

BWINDI MGAHINGA CONSERVATION TRUST BATWA
SPONSORSHIP REPORT



Photo: Tumwebaze Scolah motivating Batwa pupils of Muganza Primary School

Acknowledgement

We are grateful to all Batwa individuals and partners UOBDU, AICM, BDP, ADRA, Liftup Jesus Church, Keirungi Children's Village, Dr .Scot/Bwindi Comm Hospital, Hope For Batwa Children, Compassion, Bishop primary school H/T, Redemption Song and Bwindi Watoto of Bwindi Mgahinga Conservation Area (BMCA) who supported us during this study. Our appreciation also extends to the leaders in the three districts and sub-counties for permitting Bwindi Mgahinga Conservation Trust (BMCT) to implement the Scholarship Program in their districts.

The purpose of the study was to evaluate the current approach of giving scholastic materials and identify ways of improving the scholarship program.

Acronyms and Abbreviations

ADRA – Adventist Relief Agency

AICM – African International Christian Ministry

BDP – Batwa Development Program

BMCA - Bwindi Mgahinga Conservation Area

BMCT - Bwindi Mgahinga Conservation Trust

NGO - None Governmental Organisation

TMB -Trust Management Board

UOBDU – United Organisation of the Batwa Development

Table of Contents

Acknowledgement.....	i
Acronyms and Abbreviations.....	ii
Table of Contents	iii
List of Tables and Figures.....	iv
Section One: Introduction of the study.....	1
1.0: Background to BMCT support to Batwa school children	1
2.0: Why Batwa children.....	1
3.0: Objectives of the study	2
Section Two: Results from the study.....	2
4.1: Selection criteria for choosing students to be sponsored	2
4.2: Selection process.....	3
4.2.1: Application process.....	3
4.2.2: Nomination Process	3
4.2.3: Selection Committee.....	4
4.2.4: Selection Committee.....	4
4.2.5: Agreement with Batwa parents.....	4
4.3: Educational level and its impact.....	5
4.4: Kind of support to Batwa pupils	6
4.5: How partners' bursaries are organized.....	6
4.6: Choice of a school or institution.....	7
4.7: Challenges faced while dealing with the above institutions	8
4.8: How to overcome challenges faced while dealing with institutions	9
4.9: Challenges faced while sponsoring Batwa	9
4.10: How to overcome challenges faced while sponsoring Batwa pupils.....	12
5.0: Conclusions and recommendations	14
5.1: Proposed Interventions	14
5.2: Recommendations.....	16
Annex 1: Names of Batwa who have completed Secondary and Tertiary Education	16
Annex 2: Questionnaire	17

List of Tables and Figures

Figure 1: Educational level with greatest impact..... 5

Figure 2: Support to Batwa children..... 6

Section One: Introduction of the study

1.0: Background to BMCT support to Batwa school children

Since its inception in 1994, BMCT has been supporting Batwa Children's education with scholastic materials in form of exercise books, pens, pencils and school uniforms. The Batwa communities of the Bwindi Mgahinga Conservation Area (BMCA) are mainly former hunter-gatherers who were depending on the forests for livelihood. Though Batwa adults and children across the region have identified education as one of their most important priority, the vast majority have had little if any chance to go to school. Poverty and hunger, and the long distances to access schooling, prevent children from enjoying their fundamental human right. With BMCT support, 39 (21 males & 18 females) Batwa who have completed secondary and tertiary education. *(See details in Annex 1)*

For Batwa, access to education means change at the most basic level, such as being able to read public signs and notices. It allows self-sufficiency and promotes self-esteem; it offers the potential to undertake training in technical skills or to access employment, all of which would help Batwa people combat the poverty they live in and afford proper healthcare. It is through education that Batwa communities will be able to be integrated in mainstream activities of the neighbouring communities and improve their livelihoods sustainably

2.0: Why Batwa children

It was observed that Batwa children education in schools are limited by poverty which makes them drop out of school. This manifests itself in different forms as follows:

- Lack of basic necessities like food, shelter and clothing which makes the children feel inferior to other children.
- Marginalization by other pupils through teasing and fear to interact leading to low levels of confidence
- Early marriage as a result of having no clear future plan
- Lack of support of parents as they are busy looking for basic survival with no future plan.
- Lack of examples from educated Batwa to encourage the young children on the importance of education.

Batwa parents are ignorant of the importance of education. They don't mind about sending their children to school. They prefer children's support inform of household labour for example cooking, taking care of the young ones, selling labour for food and payment other than sending their children to school. This is further complicated by drunkardness which lead to home instability and finally lack of school dues to take children to school.

Currently, BMCT is instituting a repackaged scholarship program that will use given criteria to select beneficiaries. The previous scheme had no basic criteria but was all inclusive. Batwa scholarship scheme will encourage children to be motivated. This will increase chances of a child attending class in a school environment that may lead to improved school retention and improved education for the Batwa children.

3.0: Objectives of the study

1. Evaluate the performance of Batwa scholarship scheme by partners with in the BMCA
2. Evaluate partners contribution towards Batwa sponsorship and document lessons learnt.
3. Make recommendations on the basis of the above to guide BMCT strategy on Batwa sponsorship scheme.

Section Two: Results from the study

4.1: Selection criteria for choosing students to be sponsored

Age of the student

Sixty nine percent of the partners involved in Batwa sponsorship consider age of the child an important factor. This is because the young the child the more chances of him/her being mentored and transformed into responsible citizen. Sponsors also want to see the changes in children's lives though it this takes time. BMCT would like to develop children from young ages to ensure that they grow with values that will make them important individuals. In special circumstances however, youths above 16 years will be engaged especially if the course/training they are going to engage in is for skills development to enhance their capacity to engage in meaningful economic/livelihood activities

Vulnerability of the student

Sixty nine percent of responses from Batwa partners believe that children with special needs, such as those that are disabled and orphans should be considered while choosing children to be sponsored. This sends a positive message to the community and can also be a point of advocacy with the community regarding vulnerable groups of people.

Academic Performance of the student

Fifty four percent of the respondents indicted that performance of the child to be sponsored is critical as it ensures continuity of the child

Discipline of the of the student

Forty six percent of the responses from partners stress that the discipline of the child should be considered while choosing a child to be sponsored. This is because it will ensure his continuity into the program.

Parents' attitude towards education

Thirty nine percent of the responses shows that parents attitude towards education should be considered while choosing a child to be sponsored. This can be in form of contribution towards the education of his/her child because they believe contribution will make them parents committed towards their children's education.

Sex of the student

Twenty three of partners showed that sex of the child is also an important aspect while choosing a child to be sponsored. Approximately equal numbers of boys and girls should be selected.

4.2: Selection process

4.2.1: Application process

High levels of community ownership of child sponsorship programmes lead to better integration of sponsorship and long-term development, and therefore better development outcomes. Basing on the above, BMCT shall strengthen community ownership by involving community members in the child selection process and empowering the community in their relationship with BMCT. This helps protect children and families from feelings of unfairness or jealousy because community members know the children and their families and also builds the foundation for future community involvement in sponsorship activities. Throughout the sensitization exercise BMCT will call on all community members to get involved in the nominations of students by encouraging them to support Batwa children to be competitive such that when Head-teachers are nominating they have options to recommend to the committee. Batwa parents in particular will be shown the selection criteria in detail at all stages so that they are able to motivate their children to compete for the scholarships.

BMCT will also involve Partners, leaders and community groups to select children to monitor so they can track their own progress in improving the lives of children and their future livelihood options.

4.2.2: Nomination Process

The head teacher will participate in the nomination of the Mutwa child to be sponsored by BMCT. This is because it is believed that it is the best approach to child selection as the head teacher is aware of how the student has been performing throughout school times and it makes

school authorities accountable. This also helps us in the monitoring process. BMCT may still need to work with child selection committee if this does not cover all the children required.

4.2.3: Selection Committee

The committee will comprise of Batwa (equal males and females) members only. The most effective child selection committee is one that represents all of the different social groups in the community. The selection committee will consist of 11 members ie mainly Batwa leaders. Individuals on the committee will be responsible for conducting interviews so as to get the best candidate, ensuring that background checks to the child is done so as to avoid multiple sponsorship. BMCT will attend to guide leaders on criteria for selection and the committee will comprise of members from different settlements.

4.2.4: Selection Committee

Once the child selection committee has drafted the local child selection criteria, shared it with the working groups (LCSC, PTA and other partners) and broader community. BMCT shall then make sure the communities understand child selection criteria and how it will be used. A sensitization exercise shall be done to bring all stakeholders on board highlighting the roles and responsibilities of all the actors. The selection process shall allow local dialogue and input to enrich it and promote local ownership. BMCT shall communicate to groups not directly involved in child sponsorship and provide opportunities to discuss and address feelings of unfairness or jealousy.

The sensitization exercise will ensure that certain groups are not neglected because they are outside the awareness or concern of the child selection committee and will be an interactive exercise allowing communication and feedback. This also becomes an opportunity to identify if the committee has their own prejudice. Where there is conflict of interest, members will be requested to bring it out to avoid misrepresentation. The scholarship shall only be for Batwa children from the area of operation and shall be done through a clear and transparent process owned and understood by all stakeholders. BMCT and the selection committee therefore will be a conduit of dialogue and systematic selection process for getting the best Batwa school going children in the three districts of Kanungu, Kisoro and Kabale based on the resources at hand.

4.2.5: Agreement with Batwa parents

To ensure that children meet the basic selection criteria and understand the meaning and obligations of their involvement in child sponsorship. It is inadequate for people to simply attend a meeting and register without the committee assessing each family's understanding of

sponsorship. The selection Committee will be given a responsibility of conducting appropriate interviews to beneficiary families to determine if they really meet and understand the selection criteria. The parents will be made to understand the Terms and conditions of this scholarship, their roles and responsibilities and how they will be involved in their child's education.

The selected children's' parents will then enter into MoU with BMCT clarifying the roles and responsibilities of the two parties. BMCT on one hand and the Parents on the other. This MoU will be the guide in implementing the scholarship to the child.

4.3: Educational level and its impact

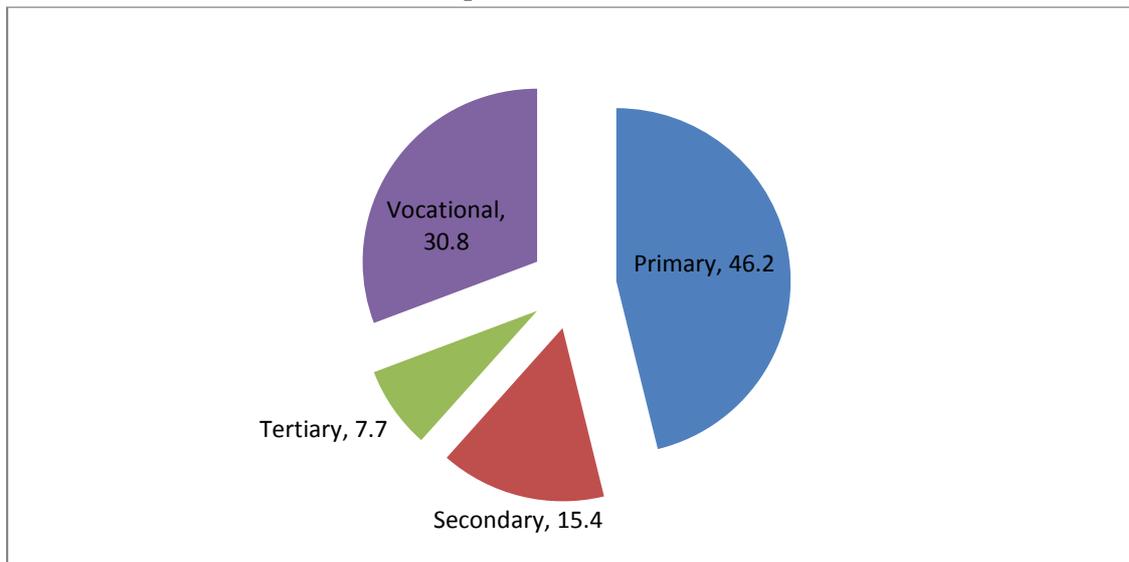


Figure 1: Educational level with greatest impact

When asked about the level of sponsorship that would create impact, Batwa partners responded that primary (46.2%), followed by vocational (30.8%), secondary (15.4%) and tertiary (7.7%). Primary level was considered by the majority of Batwa partners as the one that would create an impact among the Batwa because;

1. It is the level in which they teach on how to read and write
2. The child can be mentored and transformed to be an important person in the future
3. Primary level is the seed bed that feeds secondary and tertiary institutions
4. Children are tamed and developed in the first 5 years and then 5-11 years as survival years.
5. We can accommodate more children at a low cost

Vocational level

1. This level helps those who have dropped out from which ever level of education

2. It helps in skills development among the Batwa for self-help as well as income generation.
3. Quick returns from skills imparted into the child.
4. We can accommodate more children at a low cost.

4.4: Kind of support to Batwa pupils

The study evaluated the support given to Batwa learners and results are below;

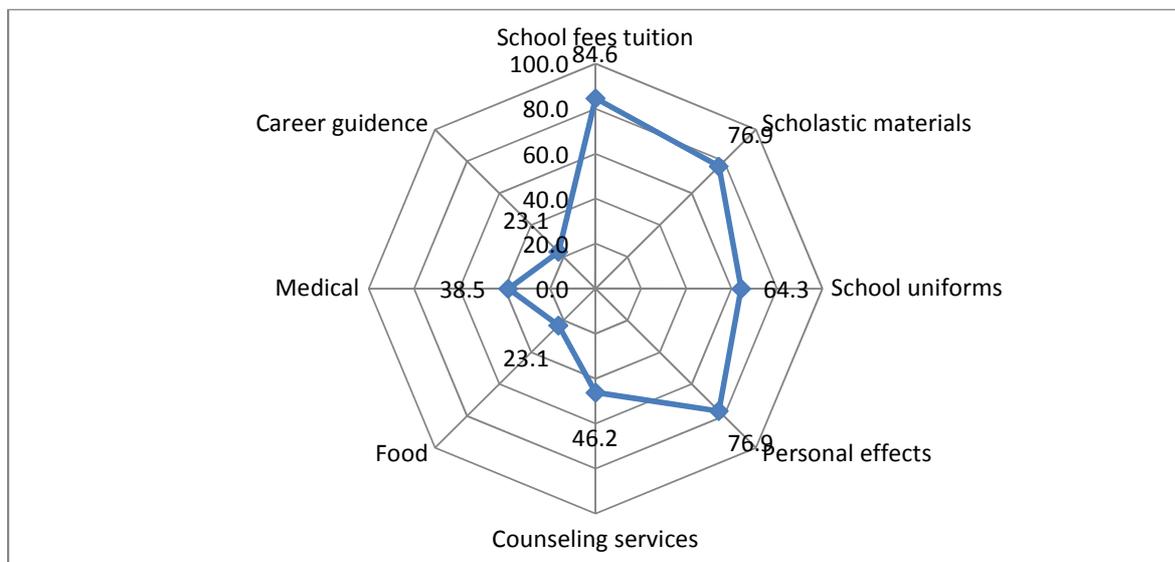


Figure 2: Support to Batwa children

It was found that learners are given School fees tuition (84.6%), Scholastic materials (76.9%), 76.9% Personal effects (76.9%), School uniforms (64.3%), Counseling services (46.2%), Medical insurance (38.5%), Food (23.1%) and Career guidance contributing 23.1%.

4.5: How partners' bursaries are organized

The assessment looked at how sponsorship programmes of different organisations are organized in order to improve the current model.

Seventy seven percent of partners responded to pay directly to schools account and this is because;

1. It is an assurance that school fees has been paid to the school
2. It ensures proper accountability.

Sixty two percent of Batwa partners also buy and distribute personal effects to sponsored children themselves because;

1. It ensures proper accountability on the side of the sponsor.
2. It ensures value for the money
3. Promotes a bondage/relationship between a child and the sponsor

Fifteen percent of Batwa partners use service providers to procure and deliver items to schools.

4.6: Choice of a school or institution

The selection of institutions/schools where students are studying from is based on the following.

Good academic performance

Fifty four percent of Batwa partners consider schools with a culture of high achievement and a competitive atmosphere. This is manifested through academic records in both internal and external examinations and if the school is a centre of excellence in both moral and academic performance.

Distance to the school

Fifty four percent of the responses from different organisations proximity of learning place to the homes of the learners as an important factor that enhances attendance in day schools, and hence better performances. Long distances may lead to lateness, absenteeism from school, poor concentration in class or becoming passive participants in the classroom and this leads to poor performance.

Boarding advantage

According to partners, 46.2% prefer boarding schools since they offer fewer distractions to Batwa children as they are kept well away from the life of their parents and other peers. This will give an opportunity to Batwa students not to involve themselves in any harmful activities or habits and it this will make children concentrate more on studies and other school activities.

Reliable

Twenty three percent of the partners said that they prefer schools they trust themselves. Trust worthy in form of dependability and can perform better than other schools.

Skills development

Twenty three percent of responses from partners consider schools that provide after school co-curricular activities like music competitions, football competitions, debating competitions, scouting, netball which enhance programs that eliminate information loss and inspire interest in a variety of areas. Such experiences are especially important for Batwa students who are at

risk of school failure because these programs fill the afternoon with constructive and engaging activities.

Good structures

Eight percent of Partners also consider the availability of good infrastructure for their children to attend. These include laboratories, instructional materials, computer rooms with computers, sport facilities etc. These facilities enhance good academic performance.

4.7: Challenges faced while dealing with the above institutions

Inadequate resources

Sixty two percent of the responses from partners believe that limited resources are a challenge while dealing with the above institutions. This is because these institutions expect a lot from the organisations when actually they are also have limited resources.

Tuition increment

Fifty four percent of responses from different organisations showed that schools/institutions normally increase their school fees without the knowledge of partners involved in sponsoring children.

Negative attitude towards Batwa

Thirty one percent of the responses from Batwa partners believe There is still a negative attitude among the non Batwa that affects the level at which the Batwa participate and interact with others. This limits their ability to learn.

Limited understanding of partnership

Fifteen percent of partners stressed that partnership between organisations and schools/institutions is easily breached by the institutions and this creates a disagreement between the parties. For example schools normally increase school fees without consulting partners who are sponsoring children.

Negligence of administrators

Fifteen percent of partners of the partners responses indicated that there is rampant head teachers' absenteeism, inadequate school supervision, dysfunctional school management committees, limited community participation in school activities, inadequate orientation and in service training. Available evidence indicates that well managed schools perform better and investing in the quality of management is a relatively cheap strategy for improving school outcomes. A better school management leads to higher pupil and teacher attendance, better motivated teachers, better management of resources and a better school climate. As a result, pupils perform better.

Poor performance

The study indicated that 15.4% of the schools/institutions perform poorly and this has become a challenge.

4.8: How to overcome challenges faced while dealing with institutions

BMCT discussed with partners on how they can overcome the above challenges. The following were used as key interventions.

Fundraising

Fifty four percent of Batwa partners said that they have started to invest their time and money soliciting support for the Batwa. This is through writing concepts and proposals to improve Batwa education.

Regular meetings

Thirty nine percent of the partners believe that regular meetings among all Batwa stakeholders have been conducted to strengthen monitoring of enrolled children, dropout in schools and other school related issues. It is during these meetings that challenges, opportunities, lessons learnt are shared and discussed.

Partners involvement

Thirty one percent of responses from other stakeholders believe that involvement of other partners in the selection of the best performing student is key to solving the above challenges.

Training school administrators

Eight percent of partners stressed that training of school administrators on the roles and responsibilities of each partner is an important aspect in solving the above challenges. This is because talking with each other on a regular basis helps us identify problems and try to solve them together. We have also learned that good communication helps keep both partners motivated.

Dialogue/negotiations with institutions

Eight percent of partners believe that when all groups in a community provide collective support to the school, a strong infrastructure sustains a caring supportive environment where Batwa learners can thrive and achieve.

4.9: Challenges faced while sponsoring Batwa

In an attempt to assess challenges faced by Batwa partners while sponsoring Batwa children, the following were observed.

Batwa pupils drop out of school

Sixty nine percent of the responses from the study indicate that most Batwa drop out of school and this hampers their performance. The study shows that Batwa children drop out of school due to the following; Loss of hope due to lack of some basic items like mattresses, bed sheets, shoes ,school fees and uniforms, lack of exemplary parents as they do not encourage them to go to school,F,food shortage as a result of limited land for cultivation, constant movements of their parents from one settlement to the other in search for food and teenage pregnancy/early marriage among girls.

Reduced donor funding

Sixty two percent of the Batwa partners indicated that donors and sponsors have reduced their donations to Batwa because they believe most of them are at a take off stage where they can pay for their school fees and even buy some of the basic items. This has resulted into lack of funds to buy school equipment, uniforms, stationary and in some cases shoes further complicates the problem for Batwa children going to school. Some of the children reported being sent home by teachers because of lack of uniform and other scholastic materials required by schools. During one of our visits to one of the schools, we found children who were dressed very differently to the others, some of them were in rags and very uncomfortable as they look different to the other pupils.

Indiscipline of the Batwa learners

Thirty nine percent of Batwa stakeholders believe that Batwa learners are undisciplined and they like fighting with their fellow learners, do not want to share with other students, dropout of school and this has become a challenge.

Poor attitude of Batwa parents

Thirty nine percent Batwa elders due to abject poverty, commitment to work for a living, desperation, dependency on gifts and begging have ended up over drinking and passed it on to their children. Due to their dependency on handouts from donors they have resorted to selling what they get from donors/partners before they use it and the money received is used to drink alcohol. This has influenced their children to drop out of school and go looking for mudfish, searching for petty jobs like digging for their Bakiga/Bafumbira neighbors, searching for firewood such that they can have quick money for drinking. Furthermore Batwa parents are nomadic in nature and migrate from one place to another which leads to pupils to drop out of school as the conditions change for example some cross to as far as Congo with their children.

Poor attitude of Batwa students

Thirty one percent of responses from Batwa partners believe that lack of basic necessities for the Batwa learners have intensified their attitude towards education because they see themselves different from others. In one of the boarding schools we visited, it was found out that Batwa children share mattresses, beds, they do not have bed sheets, do not have shoes and have only one pair of uniforms. So whenever they compare themselves with other races like Bakiga and Bafumbira they seemingly look inferior so they end up escaping from the school to go to their homes where they have the comfort of their parents.

Over expectation from Batwa

Twenty three percent of Batwa partners stressed that Batwa learners are over expectant and they expect to be given everything without parents contribution. They even communicate to their sponsors telling them all sorts of lies such that their school fees and other items are channeled to the students accounts.

Lack of exemplary Batwa/role models

Fifteen percent of the responses from Batwa partners showed that Batwa parents have got a very poor perception or attitude towards education which eventually culminates into school drop outs. Most Batwa parents in the districts of Kanungu, Kabale and Kisoro are not aware of the importance of education and therefore see no use of taking their children to school, for they believe that it is just a waste of resources and time. Some parents do not care whether the child has gone to school or not and this is further enhanced by the Batwa children who are not self-motivated, confident and assertive leading to automatic drop out. The parents prefer their children to stay at home and make quick money other than going for education which is for the future that they cannot wait for.

Poor performance of the Batwa

Eight percent of the partners believe that repeated Poor performance in class makes many Batwa children give up on studies when they see that their performance is constantly poor for example some Batwa children have been in primary one for more than five years. They instead leave school and join peer groups, go drinking and become criminals among all other bad habits. Some Batwa children claimed that when they do not perform well and may be are requested to repeat a class they are embarrassed because they are laughed at by their fellow friends that there big for the class which makes them feel out of place hence leading to school drop outs.

4.10: How to overcome challenges faced while sponsoring Batwa pupils

The following were stressed and discussed with the partners as potential solutions to the challenges.

Community Sensitisation

Sixty nine percent of partners believe that community sensitisation is key to solving child sponsorship challenges. This is collaborated with formation of education committees that are responsible for reporting, counseling all pupils that drop out of school. When all groups in a community provide collective support to sponsored Batwa, they can thrive and achieve.

Career guidance to Batwa pupils

Sixty nine percent of partners believe that career guidance and mentoring among the Batwa can reduce on challenges facing child sponsorship program. Mentoring is a one to one caring, supportive relationship between a mentor and a mentee that is based on trust. Tutoring also a one to one activity, focuses on academics and is an effective practice when addressing specific needs such as reading and writing. This will help sponsored pupils have a sense of belonging and direction which in turn will be responsible citizens in future.

Counseling of Batwa pupils

Forty six percent of partners believe that counseling is key to reducing on challenges faced during Batwa children sponsorship program. A comprehensive violence prevention plan, including conflict resolution that must deal with potential violence as well as crisis management should be in place. A safe learning environment provides daily experiences at all grade levels that enhance positive social attitudes and effective interpersonal skills in all students.

Regular parents visits

Thirty nine percent of partners reveal that family engagement has a direct, positive effect on children's achievement and is the most accurate predictor of a student's success in school.

Skills development

Thirty one percent of partners consider schools that provide after school co-curricular activities like music competitions, football competitions, debating competitions, scouting, netball which enhance programs that eliminate information loss and inspire interest in a variety of areas. Such experiences are especially important for Batwa students who are at risk of school failure because these programs fill the afternoon with constructive and engaging activities.

Fundraising

Thirty one percent of Batwa partners said that they have started to invest their time and money soliciting support for the Batwa. This is through writing concepts and proposals to improve Batwa education and it will also increase on the number of learners enrolled at all levels.

Regular partner visits

Twenty three percent of schools/institutions have organized home to home visits especially at the beginning of the term where Batwa parents are encouraged to send their children to school. A home visit program builds meaningful parent teacher, student teacher partnerships thus boosting school attendance and reduced dropout rates.

Exposure visits

Fifteen percent of partners reveal that active learning embraces teaching and learning strategies that engage and involve students in the learning process. Students find new and creative ways to solve problems, achieve success, and become lifelong learners when educators show them that there are different ways to learn

5.0: Conclusions and recommendations

5.1: Proposed Interventions

BMCT Scholarship package will include the following; 1 pair of Uniform, 1 Sweater, half dozen, Exercise books, 2 pencils, 6 pens, 8 packs of sanitary towels, 3 knickers.

Primary with feeding							
Category	# of boys	Boys	Total Grant Boys	# of girls	Girls	Total Grant girls	Grand Total
P1 - P2		247,000	-		253,000	-	-
P3 - P7	95	262,000	24,890,000	70	340,000	23,800,000	48,690,000
Total	95		24,890,000	70		23,800,000	48,690,000
					165		
Boarding - Secondary							
Category	# of learners	Total Grant	Grand Total				
Boys	2	2,674,700	5,349,400				
Girls	2	2,972,200	5,944,400				
Total			11,293,800		4		
Tertiary sponsorship							
Category	# of learners	Total Grant	Grand Total				
Girl	1	6,657,000	6,657,000		1		
Total			6,657,000				

5.2: Recommendations

- Scholarship programme is highly recommended for students in boarding schools especially secondary and above. This is because provision of scholarship arrangement without food in primary schools will add minimal value
- The current strategy is highly recommended for primary school learners. However, this strategy will generate the highest results if supplemented with food provisions.
- Ensuring adequate monitoring, information and reporting. This will be through BMCT information management systems to track progress of Batwa students at all levels.
- Batwa partners in collaboration with Local governments should come up with byelaws and ordinances which obligate the caretakers and parents to ensure that all children of school going age stay at school.
- BMCT and partners should sensitize Batwa parents and children about the importance of sending their children to school and participating in school activities.
- The office of Community Development should strengthen the enforcement of labour laws to reduce on child labour and abuse of children's rights at the same time following up acts of alcoholism.
- Revitalise Batwa stakeholder's coordination meetings to strengthen monitoring of children enrolment, dropout in schools and other school related issues.
Partners should come up with sustainable strategies of ensuring food security among the Batwa communities.

Annex 1: Names of Batwa who have completed Secondary and Tertiary Education

s/no	NAME OF STUDENT	INSTITUTION	Title/Course/class
1	Kenneth Turyamubona	Batwa Development Programme (BDP)	Coordinator for BDP
2	Nyamihanda Alice	United Organisation of Batwa Development	Head of Education and Tourism
3	Tumwebaze scolah	Uganda Christian University, Kabale branch	Social Work and Social Administration
4	Kyomuhangi Alice	Bugema University	Accounting
5	Geoffrey Mugarura	Uganda Nursing School Bwindi	Nursing
6	Maritazari John	Bishop Stuart University	Education
7	Segitondo Elias	Biahop Barham University	Social Work and Social Administration
8	Ninsiima Evas	African college of Commerce and Technology (ACCT)	Accounting and Finance
9	Tumwikirize Julius	African College of Commerce and Technology (ACCT)	Tourism and Hotel Management
10	Kesande Annet	Kihiihi Community Polytechnic	Tailoring and Knitting
11	Flaha Ruth	Kihiihi Community Polytechnic	Tailoring and Knitting

s/no	NAME OF STUDENT	INSTITUTION	Title/Course/class
12	Bwenge Denis	Kihiihi Community Polytechnic	Motor Vehicle Mechanics
13	Natukunda Elizabeth	Grace Hill Vocational Centre	Tailoring and Knitting
14	Nahoninye Wilber	Kihiihi High School	S.1
15	Nkundabakye Maureen	Kihiihi High School	S.1
16	Kyorimpa mackline	Kihiihi High School	S.1
17	Vumiria Talent	Kihiihi High School	S.1
18	Kembabazi Melorine	Kihiihi High School	S.2
19	Ntegyereize Joan	Kihiihi High School	S.2
20	Byaruhanga Edward	Kihiihi High School	S.2
21	Twizeyi Patience	Kihiihi High School	S.4
22	Owamazima Precious	Kihiihi High School	S.4
23	Natukunda Isabella	Kambuga High School	S.1
24	Tabuzare Anthony	Kambuga High School	S.1
25	Niwabeine Boaz	Kambuga High School	S.1
26	Narohoza Moris	Kambuga High School	S.1
27	Kemigisha Violah	Kambuga High School	S.1
28	Aruna Emmanuel	Kambuga High School	S.2
29	Katungi Frank	Kambuga High School	S.4
30	Isaiah Wycliffe	Kambuga High School	S.4
31	Mutabazi Elias	Kisoro Vision Secondary School	S.3
32	Twesime Denis	Mpungu Community Secondary School	S.2
33	Mutoni Diana	Kisoro Vision Secondary School	S.1
34	Barama Gideon Willy	Kisoro Comprehensive Secondary School	S.1
35	Rwamirama Brian	Kisoro Comprehensive Secondary School	S.3
36	Kwiringira Jackson	Kisoro Vision Secondary School	S.2
37	Itagishaka Elia	Muhabura Shine Secondary School	S.1
38	Muhwezi Denis	Bufumbira Adventist Secondary School	S.1

Annex 2: Questionnaire

Mapping of Batwa Stakeholders

- A. District.....
- B. Sub County.....
- C. Name of the Institution..... Year formed.....
- D. Name of contact person..... Tel.....

Support extended to Batwa

- a. What kind of support do you give to Batwa Students?

1. School fees/tuition
2. Scholastic materials (exercise books, pens, pencils)
3. School uniforms
4. Personal effects (matress, bed sheets, packet money etc)
5. Counseling services
99. Others (specify).....

b. How many Batwa Students have you supported and where?

Level of support	# of Students supported			Level of vulnerability		Names of schools/institutions
	Males	Females	Total	Orphans	Disabled	
Primary						
Secondary						
Tertiary						
Vocational						

c. What are the Organisations/institutions' objectives?

.....

.....

.....

.....

d. Which selection criteria do you use while choosing students to be sponsored?

S/no	Criteria followed	Rank	Remarks
1	Age		
2	Sex		
3	Class		
4	Performance		
5	Vulnerability (orphans, disabled etc)		
6	Discipline		
7	Parents attitude towards education		
8	Parents contribution		
9	Others (specify).....		

e. Is the approach your institution to select Batwa Students working?

Yes

No

✓ If No, which approach would you advocate for?

S/no	Criteria followed	Rank	Remarks
1	Age		

2	Sex		
3	Class		
4	Performance		
5	Vulnerability (orphans, disabled etc)		
6	Discipline		
7	Regular attendance		
8	Parents contribution		
9	Others (specify).....		

f. Which level of sponsorship would create more impact for the Batwa Students

S/no	Criteria followed	# supported	Contribution by parents	Governments contribution
1	Primary		1. Uniform 2. Books 3. Pens 4. food 5. school fees/tuition 6. counseling services 99. Other (specify)...	1. Uniform 2. Books 3. Pens 4. Food 5. school fees/tuition 6. counseling services 99. Other (specify).....
2	Secondary		1. Uniform 2. Scholastics (pens, books) 3. food 4. school fees/tuition 5. counseling services 99. Other (specify).....	1. Uniform 2. Scholastics (pens, books) 3. food 4. school fees/tuition 5. counseling services 99. Other (specify).....
3	Vocational		1. Scholastics (pens, books) 2. food 3. school fees/tuition 4. Counseling services 99. Other (specify).....	1. Scholastics (pens, books) 2. food 3. school fees/tuition 4. Counseling services 99. Other (specify).....
4	Tertiary		1. Scholastics (pens, books) 2. food 3. school fees/tuition 4. counseling services 99. Other (specify).....	1. Scholastics (pens, books) 2. food 3. school fees/tuition 4. counseling services 99. Other (specify).....

g. How is your support/ bursary organized?

.....

h. How did you select those schools/institutions?

.....

i. Why did you choose those schools/institutions?

1. More reliable
2. More accessible
3. Good performance
4. Partnership
5. Skills development
6. Boarding advantage
7. Distance
99. Others (Specify).....

j. Which challenges have you faced while collaborating with the above schools/institutions?

1. School fees/tuition increment
2. Negative attitude towards Batwa
3. Limited understanding of partnership
4. Limited resources
99. Others (specify).....

k. How have you tried to overcome the above mentioned challenges?

1. Signing Memorandum of Understanding
2. Regular meetings with school authorities
3. Other partners involvement
4. Fundraising
99. Others (specify).....

l. Which challenges have you faced over time while sponsoring Batwa pupils?

1. Reduced donor funding
2. limited support from Batwa parents
3. Batwa poor attitude towards education
4. lack of exemplary Batwa
5. indiscipline by Batwa Students
6. Batwa dropout
7. Over expectation from Batwa
99. Other (specify).....

m. How have you tried to overcome the above challenges?

1. Exposure visits
2. Counseling of pupils
3. Community sensitisation
4. Regular visits from parents
5. Involvement in skills development
6. Career guidance
7. Fundraising
99. Other (specify).....