

**IMPROVING THE MANAGEMENT OF
SEXUAL MATURATION AT PRIMARY SCHOOLS:
INFORMATION NEEDS FROM THE PERSPECTIVE OF
UGANDAN SCHOOL CHILDREN**

A Research Proposal

**Makerere Institute of Social Research
Makerere University
P.O. Box 16022
Kampala, Uganda
Telephone: 25641-55482/532830
Fax: 25641-532821
Email: misrlib@imul.com**

**Research Team:
Dr. Deborah Kasente
Dr. Nakanyike B. Musisi
Dr. Arsene Balihuta
Mr. Wilson Asiimwe**

**Funded by:
Rockefeller Foundation**

June 14, 2002

1. Background.

A series of studies¹ conducted in Kenya, Uganda and Zimbabwe between 2000 - 2001 about management of puberty in Primary Schools all came to the same and poignant conclusion namely: *the current management of sexual maturation within the primary education system is systematically failing to meet the needs of all children, but especially of girls.* Specifically, the education system was found to be failing children at three levels by omitting to provide the following:

- Accessible and accurate knowledge and information about the process of sexual maturation;
- Essential facilities to ensure that children, especially girls, are not excluded from full participation in the system because of their maturing bodies;
- An adequate and appropriate value system through which children can be guided into safe and healthy adulthood.

Most importantly, the studies also documented the way in which the poor management of the process of sexual maturation had a detrimental and injurious impact on children's acquisition of basic learning competencies. This occurred in a variety of different ways ranging from causing children difficulties in concentration while in class; to experiencing a hostile classroom environment as a result of teasing; and most seriously, absenteeism or even dropping out of school altogether, particularly on the part of girls experiencing menstruation without adequate preparation or facilities.

As a follow up to the exploratory studies in August 2001 Makerere University, supported by the Rockefeller Foundation, organized a series of half-day workshops to discuss the research findings. The workshops brought together key players in the Ministries of Finance, Ministry of Education and Sports, entrepreneurs, officials from FAWE Uganda Chapter, teacher trainers, curriculum developers and academicians from Makerere University and Institute of Teacher Education Kyambogo. The purpose of the workshops was to facilitate a dialogue on ways in which the private and public sectors could work together to address the major concerns identified by the exploratory research process. One of the key recommendations arising from these workshops was that attention should be paid to the development of instructional materials on the process of sexual maturation for use in teacher education institutions and primary schools.

It is against this a background that a three country (Uganda, Kenya and Zimbabwe) action research project that aims at developing and monitoring materials and approaches for the management of sexual maturation at primary school level is being proposed. In Uganda, a research team at Kyambogo University, in partnership with Nakaseke Core Primary Teacher Training College, is exploring ways in which this recommendation can be realised in Uganda. Initially, the research project will focus on identifying key stakeholders with whom to discuss what information should be provided to young children (and at what age) about the process of sexual maturation.

It is proposed that a complementary research project be run alongside the Kyambogo research programme. The purpose of this research project is to capture older students' voices as they reflect back on their primary school experiences and the way in which the process of sexual

¹ See Reports by Japeth Mati, Maryrose Kariuki and Olive Mugenda (Kenya); Christine Kisamba-Mugerwa, Anne Katahoire and Lynn Atuyambe (Uganda) and Faith Samkange, Kebokile Dengu-Zvobgo and Makoni Fungai (Zimbabwe)

maturation was both taught and managed. Particular attention will be paid to exploring with key informants, what information they think needs that to be given to primary school children, at what age, and in what form. These informants will not only be older school students drawn from a range of secondary schools, but will also include university students (drawn from the Education and Medical faculties), female doctors and nurses, and practicing teachers with responsibility for teaching about and managing the process of sexual maturation at high schools.

The proposed complementary research programme is to be conducted by a team of senior researchers based at the Makerere Institute of Social Research (MISR). The findings from the study will be systematically passed on to the research team at Kyambogo in order to assist them in their goal of identifying what information should be included in any instructional materials developed for use in the primary education sector. We have also made provision for the principal investigators of the Kyambogo study to be actively involved in the design and review of the MISR study. Similarly, the research team at MISR will be continuously updated about the research at Kyambogo University.

2. The Problem.

This research proposal is emerging from the standpoint of the following four key issues:

First, Primary School children (boys and girls) require accessible and accurate knowledge and information about sexual maturation and how to deal with it without compromising their schooling. Second, the lack of appropriate information and approaches to manage sexual maturation impacts negatively on children both socially and academically but more so on girls. Third, sexual maturation is a sensitive topic and requires careful handling in order to bring on board all actors concerned both within and outside school. And lastly, the culture of silence in managing sexual maturation in primary schools reflects similar practices in the wider society. Breaking the culture of silence requires actions that involve the wider society.

The culture of silence which leads to something natural becoming shameful, combined with poor public policy and institutional mismanagement of the challenges of puberty among school children is breeding a unfortunate situation which conceals the school children's needs and intimidates them from expressing these needs openly as natural. In the final analysis, these hidden and unrecognized needs have seriously eroded the quality of education and are affecting the children's acquisition of basic learning competencies.

We believe that working with children in order to understand their experiences of how issues related to the teaching and management of the process of sexual maturation were dealt with at primary school, and the impact this has on their full participation and achievement at school, will provide invaluable insights into how to improve the current situation. However, such a project poses a multitude of serious methodological challenges. These challenges hinge around the complexity and sensitivity of the subject matter which when combined breed and re-enforce the culture of silence. A related methodological challenge is around the extraction of personal and often cherished information from the older girls, boys and the broader community.

Given these concerns rather than working with children in primary school, we believe that it would be most valuable to speak to students in senior school, both boys and girls, as they will have the advantage of distance and hence perspective on that period in their lives, while still being able to easily recall their experiences from primary school. Slightly older students will be better able to reflect and consider the impact that their experiences had on their participation at school as they will be more able to express (less embarrassed and more articulate) their feelings and reflections than younger children.

Further, we believe that additional valuable information could be gained from exploring these issues with students drawn from Makerere University. University students, particularly those training to be teachers, doctors and nurses, could provide some very useful ideas and insights into this area of work. We intend to work very closely with a small group of senior students from the Education Faculty at the university – using them as research assistants. As part of the training programme we will capture their experiences and ideas as part of the data collection for the project. In addition, we have made provision for discussions to be held with medical students (who will be very comfortable talking through these issues) and may have some more informed ideas about what kind of information needs to be passed on about the physical side of the process of sexual maturation.

Finally, we have also made provision for gathering the views and ideas of professionals working in this field. To this end, we intend to work with a small self-selected group of female doctors and nurses (based at the main teaching hospital) and to have focus discussion groups with teachers, especially those with responsibility for either teaching or providing guidance to both girls and boys about various aspects of the process of sexual maturation.

3 Research Approach

We are proposing to undertake a qualitative research study, which will last a year, beginning in September 2002. The project will be based at Makerere Institute of Social Research (MISR), under the leadership of Dr Deborah Kasente.

The main objective of the study will be to work with small groups of secondary school pupils from selected schools, asking them to reflect on their experiences of how issues related to the teaching and management of the process of sexual maturation were dealt with at primary school, and the impact this has on their full participation and achievement at school. In addition the views of older university students, as well as professionals (doctors, nurses and teachers) working in this area will be solicited.

The overall purpose of the study is to contribute towards improving societal knowledge and teachers' skills in the management and teaching about the process of sexual maturation in order to encourage a supportive curriculum and environment at primary school, so as to enhance children's retention in school and attainment of basic learning competencies.

3.1 Study Design

The main challenge in designing the study has been to facilitate a process by which older boys and girls will open up to discuss and reflect with the researchers on their experiences in dealing with the processes and challenges of growing up and maturing into men and women. The guiding research questions for these discussions are as follows:

- How did you learn about the process of growing up and changes taking place in your body? Who gave you this information? When?
- What did you learn about the process of growing up in primary school? When did you learn it?
- What information would you have liked to receive about the process of growing up and managing the changes taking place in your body? When would you have liked to get this information? From whom? How?
- Did you experience any problems at primary school related to the process of growing up and your changing body? What kinds of problems? How did you deal with them? Was your participation and progress at school affected in any way?
- What do you think young children should be taught about the process of growing up at primary school?

The interviews with older participants (both university students and professionals) will be based around these issues as well, paying particular attention to ideas about what young children should be taught (and how, and at what age) while at primary school. These will take the form of focus discussion groups with self-selected participants.

The study will commence with a literature review from which, research instruments will be designed and pre-tested in one School. From the pre-test results, amendments will be made to the final instrument that will be administered to three schools. Pupils for the study will be selected from both the more socially liberal mixed school environment of Kampala and the more conservative rural single sex schools preferably in the Eastern and Western regions of the country. Fieldwork tapes and notes will be transcribed before the write-up workshop. In the write-up workshop, an analysis of all the collected data into a coherent narrative account to inform the process of production of appropriate approaches and materials will be done.

3.2 Selection of Schools

The selection of schools will be guided by the following contrasts:

- Urban and rural
- Single sex and mixed schools
- Day and boarding schools
- Heterogeneous and homogenous cultural background
- Religious (ideological) diversity

One school will be selected from Kampala district and two other schools from the Eastern and Western Uganda. The school selected from Kampala district will be a mixed day school. It will represent a heterogeneous society, since Kampala district has a wide range of people with different cultural backgrounds. The school will also be government aided and not religiously founded. The two rural schools that will be selected will be single sex schools where one will be a girl's school and the other a boy's school. These schools will be boarding schools as well as religious founded.

3.3 Selection of Medical personnel and students

The Education Faculty students (both men and women) will be drawn from those students who apply to be research assistants on the project. Part of their training will involve collecting useable data for the project. Medical students and professional staff will be selected from the National referral hospital, Mulago. We will advertise for paid volunteers in order to ensure that we have people participating who are interested in the project. The researchers will make use of the personnel office and the Deputy director of Mulago hospital who is charge of research, to identify appropriate female nurses and doctors in order to let them know about the project. Identification of female medical students will be done through the Makerere University Medical School. They will be in their forth-academic year.

3.4 Methods of Data Collection

The research team has chosen to use three qualitative methods in the collection of data namely: i) Individual In-Depth Interviews (IDIs), ii) Focus Group Discussions (FGDs) and use of Visualization in Participatory Programs (VIPPP). A summary of research procedures for each of the three is described below:

3.4.1 *Individual In-depth Interviews*

Guided by an open-ended questionnaire, individual in-depth interviews will be conducted with selected students from Senior I to Senior VI. The interviewers will be drawn from the Faculty of Education, Makerere University. Female Research Assistants will handle female respondents and vice versa. The interviews will mainly focus on the type and content of information adolescents received, from whom, when and what they would have wanted to get while they were in their early stages of adolescence. The interviews will also probe into how they managed and continue to cope with their body changes.

3.4.2 *Focus Group Discussions*

Focus Group Discussions (FGDs) will be conducted with undergraduate students from Makerere University School of Education, female medical students from Makerere University Medical School, secondary school students from selected schools, female doctors with knowledge about the health problems of young women, knowledgeable nurses on issues of sexual maturation among young women, and senior men and women teachers teaching relevant subjects like biology, health education and others. All the FGDs will be segregated by gender in order to facilitate discussion. To ensure that older students do not dominate proceedings, the FGDs in selected secondary schools will also be divided by level: Senior I and II students will be combined in one group; while students drawn from Senior III and IV will be in another group.

In all the FGDs female students will be handled by female research assistants and vice versa. In each case, a Principal Investigator assisted by a research assistant will head the FGD with the help of teachers.

FGDs will aim at identifying the sources of information on experiences of growing up, isolating the type of information that is needed by adolescents, its form and from whom. The discussions will also be establishing and registering the myriad ways and strategies adolescents are taking to cope with their body changes.

3.4.3 *Visualization in Participatory Program (VIPP)*

In the FGDs, the research team will make use of the Visualization in Participatory Programs (VIPP) methodology. In VIPP, participants express their main ideas; raise questions in a creative enabling and efficient mode without intimidation or fear of other participants.² At the core of the methodology is the central role played by a facilitator³ who, enables the generation and recalling of knowledge and dialogue between people without manipulating them. In this proposed study, the facilitator for each group will be one of the Principal Investigators.

3.5 **Reflection on Implications**

Prior to a final research report being written, the MISR research team will hold a joint workshop with our colleagues from Kyambogo University and Nakaseke Core Primary Teacher Training College to discuss the research findings and to explore what insights our research provides for the development of instructional materials for use in teacher training colleges and primary schools. This discussion will be included in the final research report, as recommendations about the way forward.

² . VIPP uses large number of multi-colored paper cards of different sizes to initially get individual ideas from participants These cards are posted on walls or boards for further discussion..

³ Facilitation in this methodology emerges from the belief that each individual possesses experiences and knowledge, which can be released in a group process to contribute to collective knowledge that is useful to development action.

3.6 Use of Resource Persons

At most workshops - particularly those dealing with planning, analysis and discussion about the implications of this work – we have made provision for selected ‘resource persons’ to attend. The role of the resource person will be to provide input and guidance to the discussion, drawing on their wider experience and expertise. These will include among others the principal investigators from Kyambogo University, senior academics national universities and / or senior policy makers from Ministry of Education.

3.7 Time-Line and Program of Action.

Below is a more detailed breakdown of our proposed programme of action. The first column indicates the time frame we envisage in order to complete the project by September 2003.

Date	Event	Participant	Outcome
Sept-2002 (2days)	Planning Workshop	Principal Investigators, Research Assistants and Resource Persons	Work Plan
Sept-2002 (3days)	Development of research instruments	Principal Investigators and Research Assistants	Research tools
Oct-2002 (5 days)	Training research assistants and Piloting research tools	Principal Investigators and Research Assistants	Pilot data
Nov-2002 (2weeks)	Analyze Pilot results	Research Team (Principal Investigators Research Assistants) and Resource Persons	Draft report
Nov-2002 (3days)	Reviewing Research tools	Research Team (Principal Investigators and Research Assistants) and Resource Persons	Final research tools
Feb- 2003 (3days)	Regional work shop	Principal Investigators	Experiences from other Research Teams
March-2003 (20days)	Field Work	Research Team (Principal Investigators and Research Assistants)	Field data
April (12days)	Data analysis	Principal Investigators and Resource Person	Analyzed data
May-2003 (2 days)	Joint Workshop	Principal Investigators, Kyambogo and Nakaseke research team.	Preliminary Report
May-2003 (5 days)	Writing up Work shop	Principal Investigators	Final report
August (1 day)	Stakeholders Workshop	Research Team and stakeholders	Dissemination
Sept- 2003 (4 days)	Final Regional Workshop	Principal Investigators	End of 1 st phase of the project

4. Rationale for Proposed Approach.

A qualitative approach is chosen because the nature of the project requires an opportunity for the researchers to directly engage with the respondents about sensitive issues. It is unlikely that a quantitative approach would yield the depth of information that we are seeking. The use of a combination of in-depth interviews and FDGs will enable us to both engage with participants as individuals (so that we can secure information that they may not want to share in front of their peers) as well as to establish a 'group dynamic' which we hope will facilitate the sharing of information and the breaking down of barriers between the researchers and the participants.

Young people have been selected, as the core participants of the study since we believe that they will know most directly what needs should be addressed in the development of any instructional materials for use in primary schools. Older boys and girls have been selected because their experiences are still vivid and yet now they are mature enough to assess the situation. However female doctors, medical students, nurses and senior men and women teachers will be involved because their experiences are very important.

It has also been considered very important to pilot the tools and the process to ensure that the tools are appropriate for producing the information required, considering that capturing young people's voices is a unique and necessary in-pur in the process of developing appropriate materials for primary school children.

In order to create ownership of the process and use expertise already on the ground, one teacher will be selected from each participating school as a contact person and appropriate resource people will be identified to facilitate workshops and share their methods of effective communication with young people. In addition, at least one focus discussion group with teachers at each of the participating schools will be held, partly as a way of ensuring their understanding (and hence support) for the project, but mostly as a way of eliciting their viewpoints and ideas about the central concerns of the project.

Our research assistants will be selected from students in the Education Faculty at Makerere University. We hope that these students will be young enough for the participants to feel more at ease with them than they might do if the research team only consisted of mature adults. We are sure that the research topic will be of immediate interest to Education students, and hopeful that the experience might prove beneficial to the research assistants when they begin their professional careers. The training of the research assistants will form an important part of the piloting of the research instruments, as we will test out various methodologies using the real experiences of the research assistants. They will reflect on the type of information appropriate for primary school children, the form, source and how best it can be delivered. This will form an important part of the data collection process because they will be talking from experience.

The schools have been carefully selected in order to capture a range of experiences that students might have had in terms of learning about the process of sexual maturation. We have tried to capture a spectrum of experiences – ranging from a very 'closed' environment (offered in single-sex, rural boarding schools with strong religious backgrounds) to more 'open' environments (mixed sex, government day schools in urban environments) in order to get a sense (no more than this) of the variety of ways in which students get access to information about sexual maturation.

Workshops are our preferred method of working, both while interacting with the participating schools and when writing national and regional reports. This approach provides an opportunity to share in open forum knowledge, methods and ideas with stakeholders and other researchers.

The workshops will take place at different stages in the process as indicated in the Programme of Action. The planning, piloting, research and writing-up workshops will be important, as they will continue to focus the process of the study. At these workshops we intend to invite carefully selected 'resource persons' in order to benefit from a wide range of expertise in our thinking and analysing.

5. Research Team and Responsibilities

5.1 Research Team

The research team is made up of four Principal Investigators (PI) from Makerere University's MISR. Dr. Nakanyike Musisi and Mr. Wilson Asimwe are permanently stationed at MISR while Dr. Deborah Kasente (Lead Researcher), from the Department of Gender and Women's Studies will be fully located at MISR for the duration of the project and the fourth, Dr. Arsene Balihuta who has done a number of ground breaking researches on different aspects of education though stationed in the Institute of Economics, is a registered MISR Research Associate. This combination of scholars drawn from different academic background but working under MISR brings a multi-disciplinary flavor and wealth of experience to the study. The team will be supported by selected six research assistants drawn from a pool of Makerere University's undergraduates in the Faculty of Education. While it is expected that these undergraduate research assistants will share their own experiences of puberty, the justification for using them is simply because they are deemed to be the best channel to enlist the same from secondary school children because they would have just themselves immediately gone through the same experiences (age proximity). The team also includes an Administrator, who is MISR's Research Secretary, Mr. Patrick Mulindwa (B.A., M.A.), who will be assisted by a Secretary, Miss Lillian Achola (B.A. Hons.). *Full cvs of the research team are attached to this proposal.*

5.2 Roles and Responsibilities

<i>Category</i>	<i>Responsibilities</i>
Lead Researcher	Overall reports (Methodology and final report) and other duties similar to those of principal investigators.
Principal Investigators	<ul style="list-style-type: none"> • Developing and reviewing research instruments • Training and supervising Research Assistants • Data collection and Analyzing data • Report writing • Organizing and attending Workshops
Research Assistants	<ul style="list-style-type: none"> • Reviewing research instruments • Data collection
Administrator	<ul style="list-style-type: none"> • Day today management of the project • Controlling finances • Organizing Workshops • Transcribing
Resource Personnel	<ul style="list-style-type: none"> • Advising the research team • Organizing the school meetings and workshops
Secretary	<ul style="list-style-type: none"> • Typing of Reports • Any other work on the project assigned by the team

6. Regional Contact

Similar studies to the one being conducted at Kyambogo University are also being conducted in Kenya and Zimbabwe. It is anticipated that the findings from this study will be of interest not

only to the Kyambogo research team, but also to the research teams in the other participating countries. In particular, we are hopeful that our initial work on research methodologies, and creative ways to work with young people to get information on sensitive areas, will be of interest and use to all the other research teams. Hence, we have made provision to be able to attend two planned regional research meetings: one early in 2003 (mid-way through the research year) and the second at the conclusion of the research programme. One of these research meetings will take place in Uganda, and the other in Kenya.

In addition, we understand that regional contact will be facilitated by the development of a web page for use by all the participating research teams to encourage the exchange of ideas and to share their research findings and methods as the projects progress. To ensure that the whole research team will benefit from the electronic connectivity, provision has also been made for an Internet training workshop for the core research team.

7. Reporting Procedures

A mid-term progress and financial report will be forwarded to Rockefeller Foundation. A final audited financial report will be forwarded to Rockefeller Foundation at the conclusion of the project.

7.1 Expected Outcomes

The following are the expected outcomes of the proposed research study:

Research Methods Report.

This report will be prepared after the pilot phase. It will specifically review the research instruments and the appropriateness of the information they would have generated. This report is expected to be shared in the scheduled September 2002 Regional Workshop.

School Reports

A report will be prepared on the results of each of the schools. This will be done in order to facilitate the identification of patterns of similarities and differences across gender, geography, religious influence and type of school.

Professional Report

A report capturing the findings of the discussions with the education and medical students, as well as the female doctors and nurses and the teachers will also be prepared separately.

The Synthesis Report

This is the overall report which will document and analyse the information from all the participating schools, and will form the basis of discussion with the Kyambogo research team.

Final Report

This report will be presented at the final regional workshop. It will be an extended version of the synthesis report, but will additionally capturing the discussion and ideas arising from the Kyambogo workshop.

Financial Report

This will be prepared at the completion of the study.

8. Budget

We are seeking a total grant of \$125,075. The bulk of these costs will go on paying for staff (\$73,800) as we have quite a large research team of made up both of senior researchers and research assistants, necessitated by the demands of the nature of the information we are seeking

and the intensive manner in which it is being collected. In addition, provision has been made for an Institutional Administrative Fee of just over \$16,000. This is to cover the costs of the project being based at MISR and will include the provision of a furnished office (including at least one inter-net ready computer) for the project.

8.1 Budget Summary

	Item	Amount in US Dollars
1	Staff	73,800.00
2	Resource Persons	6,800.00
3	Research Costs	8,732.86
4	Workshop	7,410.00
5	Regional Contact	9,800.00
6	Administration	2,000.00
7	Equipment	218.00
8	Institutional Overheads	16,314.13
	Grand Total	125,074.99

A detailed report is provided overleaf.

8.2 Detailed Budget

Below is a detailed breakdown of our financial requirements, demonstrating how the figures provided in the budget summary were reached. Overleaf, budget notes, provide a narrative to this more detailed accounting.

1	Staff	
	1.1 Principal Investigators (4) @ \$ 12,000 per year	48,000.00
	1.2 Research Assistants (6) @ \$ 3000 per year	18,000.00
	1.3 Administrator (1) for 12 months @ \$ 500 per month	6,000.00
	1.4 Secretary (1) for 6 months at \$ 300 per month	1,800.00
	Sub-Total	73,800.00
2	Resource Persons	
	4 (3 + 1 pilot) schools. 3 teachers in each school (head and 2	
	2.1 others). @ \$ 400 for the project	4,800.00
	2.22 resource persons (\$200 per day) at 5 meetings and workshops	2,000.00
	Sub-Total	6,800.00
3	Research Costs	
	3.1 Recruiting and Training Research Assistants	200.00
	3.2 Piloting to schools: (See budget notes)	500.00
	3.3 School Incentives @ \$ 200 per school x 4	800.00
	3.4 Transport and driver @ \$ 60 per day	3,000.00
	3.5 Fuel (2000 km/ 7.5km per litre x \$ 0.7 per litre)	182.86
	3.6 Focus Group meetings	1,500.00
	3.7 Rural Accommodation: 2 PIs and 4 RAs for \$ 60 per day	3,600.00
	Sub-Total	9,782.86
4	Workshops	
	<i>Non-Residential Workshops</i>	
	4.1 Planning and Developing Instruments	500.00
	4.2 Pilot Result Analysis	1,200.00
	4.3 Stakeholders workshop 100 people	800.00
	Joint Workshop, MISR, Kyambogo & Nakaseke for the	
	PI (facilitation)	200.00
	<i>Residential Workshops</i>	
	4.4 Reviewing Research Tools (12 Persons)	
	Accommodation, Meals @ \$ 70 and Hire of venue @150.	3,510.00
	4.5 Writing of Final Report:	
	Accommodation, Meals @ \$ 70 and Hire of venue @150	1,200.00
	Sub-Total	7,410.00
5	Regional Contact	
	5.1 Uganda Workshop:	3,400.00
	Accommodation and per diem for 4 people	
	5.2 Final Regional Workshop:	
	Air tickets, visas and accommodation	6,400.00
	Sub-Total	9,800.00
6	Administration	
	6.1 Communication	1,000.00
	6.2 Sundry supplies	1,000.00
	Sub-Total	2,000.00
7	Equipment	
	7.1 Transcriber Machine (1) @ \$ 200	200.00
	7.2 Renting of tape recorders (6) each @ \$ 3	18.00
	Sub-Total	218.00
	TOTAL	109,810.86
8	Institutional Overheads	
	1.1 15% Institutional overheads	16,471.63
	GRAND TOTAL	126,282.49

8.3 Budget Notes

We have worked with a conversion rate of \$1: 1,800/=

1. Staff

- 1.1 The Research Team will have 4 Principal Researchers and one of them will be the lead researcher. The lead researcher will oversee the operations of the project, ascertain quality, and get involved in some of the activities to ensure that the project runs on schedule.

The three PIs together with the lead Researcher will be responsible for developing instruments, training and supervising Research Assistants, collecting and analyzing information. This will require dedicating 60 days in a year to the project and each will be paid US \$ 12,000 to complete the work within one year. (*The University commensurate rate of their status at US \$ 200 per day*)

- 1.2 Research Assistants (4) will be recruited to help the 4 PIs in gathering information from schools. These will each be given a package US \$ 3000, equivalent to a quarter of the PIs time.

The Research assistants will be responsible for fieldwork in schools: conduct focus groups discussion; get involved in transcribing and information analysis.

- 1.3 The Administrator will get a package of US \$ 6,000 for a year. The duties of an Administrator will include the day-to-day running of the project, organizing meetings and workshops, organizing financial reports and ensuring that the project is running on schedule.
- 1.4 A Secretary will be hired at a package of US 900, equivalent to three months. The duties of a Secretary will include, to type reports, workshop proceedings, and transcribed information or/and any other typing work that the research team will assign.

2. Resource Persons

- 2.1 Resource persons (3) in each School in the sample will be hired. This will include the Headmaster and two other teachers in each the school. Each will be paid a package of \$ 400 for the entire period of the project

The Headmaster will help the research team to mobilize students, organize meetings with teachers and other groups of people in the geographical area of the school. And the teachers will work with team in focus group discussions and other meetings that will take place around the school.

- 2.2 Resource persons, senior people in the Ministries and other academics with particular expertise, will be invited to be resource persons at various workshops. The total package equivalent to 10 days of professional work at \$ 200 per day (US \$ 2,000) will be disbursed individually throughout the project.

The main duties of the resource persons will be to help the team in preparation and planning of the project and in various workshops as the team will require their expertise.

3. Research Costs

- 3.1 **Recruiting and training Research Assistants:** During the training, the team will spend \$ 200 to buy tea and lunch.
- 3.2 **Pilot to School:** will involve all the people in the Research Team and will be a non-residential operation. The Head of the school and two teachers will assist the Research Team. Each FGD will cost \$ 50 for snacks and drinks.
- 3.3 **School Incentives:** (4 schools) will cost \$ 200 per school. Each school will be asked what they would want as an incentive.
- 3.4 **Transport:** The team will hire transport for 1½ month at \$ 3000 including drivers' allowances.
- 3.5 **Fuel:** The furthest school is estimated to be about 720 km (*to and fro*). Commuting to the shortest distance (*around Kampala for the pilot and sample schools for five days in each*) is estimated to be about 390 km. And Commuting to the second shortest distance (*such as Mpigi District for five days*), is estimated to be 890 km. This adds up 2000 km in total. The running rate is 7.5 km/litre (*at \$ 0.7 per litre*).
- 3.6 Focus Group Discussions will be 18 in all . 12 in the selected schools at \$ 50 each for drinks and 6 for the nurses and doctors at \$ 150 each (this will include drinks and venue).

4. Workshops

- 4.1 All non-residential workshops will include hire of venue and provision of tea and lunch.
- 4.2 All residential workshops will involve accommodation (full board @ \$ 70) and hire of venue @ \$ 50

5. Regional Contact

- 5.1 **Uganda workshop:** The four Principal Investigators will attend the 3 days regional workshop. A per diem of \$250 per day will be given to each. They will also be given \$ 100 as incidental allowances.
- 5.2 **Final Regional workshop:** Four air tickets will be purchased for the 4 principal investigators to attend the regional workshop. Each of them will receive a per diem of \$250 per day. They will also receive \$100 as transit allowance and visas.

6. Equipment:

A transcriber will be purchased @ \$200 and 6 tape recorders will be hired @ \$ 3 from MISR.

8. Institutional Overheads:

The 15% of the budget will take care institutional overheads and also include purchase of a computer, office space, and electricity and bank charges.