

A guide to Uganda for primary schools



BACKGROUND INFORMATION FOR TEACHERS

A beautiful country

Uganda has a diverse landscape ranging from the snow-capped Rwenzori Mountains to the immense Lake Victoria. Its abundant wildlife includes endangered gorillas and chimpanzees as well as rare birds. Remote Bwindi Impenetrable National Park is a famous mountain gorilla sanctuary, while Murchison Falls National Park is known for its 43m waterfall and wildlife such as hippos.

History

Many archaeologists believe that modern humans can be traced to East Africa and there is evidence of iron being worked here from about 1000 AD.

In 1890, Britain colonised part of this area, which by then was home to many different ethnic and religious groups. Britain drew new country boundaries, and called the area 'Uganda' after signing a treaty that gave the largest group – the Bagandans – more status than the many smaller groups.

This inequality, and the different cultures and political systems of the groups, made it difficult to function as one country and led to a conflict when Uganda gained independence in 1962. Under Idi Amin (1971-79) and Milton Obote (1980-85) mass killings were common. During this time up to half a million people were killed.

Since 1986 Uganda has been more stable. However, there was conflict in northern Uganda between the Lords Resistance Army (LRA) and government forces from 1987 until 2006, when the LRA was forced out of Uganda. Since then, thousands of those who were abducted and forced to fight with the LRA have been reintegrated into Ugandan society.

Current situation

Uganda is one of the poorest countries in the world. Conflict has had a huge impact on the society and economy. Many people have not returned home since being driven out by LRA fighting and Uganda gives refuge to people fleeing conflict in neighbouring countries, particularly South Sudan. High levels of HIV and AIDS have also increased poverty.

Climate

Uganda has a tropical climate, so it should be rainy during the months of March to May, September to November, while December to February and June to August are hot and dry. In recent years, these seasons have become less reliable, with longer, hotter dry seasons and shorter rainy seasons with more intense flooding.

Water

Around 9.2m people do not have access to safe water in Uganda – that's one out of every four people in the country. The shortage is down to lack of access to water in remote areas and the changing, unpredictable and increasingly dry climate. The burden of collecting water often falls on girls – this in turn means that many drop out of school so that their families have the water that they need to drink, cook and wash.

CAFOD's response

CAFOD partners work with communities to bring water to their homes by repairing water pumps in villages. They also train the community – focusing on women in particular – to look after the borehole so that if it breaks again, they can fix it. This gives thousands of people the dignity of being in control of one of their basic human rights. CAFOD partners also support communities and schools to learn about good hygiene and sanitation and to build safe toilets if they need them.

Long-term development

CAFOD projects are designed to be long-lasting, giving people the skills, resources and opportunities to provide for themselves and respond to disasters, rather than being dependent on aid. CAFOD has worked with partners in Uganda for over 30 years.

Curriculum links

Geography Geographical skills; Locational knowledge; Place knowledge; Human and physical geography, including climate and water.

English *En1 Speaking and Listening:* Speaking; Listening; Group discussion and interaction; *Drama En2 Reading:* Reading for information; Non-fiction and non-literary texts. *En3 Writing:* Composition.

Guti's primary school



In northern Uganda, at the foot of Mount Moroto, sits a primary school. The setting is idyllic, but there are high levels of poverty, disease and hunger in this area.

The children at the school often used to get sick, because they didn't have washing facilities at home or in school to stay healthy. They would often have stomach complaints and wouldn't be able to study. Or they might develop more serious illnesses from the local river water, which they would need medicine for. This meant some children would have to miss school, while others would drop out altogether, if it was really serious.

Three years ago, Guti's family wanted her to stop going to the school. There weren't many girls at the school, and there weren't good facilities for the children to stay clean.

Thanks to CAFOD supporters, our partners have repaired the pump at Guti's school, so the children now have access to safe, clean water. They no longer have to fetch water from the river. Our partners have also provided handwashing facilities (a portable sink and soap) and they have trained teachers in good hygiene practices, so they can teach the children how to stay clean and healthy.

Now, fewer pupils get sick and more girls, like Guti, go to the school. There are more than 80 girls at the school, and some are taking exams that were previously only taken by the boys.

Going to school is very important to Guti. Guti says: *"The best thing about school is that I have a brighter future because I am in school... Without an education, I wouldn't be able to train to be a nurse"*.

One of the greatest things about this CAFOD project is that Guti and her friends are now teaching other children at school about how to keep healthy. The school have set up a health club, where children teach each other about water and hygiene.

GO ONLINE FOR:

- [Film about Guti's primary school](#)
 - [Assembly PowerPoint about Guti's primary school](#)
- cafod.org.uk/primary

Classroom activities

The story of Guti's primary school

Using the film and PowerPoint, share and discuss the story of Guti's school.

- What do you think life was like for the children at Guti's school when the pump was not working?
- Is it fair that the fewer girls than boys go to school? What are the reasons for this? Discuss the fact that often girls are expected to collect water, it might be considered more important for girls to help at home than to get an education and so on.
- How do you think Guti and the other children feel now that they have clean, safe water and handwashing facilities at the school?

The right to water

Explain that water is a human right. Link to the UN Convention on the Rights of the Child, Article 24, and Catholic Social Teaching.

- Share the fact that around one out of every four people do not have access to safe water in Uganda. Demonstrate by picking one out of every four children in the class, to show how many people in Uganda do not have access to water.
- Talk about the reasons why many people do not have safe water in Uganda. Discuss lack of access in remote areas and the changing, unpredictable and dry climate.
- Ask the children to count how many taps there are in school or at home. Imagine what life would be like without these taps. Fill a bucket of water to experience how heavy it would be to collect water.

The impact of clean water

Use the story of Guti's primary school to unpack the impact that clean water has on communities. Children could draw diagrams or pictures to show the different ways that clean water improves lives. You may wish to use the following points to guide you:

- **Education** When children, especially girls, do not have to collect water, they are free to go to school. With clean water to drink and wash with, children get less ill, so they can concentrate better in class.
- **Health** With clean water to drink and wash with, people stay healthy, so they can work or learn better, improving their lives.
- **Food** With water, people can water their crops, meaning less people go hungry. People can also sell extra crops to pay for other things they need.
- **Poverty** Access to clean water improves lives in these different ways, helping to break the cycle of poverty.

Living without clean water

Play **Life without taps**, our simulation game, to imagine what it is like to live without easy access to clean water

- Download the game at cafod.org.uk/primary/water
- Invite a trained CAFOD volunteer to help run the game with your class, or lead an assembly. Contact your local centre at cafod.org.uk/local

Uganda information sheet for children

Key facts

Population: 37 million

Main Languages: Luganda, English, Swahili and others

Main religion: Christianity, Islam

Average life expectancy: Female 56 years, male 53 years

Capital: Kampala

Land size: Almost the same size as the UK

Agricultural products: Coffee, tea, cotton, tobacco, vegetables

Currency: Ugandan shilling



Did you know...?

- The crested crane is the national emblem of Uganda. You can find it in the centre of the Ugandan flag.
- Uganda does not have the seasons of spring, summer, autumn and winter like we do in the UK. It has a tropical climate, so it is rainy season in the months of March to May, September to November, and it is dry season from December to February, June to August.
- About one in every four people in Uganda do not have access to safe water. Water is a basic human right, which means we should all have it. Water is vital. Without water, life is very difficult – people can't drink, wash or clean cooking utensils, or water their crops. So CAFOD is working with communities in Uganda to bring water to their homes and schools. CAFOD projects are also helping schools to learn about good hygiene and build toilets if they need them.

Learn another language

There are many languages spoken in Uganda. The two languages spoken in Guti's region are Swahili, which is spoken by a lot of people in East Africa, and Karamojong, which is a local language that only people in the area can speak.

Swahili

How are you?

Good morning

Good afternoon

Good evening

What is your name?

My name is...

Please

Thank you

Hello

Children

School

Water

Toilet

Wash

Hygiene

Pump

Habari gani? (pronounced: habaree garnee)

Habari ya Asubuhi (pronounced: habaree yar asooboo-ee)

Habari ya Mchana (pronounced: habaree yar mm-chah-na)

Habari ya jioni (pronounced: habaree yar gee-oh-ni)

Jina Lako ni? (pronounced: gee-na lah-koh nee)

Jina Langu ni... (pronounced: gee-na lan-goo nee)

Tafadhali (pronounced: taffa-dah-lee)

Asanti (pronounced: ass-an-tee)

Habari (pronounced: ha-bah-ree)

Watoto (pronounced: whatohtoh)

Shule (pronounced: shuuleh)

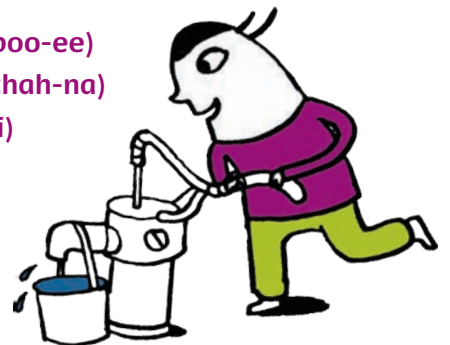
Maji (pronounced: mahgee)

Msalani (pronounced: mmsahlahnii)

Osha (pronounced: ohshah)

Usafi (pronounced: uuusafi)

Pampu (pronounced: pahmpooh)

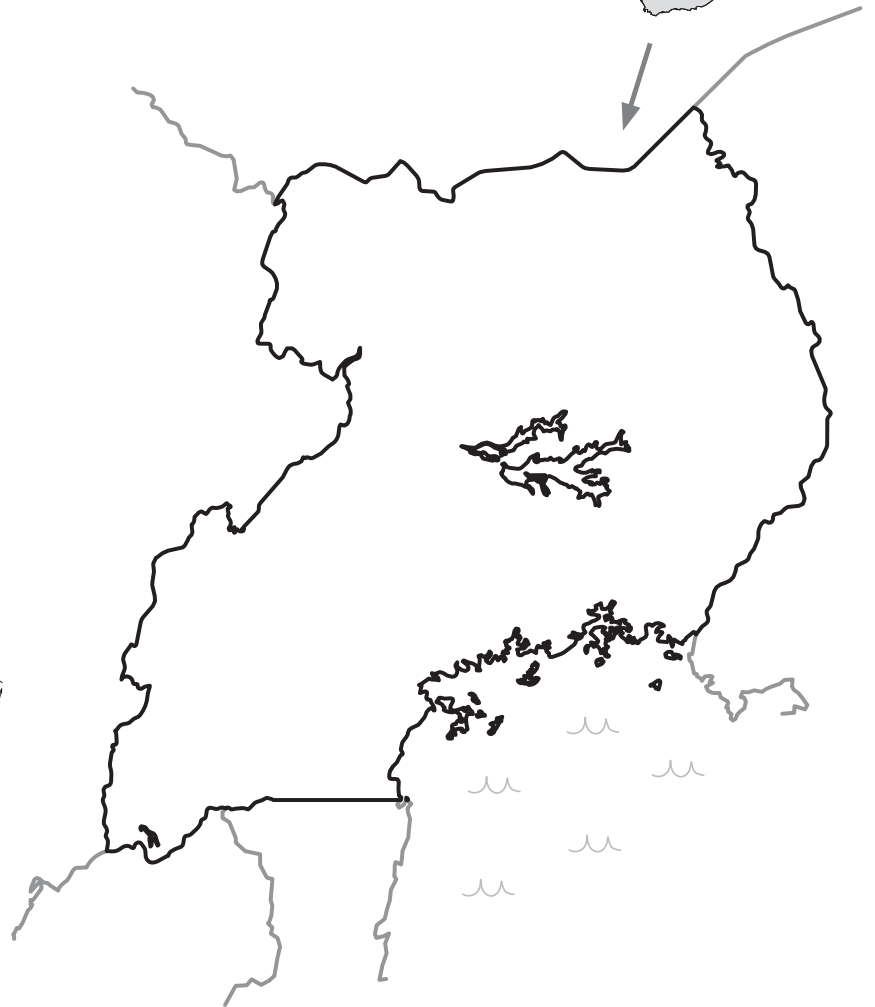


Uganda activity sheet

1. Label the map eg capital city, surrounding countries
2. List some key facts about Uganda eg population, languages
3. Colour the flag and find out its meaning
4. Design a poster about Uganda. *Include information and images to tell others about this country.*



1. Label the map



2. Key facts

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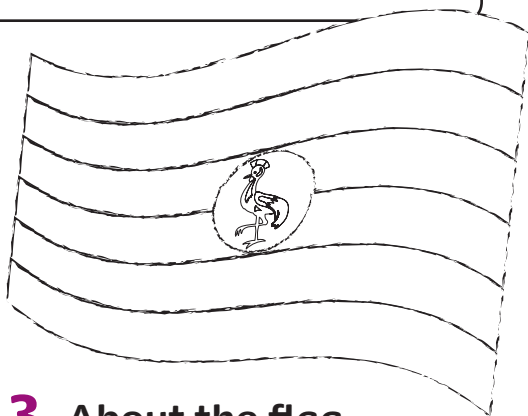
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3. About the flag



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