverty of some SMC members

The responses from the Key-informants on the issue of poverty indicated that majority of people in Bokora were poor. The quality of life is characterized by poverty, poor sanitation and hygiene, low school enrollment and high drop out rates in primary school in Bokora. They also pointed out that some were very poor and desperate citing those from neighbouring sub counties of Lopei and Lokopo. Most of the SMC members who are poor do not attend SMC meetings in most cases due to lack of clothing and usually remain isolated from the other members of the community. The SMC members noted:

There are no viable income- generating activities in Bokora when the whole areas, year in, year out, hunger-stricken people are looking at World Food Programme to provide relief food.

When key-informants were asked they responded that the level of economic development in the region is very low compared to the rest of the country. The Karimojong are agro-pastoralists practicing rudimentary rain-fed subsistence crop production and nomadic livestock rearing. The main source of income for most parents in Bokora was sale of livestock, local brew “*kutokuto*”, sorghum, maize, firewood, charcoal and chicken on market day every Thursdays. They also send their children to various towns like Moroto,

Kotido, Katakwi, Mbale and Busia to perform casual work and send income home. Most of the families get money from children begging on the streets of Jinja and Kampala.

The above view is in agreement with the findings of Development Education Consultancy (2006) that carried out an assessment of child protection issues in Karamoja funded by Save the Children in Uganda. In their report they pointed out that because of poverty, children of Karamoja live in a situation of chronic emergency which has made them vulnerable to child trafficking. Their parents live no better life which makes them isolated from community gatherings and function. With such you do not expect adequate participation of such category of people in the SMCs in Bokora.

FGD participants concurred with the view that the level of poverty among the community also inhibited the SMCs from performing their roles effectively. Some of the SMC members did not own cattle not even goats. When it came to, for instance, paying transport cost to and from the school to attend the meetings, they were unable; instead they chose to stay at home. It was clearly pointed out that even for those who owned cattle, they were not in the habit of selling them in order to be able to meet some basic needs and this makes some members of SMC remain vulnerable. Some participants observed that even when they got some money their priority was to buy food and liquor.

The KI further confirmed the poverty status of the people in Bokora. They defined the poor as a state of material deprivation where one lacks the basic necessities of life like food, shelter and clothing. They also confirmed that poverty is evident at family, governmental and societal levels when they referred to Karamoja. This state of hopelessness and helplessness greatly affected the work of SMCs because most members decided to spend more time out of the home and living in isolation.

4.4.1 Physical factors that determine effectiveness of SMCs

Physical factors which include long distance to schools from home/kraal, infrastructural development, security and climatic conditions contribute to the ineffectiveness of the SMCs.

Table 5: Physical factors that determine effectiveness of SMCs

n=90

FACTORS	SA	A	D	SD	Und
Distances to schools	35	30	13	08	04
Infrastructure	32	35	15	08	00
Security/cattle rustling	63	19	07	00	01
Climatic conditions	27	47	10	06	00

Key: n=Total number of respondents

4.4.1.1 Distances to schools

When the KI were asked to give their views how distances to school influences the work of SMCs, they concurred that long distances from home/kraal to some schools hinders active participation of SMCs. This argument is in agreement with the findings from the documentary review of reports and school profiles from District Education Office which indicated that the average distance to schools in Bokora is about 8 km to the Manyatta. It is important to note that from manyatta to the Kraals vary between 70- 80 km. It was a consensus from the members that:

Long distance itself is a bother, and since there is a lot of work for the members to perform either at home or in the kraal, its better to remain behind and not attend SMC meeting.

They pointed out how this impacted on the work of SMCs; they were unable to regularly monitor school programmes and could not solve school problems. Due to long distances the frequency of attending meetings reduced and the transport to school became expensive, hence they could not attend the SMC meetings.

The above view is in line with DHS EdData survey (2001) findings that information about distances to primary school is useful indicator of SMCs access to schools. Members from households far from school in terms of distance may be less likely to participate in meetings and school activities regularly.

4.4.1.2 Infrastructure

When the key-informants were asked to give their views on communication between home and school, they were in agreement that because of poor infrastructure there was poor communication network between the homes/kraals and the schools. This reduced the frequency of meetings of attending SMC meetings and limiting the participation of the SMC members. Most of the information about the meetings was passed through the churches on Sunday and mosque on Friday though majority of those who went to church were girls and women hence men did not get the information easily. Some notices were hanged on trees at the trading centers but high level of illiteracy inhibited many members from reading the information. A few mobile phones have been purchased by some members of the community especially the local councilors at LC III but it is not yet easy to disseminate the information to all the members.

This view concurred with Education Report (2006) findings that, because of the poor infrastructure and communication network especially between the “Manyattas” and the kraals hence even when the education office organizes sensitization meetings not all attend because they have not got the information. In this case we do not expect an effective SMC and yet information is power.

A similar view was advanced by Mbabazi (1994) that the Karimojong are constantly on the move in search of water and pasture for their cattle. The effects of these movements deter a number of SMC members from accessing information and participating in monitoring school activities.

4.4.1.3 Security/cattle rustling

When the KI and FGD members were asked to give their views on security and cattle rustling they concurred that insecurity caused by cattle rustling is one of the factors that affect the participation of SMC members in Bokora County. Other respondents generally noted that Karamoja region is prone to insecurity, which had affected all sectors of development including education. The long distances becomes a security threat to most of the members as one member quoted, *Five years ago one influential member of SMC was shot and killed on his way back from attending SMC meeting.*

His view was consistent with those of other respondents. This has had lasting effect on the people from that village whose children went to that school; they were not willing to be elected on the SMC. Also most of them withdrew their children away from that school and took them back home.

Other respondents generally observed that insecurity in the region had led to devastation of some of the schools like Lokarujak leaving the SMCs with no work to do when such schools are closed. In some cases the insecurity in Bokora due to constant

internal cattle raids puts the male population on a standby situation waiting for any attacks on their cattle hence attending SMC meetings may not become a priority.

This view agrees with Wabwire (1993) findings that, insecurity in Karamoja causes some schools to close for some period of time without children attending school. These findings explained the magnitude of insecurity in Bokora which had destabilized a number of primary schools leaving SMCs ineffectively managing the schools.

4.4.1.5 Climatic conditions

The findings pointed out that, hostile and harsh weather condition with scarce water and unreliable rainfall, frequent famines, prevalence of diseases associated with cattle rustling affects the life of people and limits the participation of SMCs in Bokora. During the rainy seasons, there are seasonal rivers like *Omani man* that are impassable as shown by figure 8 and many people have drowned as a result of trying to cross them. During the dry spell it is extremely hot hence lack of pasture and water makes the people go far a way with the cattle and stop participating in the school activities. The seasonal rivers make the school inaccessible.

Figure 8: Omani man seasonal river in Bokora



From the FGD, participants concurred that the condition in Bokora usually presents it self in two extreme scenarios. During the short period of rainfall, it falls in torrents that becomes very destructive and limits school activities and effectiveness of the SMCs. When it is dry, the men and children move a way from the mayattas in search of pasture and water which in the long run leads to conflict with the neighboring districts. Also the harsh weather affects the work of the SMC and it leads to dropouts of pupils because they migrate from rural to urban centres to provide labor or look for casual work to support their families. Poor harvest leads to food insecurity hence lack of money for scholastic materials.

The study also pointed out that when there are torrential rains, there is over flooding and some of the bridges are washed away. There are already so many seasonal rivers without

bridges, for example, Omani man in Bokora. During the rainy season, the members from one side are unable to cross and go and attend meetings because of such fast flowing rivers. The people believe that such rivers have evil spirits and any attempt to cross then, one will drown. In case there is rainfall, a scheduled SMC meeting will be postponed hence interrupting the management of activities in schools. The members reported that, in 2005, the chairman SMC t drowned in the seasonal river Omaniman as he was going to attend a joint SMC and PTA meeting in his school to mobilize parents to build teachers houses.

The above view is in line with discussions with the FGD on Karamoja that seasonal movements by the pastoralist hinder their participation in SMC activities in schools. He also notes the unreliable rainfall pattern and prolonged drought have forced the Karimojong to practice migratory tendencies.

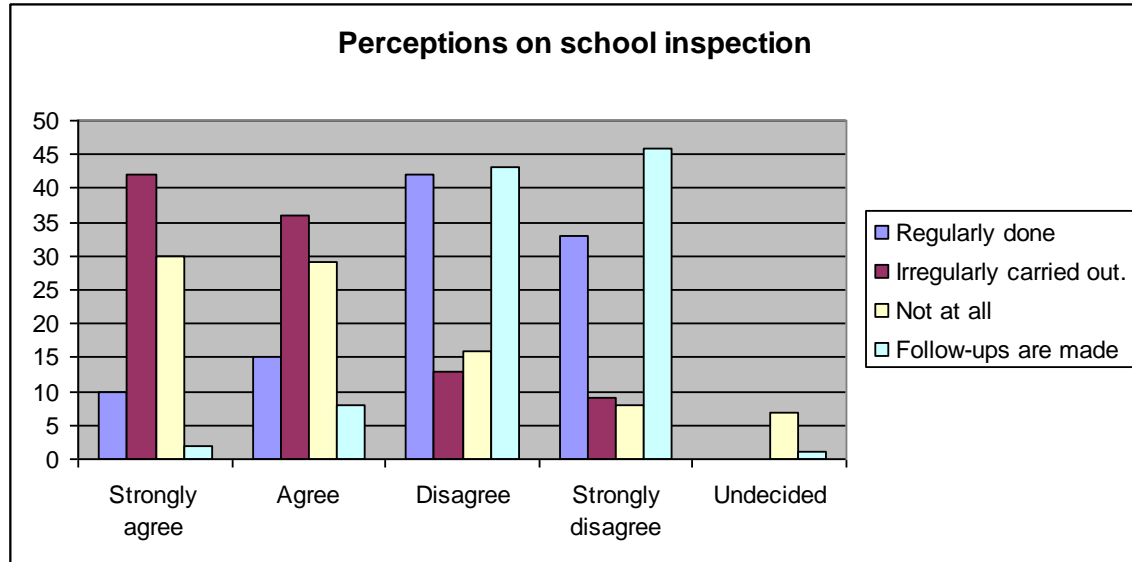
To the researcher, the physical factors limit SMC members' participation because most of them live far away from the school but have their children in boarding school. The SMCs find it difficult to move and go to the school where there is no road network and means of transport apart from walking there in most cases.

4.4.2 Level of effectiveness of SMCs and pupils learning

The level of effectiveness of the SMCs and the pupils learning also depend heavily on the regular school inspection. It is important to note that school inspection which includes support supervision is very vital in primary schools. This is because they provide support supervision and assess whether schools meet the minimum standards that promote quality learning. Figure 9 shows perceptions from various groups;

Figure 9: Perceptions on school inspection

The method of school inspection is short and irregular and sometimes impromptu as if it is a thief catching mission instead of support supervision. Coupled with these the feedback to the schools is inadequate, out of the 10 sampled schools, none had ever received the inspection report. This kind of scenario makes inspection irrelevant and instead is a routine activity as a requirement from Ministry of Education and Sports



The responses from participants generally agreed that school inspection in schools in Bokora was irregular figure 9. This view is in agreement with the findings of Omona (2003), in New Zealand study which described the method of inspection.

The inspectorate has been irregularly visiting the schools to carry out inspections and make appropriate recommendations that could help the school governing body like the SMC become more effective. Consequently, some SMCs have been showing signs of weaknesses and unable to manage the school. This is seen where some head teachers have been mismanaging school funds and no action taken against them. When one inspector of schools was asked to explain the reasons for irregularity, she pointed out the limited funding allocated for inspection and lack of vehicles for inspectorate section. The inspection currently being done was mainly with support from World Food Programme.

What is done currently, is fly in visits and not full inspection that would require an inspector to visit only three schools in a day.

When the Key- informants were asked to give their views on school inspection they concurred that, the current structure of ESA does not extend to the district levels. There is growing concern among many educationists that two parallel inspection structures are in place at different levels to perform the same tasks, given the existing communication and information gap between the centre, regional offices and the district. For instance, inspection of hard to reach districts was carried out in 2003 but upto date the inspection reports have not been sent to the districts, most of the findings have been over taken by events. They concurred that when there is regular monitoring by the SMCs and the school inspectors, it promotes quality learning of the pupils in the schools. They pointed out that ineffectiveness of SMCs and school inspectors affected pupils learning negatively in that: it led to low enrollment and irregular attendance in school, lack of concentration in teaching/learning process by head teachers and teachers leading to reluctance in performance of their duties. They further pointed out mismanagement of instructional materials, UPE funds, corruption and embezzlement, absenteeism of learners and teachers hence poor curriculum/syllabi coverage by teachers. In such schools when the PLE results are released the parents withdrew their children because of poor performance.

One member of SMC lamented,

We have been monitoring activities in the schools and rarely found the signature of any inspector of schools, even a whole year they have not visited some schools in Bokora. We have informed the DEO and waiting to see what he will do. This was a consensus by all the SMC members interviewed.

From the FGD, the participants were in agreement that when the SMCs perform their roles of school management, then it leads to a child friendly environment for pupils learning and improved performance in the school. A child friendly environment included an atmosphere where there was no corporal punishment which promoted children's regular attendance, low drop out, no injury on the pupils, teachers using interactive methodologies of teaching that encourages children to participate. They also pointed out availability of facilities for boys and girls, adequate instructional materials and adequate staff houses and classrooms.

The above is in line with Education Report (2006) findings that there was gradual improvement in the PLE performance in especially Kangole Boys, Longalom and Kapuat. Refer to table 6

Table 6: PLE results 2003-2006

Grades	2003				2004				2005				2006			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Kangole Boys	14	46	1	-	13	41	3	-	4	54	2	-	13	50	1	0
Kalotom	1	23	9	3	0	28	8	2	0	35	14	7	2	53	6	3
Kapat	1	16	9	4	0	27	7	6	0	26	22	3	1	23	13	3
Lorengcora	-	-	-	-	-	-	-	-	0	3	1	6	1	3	2	4
Lotome Boys	0	13	9	6	0	23	12	13	0	26	13	12	0	30	8	17
Longalom	1	18	4	4	0	30	8	17	1	27	15	6	0	28	12	10
Matany	0	11	2	-	-	-	-	-	-	-	-	-	0	2	5	6

Source: Moroto District Education Office.

Table 6 shows the PLE performance in sampled schools over a period of four years. There is gradual improvement in the numbers who obtained division one and two.

When the key informants were asked to give their views on school inspection and pupils learning, they concurred that in order for the pupils to learn well, school inspection should be carried out regularly and no corporal punishment in schools. They believed caning of pupil is an old fashioned way of enforcing discipline and did not act as a corrective measure. To them the best way was to find out why a pupil conducted him/herself in a particular way and provide guidance and counseling. It was for this reason that in 2002 the Ministry of Education and Sports issued a circular banning corporal punishment in schools due to severe injuries that had been caused by teachers on pupils in some schools.

The findings showed the magnitude of the problems and raised questions of who then ensured there was quality learning in the schools in Bokora if school inspection was done irregularly. It was important to note that the quality of any education system depends on the quality of its teacher. All this depended on the regular support schools got from the inspectorate section. When some respondents were asked to mention what they thought affected the performance of the inspectorate, they mentioned lack of accommodation at the county headquarters where they are expected to reside hence they prefer to reside at the district headquarters. Second they were inadequately facilitated in terms of funds, motor cars and motorcycles and this scenario affects also ESA head office.

4.4.5 Possible strategies that can enhance performance of SMCs

From the data, FGD and KII participants suggested a number of ways in which SMCs in pastoral communities could be strengthened to effectively manage primary schools in Bokora County. The following suggestions were made;

- Regular SMC meetings as scheduled according to the guidelines and when need arose in school.
- Training/induction of the new SMC members and then holding seminars and workshops at least twice a year to review their performance and update them on the SMC guidelines.
- Provision/distribution of school hand books/guidelines to all SMC members those translated into the local language- Ngakarimojong.
- Regular mobilization and sensitization meetings for parents in order to lobby support for educational activities .The PTA is a voluntary organization that supports the SMC through school construction, mobilizing children to go school, meeting the cost of scholastic materials and other school development.
- Exchange/learning/exposure/visits to other district to enable them identify best practices, lessons learnt to replicate them in their areas of management. This could also be done at inter county and inter-district level.
- Gender sensitivity in electing SMC members should always be adhered to because in most cases women are always available and do not go to the kraals.
- SMC members be paid lunch and transport allowances whenever they attend meetings. SMC members be given bicycles to help in routine monitoring of the schools and village phones for easy communication.

- Some loans for income generating activities (IGA) should be extended to SMCs so that they can support projects in the school.
- The pastoralists in Bokora needed to reduce the number of cattle and be resettled in ranches in order to improve the quality of their livestock

These suggestions are crucial but may not be implemented if there is no multi-sectoral approach to these strategies. The Education Department needs to work closely with Community Development Office to encourage most of the SMCs who are illiterate to join and attend Functional Adult Literacy (FAL) classes. Some of the SMCs can attend ABEK sessions which are conducted in the learning centres within the manyatta.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS.

5.0 Introduction

This chapter presents an overview of the nature of this research and key issues that came out of the research. It gives the conclusions and recommendations derived from the findings of the study.

This study assessed the effectiveness of SMCs in pastoral communities in Moroto District, a case study of Bokora County. In particular, the study assessed the extent of effectiveness of SMCs in executing their mandated duties and responsibilities, explored the factors that determined the performance of SMC, the effects of level of effectiveness of SMCs on pupils learning in primary schools and possible strategies for enhancing the performance of SMC.

5.1 Conclusions

The conclusion is based on the four objectives that the study set out to find as earlier indicated. Arising from the findings a number of conclusions were drawn as follows according to the objectives:

5.1.1 Extent of effectiveness of SMCS in executing their mandated duties and responsibilities.

The findings of the study revealed that to some extent the SMCs knew their mandated roles summarized into administrative, consultative and supervisory. The study pointed out the roles regularly performed by the SMCs as approval of UPE workplans and

budgets, monitoring and supervision of schools and awareness raising on the value of education through meetings and dialogues with the community. It was discovered that the extent of their effectiveness left a lot to be desired. Most of the SMCs have neglected participating and ensuring schools have mission statements and objectives, holding regular SMC meetings and handling staff and pupils disciplinary matters. In the schools close to trading centres, there were completed projects like staff houses, fence around the school whereas in some rural schools there was little evidence that the SMCs were performing their work effectively. This was reflected by lack of staff houses in such schools, low enrollment and continuous absenteeism of pupils and teachers.

The study showed that the decentralization of responsibilities for the management of primary schools was meant to improve effectiveness in primary schools. According to the respondents some SMCs were trained and knew their roles but others were not trained, especially, the newly appointed ones. UNESCO (2004) points out that the Education Policy guidelines should emphasise improving management and governance since the development of quality education must be supported by effective management at all levels. Some participants confirmed that some of the primary schools did not hold regular meetings. This was verified from DEO's office which lacked minutes of SMC meetings of those schools.

The study revealed that having a school mission was a requirement under the TDMS and Minimum Standards of the Ministry of Education and Sports. A record in DEO's office confirmed that at least 20 primary schools had mission statement except 10 which were

recently opened as community schools. The findings showed that there was no specific link between the school mission, objectives and workplans when the SMCs were interviewed. In some cases even the mission statement was not known since it was inscribed on the wall in English and most of the SMCs were illiterate. The teachers and head teachers easily explained the link suggesting that may be they were involved in the formulation other than the SMCs.

5.2 Factors that determine the performance of SMC

The findings looked at socio-cultural, physical and economic factors and found out that they determine the performance of the SMCs to a greater extent.

5.2.1 Socio-Cultural Factors

The findings of the study revealed that the societal context within which people are born, raised, initiated and live strongly influenced their perceptions about life generally. The respondents pointed out that the level of parent participation and attitudes towards school activities is important for schools to be successful. However the study found out a general negative attitude of some parents towards education, giving more attention to cattle rearing. This attitude makes it difficult to ensure effective participation in the SMCs and then mobilizing the parents to support school activities. The role of SMCs in schools alone may not be adequate alternative to reverse this trend of thinking in Bokora.

The findings also revealed that, the cultural beliefs and traditions in Bokora have created a bias in most people not to promote women participation in SMCs. When it came to

selection of a gender balanced SMC, culturally, decision making was for the men, so even some women elected did not feel free to participate in the discussions during SMC meetings. However the female respondents interviewed disagreed with the above view, pointing out that the meetings were planned by men who suggested the time when many women were unable to participate.

The study also demonstrated that parental education counted a lot in the choice of whether to participate in SMCs or not. Educated parents were open to other kinds of influences other than tradition. They were also knowledgeable about the education system and what it required from the parents and community. The majority of SMC members were illiterate and severely disadvantaged in effectively participating in the management of schools. When it came to reading minutes of meetings, workplans and budgets for approval and other relevant documents in school they needed an interpreter. In such a situation where majority were illiterate, the good intention of government to have parents manage the schools may not be understood and appreciated.

5.2.2 Economic Factors

The study revealed that the main economic activity in Bokora was cattle rearing which took most of the time of the people. To them, the Karimojong way of life rotated around the cow. According to them, cattle seemed to be the only reliable means of livelihood in Bokora. Cattle rearing affected the work of the SMCs even when they sensitized the parents to take their children to school, parents' priorities between herding and school. The boys are sent to the kraals and the girls kept at home in order to bring high bride

price during marriage. They pointed out that lack of water and pasture made them mobile and went away to the kraals.

The study also demonstrated that the level of economic development in the region is very low compared to the rest of the country. The quality of life is characterized by poverty, poor sanitation and hygiene, low school enrollment and high dropouts in primary schools. Since being a member of the SMC was voluntary, the schools did not offer any incentives like allowances, it led to irregularity in attending the meetings. The non payment of allowances after meetings had demotivated most members .They needed to be paid allowances out of UPE funds and yet the UPE guidelines did not cater for that.

The study revealed that for the pastoralist to participate effectively in management of the schools they should be involved in a more participatory way. This view was consistent with the findings of the study conducted by Development Education Consultancy in Uganda (2006) ,on ABEK as a success story, a non-formal, flexible approach to provision of basic education to the children of pastoralists, where their way of life was entirely dependent on the cattle. The community members participated effectively in the village ABEK committees more than the SMCs in formal school.

5.2.3 Physical factors that determines effectiveness of SMCs

The study revealed that physical factors like long distances from home to school and poor infrastructure reduces the frequency of the SMC members attending scheduled meetings.

It also pointed out poor communication between the manyattas and kraals, the harsh climatic condition also limited participation of SMC.

Another revelation was that, insecurity manifested through internal raids and cattle rustling are a major factor which kept the male population on standby situation waiting for any attacks to defend their cattle, hence attending SMC meetings did not become a priority. The pastoralists were very good in passing information even if communication network was poor, but the major hindrance was to provide security. Cattle rearing were associated with insecurity and required the members to be on surveillance. It was also associated with cattle rustling and destabilizing of the communities which had been made worse by the disarmament exercise where people have lost lives and property.

The study also revealed that due to water scarcity both cattle and people have to move long distances in search of water and settle in kraals. At the kraals apart from grazing, they occasionally joined cattle rustlers to attack neighboring districts and communities

5.2.4 The level of effectiveness of the SMCs affects pupils' learning

The study revealed that when SMCs are effective in managing the schools then quality learning of the pupils will be promoted. However it noted that regular school inspection is a prerequisite for better performance of the pupils. According to the basic requirement and minimum standards, school inspection is an educational quality control measure of performance and achievement for effective teaching and learning.

The research also revealed that pupils' learning was influenced by the effectiveness of the SMCs in the school. An effective SMC monitors and ensures that the school learning environment is friendly in terms of adequate facilities, teachers, instructional materials, cooperative parents, no corporal punishment and willing children to learn. This was termed as a child friendly school which gives pupils conducive environment to learn.

The study revealed that some parents believed that the only way of disciplining a child was through canning and yet there are other alternative disciplinary measures that needed to be explored. Guidance and counseling need to be re-emphasized and the community support system of counselors be introduced to create awareness among communities that children's rights should be respected and promoted. Parents should also be aware that unfriendly schools lead to drop out and constant absenteeism by the pupils.

5.2 Recommendations.

This study found out pertinent issues about factors that determine effectiveness of SMCs in pastoral communities in Bokora County whose main economic activity is cattle rearing. Considering also the suggestions from respondents, a number of recommendations have been put forward, some are policy matters to enhance the work of the SMCs as described below:

1. Ministry of Education and Sports should fund capacity building plans of the District Education departments for the SMCs to improve on the quality of their performance. This should be done by having a well stipulated capacity building plan which is funded. This will include training and re-training of the SMCs on

- their mandated roles and responsibilities and also facilitating them in terms of lunch and transport allowances.
2. Government and NGOs should support continuous sensitization and mobilization of all the stakeholders on the value of formal education in Karamoja. Parents' negative attitudes requires massive sensitization and community dialogue programmes which will make them embrace education and participate effectively in SMCs and other school programmes. It is believed it is only education that can replace the gun to bring transformation in Karamoja.
 3. There is need to strengthen the Community Development Office (CDO) in the districts through material production, training of FAL instructors and funding the programme. This would revive and strengthen Functional Adult Literacy (FAL) classes among the community in Karamoja to increase the literacy rates. Most of the adults would be encouraged to attend those classes within their vicinity.
 4. The SMC guidelines should be translated into ngakarimojong specifically and then other local languages for ease of accessing the information. Copies should be distributed to ensure it reaches each member.
 5. The central and local government should consider formulating laws, ordinances and bye laws for compulsory and free primary education for children from pastoral communities and other hard to reach communities. This will further

- enhance the work of the school managers in that at the end of it all, children would have had access to basic education.
6. Government should speed up the pacification of Karamoja by supporting the implementation of Karamoja Integrated Disarmament and Development Programme (KIDDP). Specifically the disarmament programme should be intensified and carried out uniformly to ensure all the small arms are removed. The government should ensure it provides security to protect the people and their property from external attacks from the neighboring communities of Turkana, Pokot and Toposa. It should also be done in an integrated manner incorporating the development aspect such that those who are disarmed are engaged in income generating activities. Programmes that will transform the minds of the disarmed people be designed and implemented concurrently with the physical disarmament. This will enable SMCs to actively participate when insecurity is dealt with.
 7. Government should come up with a policy that provides for affirmative action to specifically address the problems of under-development in Karamoja; and alleviate the problems of the already disadvantaged pastoral communities. Karamoja as a region is very different from the rest of Uganda, as clearly reflected by the low social indicators and economic statistics (UNDP, 1999)
 8. In addition, central and local government should in consultation with community come up with strategies to provide adequate water for people, cattle and irrigation

scheme in Karamoja at specified points. This can be done through provision of valley dams in strategic locations of the cattle corridors. Water harvesting especially during the short periods of rainfall is a possibility that can be explored to be used during the dry spell. This will limit the mobile lifestyle of the community, reduce conflict with neighboring districts and promote active participation in school management. The lessons learnt from the resettlement of the Bahima in Ankole could be replicated in this region.

9. Also there is need to support national and international exchange/learning/exposure visits of some members of the SMCs. This could be carried out in areas where there are pastoral communities for instance the Samburu in Northern Kenya and Masai in Tanzania. At international level Nepal would be a country to be visited because the SMCs are highly empowered and the Ministry of Education has even entrusted them to receive money and pay salaries for teachers in community schools. This will enable them identify best practices which could be modified and replicated in their own areas of management.

10. Cultural practices and beliefs that lower the dignity of women and girls like the high bride price should be de-campaigned through community dialogue meetings if women participation in SMCs is to become a reality. Interventions that directly address gender sensitivity and mainstreaming in the local government plans and policies need to be developed and implemented. In addition resources should be

committed in ensuring that gender sensitive plans and policies are implemented especially in communities that have strong socio-cultural way of life.

5.5 Areas for further research.

It is recommended that a more detailed research should be carried out on the following:

- Comparative study of effectiveness of SMC in pastoral and sedentary communities.
- The influence of poverty and wealth on the selection of SMC members.
- Pastoralism as a way of life in Karamoja and a source of insecurity.

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Strategies and analysis for growth and progress

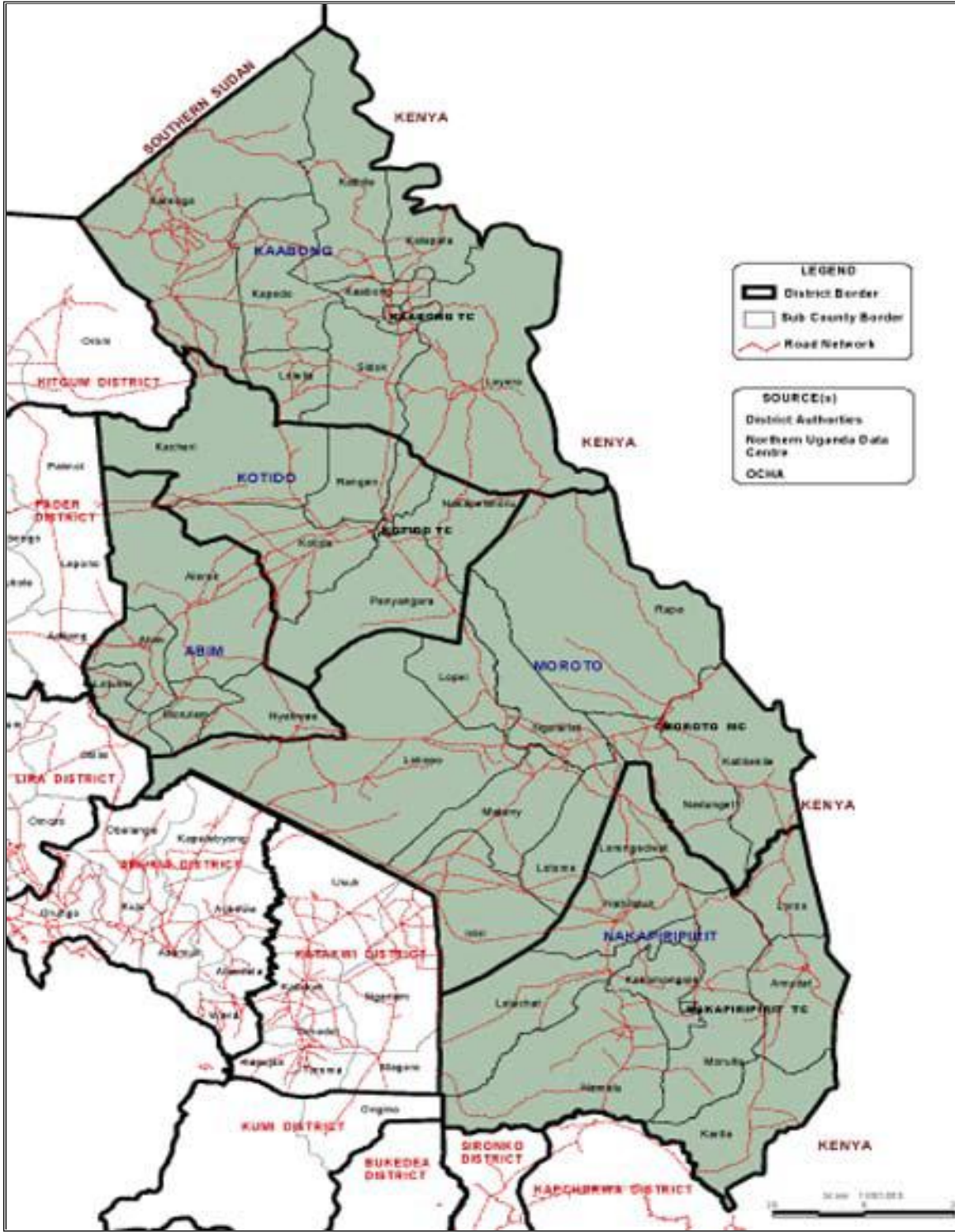
<http://www.ibe.unesco.org/policy/ice-pdfs/r42.pdf>

School inspection

<http://sashschoolboards.ca/research/governance/99-01htm>

Strengthening School Governance

Appendix 1
 MAP OF KARAMOJA



a)

Appendix 2

**QUESTIONNAIRE FOR DISTRICT/MUNICIPAL EDUCATION OFFICER,
DISTRICT/MUNICIPAL INSPECTOR OF SCHOOLS, SENIOR EDUCATION
OFFICER, INSPECTOR I/C BOKORA, HEADTEACHERS, CHAIRPERSONS
SMCS & SCAOs.**

Dear Respondent,

This questionnaire is part of a study on Assessment of the effectiveness of SMCs in pastoral communities in Bokora County and is purely for academic purposes. You are requested to give your opinion on the various aspects of SMCs in primary schools by ticking, filling blank spaces & circling the number which corresponds to the response which best represents your perception, attitude or feeling about the extent to which you agree or disagree. Please fill in all responses since all these will be kept confidential.

SECTION A

Background Information

Please answer the following questions by filling the blank spaces below.

1. Name (Optional).....
2. Sex:

Male	<input type="checkbox"/>
Female	<input type="checkbox"/>
3. What is you current designation?
.....
- 4(a) What is the name of your school/Department/sub county (where applicable)?
.....
- (b) What is its grade (where applicable).....
- (c) Is it government aided or community school?.....
5. (a) What is your highest academic qualification?
.....
- (b) Mention any other qualifications
.....
.....
.....

SECTION B

Tick or fill in the blank spaces

1. Are there policy guidelines that determine the selection and appointment of SMCs in Primary schools?

a) Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
--------	--------------------------	----	--------------------------
- b) If yes name it

b)

2. (a) How many members form SMC?

.....
(b) How are they selected /elected?

.....
.....

3. How many women are in the current SMCs in primary schools in Bokora/your school?

.....

4. How do the education officials/Head teachers ensure women representation on committees?

.....
.....

5. Mention specific roles of SMCs in primary schools

(a).....

(b).....

(c).....

6. How many SMC meetings are mandatory held in a year i.e. 3 school terms?

.....
.....

7. How do SMCs ensure they perform their roles in schools effectively?

a)

b)

c)

8. Are there sub-committees of SMCs in primary schools?

(a)

Yes

No

(b) If yes, what do they do?

i).....

ii).....

iii).....

iv).....

9 (a) How many primary schools in Bokora County have school mission statement?

.....
.....

(b) If all have, explain why it is important for a school to have a mission.....

.....
.....
.....

(c) If some do not have explain why,

.....
.....
.....

(d) How is a school mission formulated, who is involved and why?

.....
.....

(e) What is the role of SMC in mission formulation?

.....
.....
.....

10(a) How many schools in Bokora have work plans.....

(b) If all explain why.....

.....
.....

(c) If not all, explain.....

.....
.....

(d) Where are the work plans kept in primary schools?

.....
.....

(e) What is the role of SMC in making of work plans?

.....
.....
.....

11. Mention different types of records kept in primary schools

a)

b)

c)

d)

12. What are the characteristics of an effective school management committee?

a)

b)

c)

13. Mention the factors that make the SMCs perform their duties and responsibilities effectively

- a)
- b)
- c)
- d)

14. How does ineffectiveness of SMCs affect the pupil learning in primary schools?

- a)
- b)
- c)

SECTION C

The statements have 5 possible responses. You are requested to circle only one response for each statement. The response is:

- 1. Strongly agree
- 2. Agree
- 3. Disagree
- 4. Strongly disagree
- 5. Undecided

Policy guidelines

1. SMCs hold regular meetings.

1 2 3 4 5

2. SMCs handle disciplinary matters in schools

1 2 3 4 5

3. SMCs ensure transparency in utilization of UPE funds.

1 2 3 4 5

4. SMCs managed school resources effectively.

1 2 3 4 5

5. When SMCs are involved in school many children are enrolled and high attendance.

1 2 3 4 5

6. When SMCs are effective then you also get an effective & efficient school.

1 2 3 4 5

7. SMCs provide guidance & counseling to both teaching & non-teaching staff.

1 2 3 4 5

Socio-cultural & Economic factors

1. SMCs mobilize parents to construct classrooms and staff houses in the school

1 2 3 4 5

2. Most SMC members in Bokora do not attend SMC meetings because they in the Kraals

1 2 3 4 5

3. SMC members are not motivated to perform their roles due to non-payment of allowances.

1 2 3 4 5

4. Cattle rearing is a constraint in SMC's work in schools.

1 2 3 4 5

5. Most SMC members in primary schools in Bokora are illiterate.

1 2 3 4 5

6. Most SMC members are unable to meet transport costs to go and attend meetings

1 2 3 4 5

7. Most SMC members who are poor do not attend SMC meetings in most cases lack clothing.

1 2 3 4 5

Physical Factors

1. Long distances to some schools prevent SMC members from attending meetings and managing the school.

1 2 3 4 5

2. Whenever there are meetings all members attend.

1 2 3 4 5

3. Teachers' absenteeism due to long distance to school is reduced when there is strong SMC in place.

1 2 3 4 5

4. Poor communication between the homes (manyattas) and schools limit participation of the SMC members.

1 2 3 4 5

5. Cattle rustling/internal raids affect the work of SMCs in primary schools in Bokora

1 2 3 4 5

f)

6. Inaccessibility of some schools hinders participation of SMCs.

1 2 3 4 5

7. Hostile & harsh weather conditions limit the participation of SMCs in primary schools in Bokora.

1 2 3 4 5

Selection & training of gender balanced SMCs.

1. Once SMC members are selected they are inducted and trained on their roles

1 2 3 4 5

2. In every SMC women form a third.

1 2 3 4 5

3. Schools have separate latrines for both boys & girls

1 2 3 4 5

4. Women do not feel free to participate in discussions during SMC meetings.

1 2 3 4 5

5. SMCs in Bokora are dominated by the men

1 2 3 4 5

6. Girls' enrollment in primary schools in Bokora is 50% and boys also 50%.

1 2 3 4 5

7. Decision –making among pastoralists is for men hence women are not selected to SMCs.

1 2 3 4 5

Regular school Inspection

1. School inspection is vital in primary schools

1 2 3 4 5

2. Primary schools in Bokora County are inspected irregularly once a year

1 2 3 4 5

3. Fly in visits are common in primary schools in Bokora

1 2 3 4 5

4. Head teachers manipulate the illiterate SMC Chairpersons.

1 2 3 4 5

5. There is no corporal punishment in primary schools since MOES abolished it

1 2 3 4 5

6. There is teaching/learning in schools with strong SMCs

1 2 3 4 5

7. Schools with effective SMCs perform well in PLE.

1 2 3 4 5

SECTION D

1. Suggest ways in which SMCs in pastoral communities can be strengthened to effectively manage primary schools in Bokora.

- a)
- b)
- c)
- d)
- e)
- f)

Thank you for your time and ideas.

Appendix 3
QUESTIONNAIRE FOR INTERNATIONAL, NATIONAL, LOCAL NGOS & GOVERNMENT AGENCIES THAT SUPPORT EDUCATION SECTOR IN MOROTO DISTRICT.

Dear Respondent,

This questionnaire is part of a study on assessment of the effectiveness of School Management Committees (SMC) in pastoral communities in Bokora County and is purely for academic purposes. You are requested to give your opinion on the various aspects of SMCs in primary schools without any reservation and all responses will be kept confidential

SECTION A
Background Information

Please answer the following questions by ticking in the appropriate box or filling the blank spaces as the case may be.

1. Name (Optional).....
2. Sex:
Male
Female
3. What is you current designation?
.....
- 4.(a) what is the name of your organization?
.....
(b) How long has your organization supported Education in Moroto district.....

SECTION B

5. What are the roles of school management committees in Primary schools?
 - a)
 - b)
 - c)
6. Mention what specific support your organization gives to primary schools in Bokora;
 - a)
 - b)
 - c)

c)

6. In your view what are some of the factors that influence effectiveness of school management committees;

a)

b)

c)

7. How can school management committee work in primary schools be enhanced?

a)

b)

c)

8. As an organization, mention specific ways in which you have tried to enhance the performance of SMCs in primary schools in Bokora.

a)

b)

c)

d)

Thank you for your ideas and time.

Please after filling kindly get it back in the envelop provided to

Rosemary Oyollo
C/o Education Department,
P.O Box 4
Moroto

Appendix 4
FGD/INTERVIEW GUIDE FOR, PARENTS, OPINION LEADERS & TEACHERS.

- 1) What are the roles of school management committees in primary schools in Bokora?
- 2) To what extent have the SMCs performed their role in relation to the objectives of their establishment?
- 3) How are members appointed to the SMCs?
- 4) Are there guidelines for the selection of SMCs?
- 5) If so, who ensures such guidelines are adhered to?
- 6) What consideration is made to have the women on the committees?
- 7) How many times in a year do SMCs hold meetings?
- 8) In what ways can one tell that SMCs are doing their work well in primary schools?
- 9) In what ways do SMCs influence parents to participate in school activities?
- 10) Mention the school activities they do?
- 11) In what ways does the economic activity of cattle rearing in Bokora affect the performance of the SMCs?
- 12) Comment on the facilities in primary schools?
- 13) A CFS is one that does not encourage corporal punishment, do you agree?
- 14) Why is it good for a school to have objectives?
- 15) What kind of records do you find in primary schools?
- 16) What role does SMC play in the UPE programme?
- 17) In what ways are the parents important stakeholders in the management of primary school?
- 18) Suggest ways in which the roles of SMC can be improved?
- 19) How many have their children in the primary schools where they are SMC members?
- 20) How does long distance from schools hinder the work of SMCs in primary schools in Bokora?

Thank you for your ideas and time
END

Appendix 5

KEY INFORMANT INTERVIEW GUIDE FOR SMCs, HEADTEACHERS & EDUCATION OFFICIALS

- 1) How are members appointed to the SMCs?
- 2) Are there guidelines for the selection of SMCs?
 - a) If so, who ensures such guidelines are adhered to?
- 3) What are the roles of SMCs in primary schools in Bokora?
- 4) To what extent have the SMCs performed their role in relation to the objectives of their establishment?
- 5) What consideration is made to have the women on the committees?
- 6) How many times in a year do SMCs hold meetings?
- 7) In what ways can one tell that SMCs are doing their work well in primary schools?
- 8) In what ways do SMCs influence parents to participate in school activities?
- 9) Mention the school activities they do?
- 10) In what ways does the economic activity of cattle rearing in Bokora affect the performance of the SMCs?
- 11) How do SMCs ensure there are adequate facilities in primary schools?
- 12) In what ways can a school be made friendly to the pupils to reduce drop outs?
- 13) Why is it good for a school to have objectives?
- 14) What kind of records do you find in primary schools?
- 15) What role does SMC play in the UPE programme?
- 16) In what ways are the parents important stakeholders in the management of primary school?
- 17) Suggest ways in which the roles of SMC can be improved?
- 18) How many have their children in the primary schools where they are SMC members?
- 19) How does long distance from schools hinder the work of SMCs in primary schools in Bokora?
- 20) What is the role of SMC in making work plans`?
- 21) How does illiteracy affect the work of SMCs?
- 22) How is the discipline of teachers and pupils handled by the SMC in primary schools?

Thank you for your ideas and time
END