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STRAIGHT
TALK
FOUNDATION

**REPORT OF THE CHILDREN AND YOUTH
CONSULTATION WORKSHOP ON WORLD
BANK SAFEGUARD POLICIES**

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EXECUTIVE SUMMARY

The World Bank in partnership with Bank Information Centre are currently holding consultative meetings with key stakeholders in order to review the World Bank's social and environmental policy standards from 2012 to 2015. The consultative meetings are meant to seek input from multiple stakeholders including children on safeguard policies.

In March of 2015 BIC partnered with Straight Talk Foundation to carry out a one day consultative meeting for children on the World Bank Safeguards or policies. The overall aim of holding children's consultations is for the World Bank to take into account the views of children in the creation of its revised safeguard policies. The draft safeguard policies do contain several references to children and these children's consultations will solicit input on these provisions.

These children's consultations will also form part of the broader campaign on child rights and safeguards in which civil society organizations are calling for the inclusion of protections for children in the World Bank safeguards. This campaign is coordinated by BIC but includes a large number of civil society organizations around the world. Currently, the campaign's main call is for the World Bank's safeguard policies to explicitly require that environmental and social impact assessments conducted for a World Bank project specifically assess the unique impacts the project is likely to have on children and, where risks of harm to children are identified, plans be put in place to prevent or mitigate these harms.

INTRODUCTION

The one day workshop on World Bank safeguard policies was organized by Bank Information Centre in partnership with Straight Talk Foundation. The consultative meeting was attended by 30 young people from five schools in Kampala, Wakiso and Mukono. Of these 16 were female while 14 were male.

The schools that attended the training include; Kitetika Comprehensive College (Wakiso), Shimoni PS (Kampala), Nakivubo PS (Kampala), Salaama school for the Blind (Mukono) and Kololo HS (Kampala)

The meeting was also attended by five teachers (4 males and 1 female). The meeting started off with welcome remarks by *Akello Martha, the Manager of Mass Media at Straight Talk Foundation* and introduction of the participants and facilitators to ensure friendly interactions for the day.

For the introductions, participants mentioned their names, schools and what they liked or their favourite meal. . (Ref. annexes I)

Phiona Nampungu from the Bank Information Centre expressed gratitude to the participants for taking their time to come for the consultative meeting. She informed participants that during the workshop they were all consultants since the workshop was held to obtain views on how the World Bank can protect the children's interests when carrying out their development activities.

She also informed them that they would have the opportunity to know about what people think about the current and proposed new safeguard policies.

She also acknowledged that World Bank has held numerous meetings across the globe but has had no consultations with the children, therefore it's on that note that Bank Information Centre has decided to hold consultation about the World Bank Safeguards in Peru, Uganda, Senegal, India and Indonesia.

Phiona expressed the hope that once the participants were well versed with the workshop materials on World Bank, then they would have the opportunity to provide suggestions on how World Bank's policies can be improved to better protect the rights of children while development projects were being carried out. She further encouraged the participants to be free to ask questions on anything they were not clear on. .

SESSION 1: OVERVIEW OF THE WORLD BANK

Phiona Nampungu who works with the Bank Information Centre in the opening session provided a general overview of the World Bank. This was to ensure that ensure that participants had a clear picture of the major subject on which the entire meeting was about.

To ensure an open discussion the facilitator used questions, which engaged the the participants quite often. When asked what World Bank was? The participants had the following to say:

Joshua Aikugizibwe, a pupil of Nakivubo Blue Primary School: *World Bank is an international organization with a lot of money and it can reduce poverty in poor countries.*

Elvis Okello, a student of Comprehensive College Kitetika: *World Bank is an organization that assists developing countries to lending them money which they pay back at low interest. The money paid back is lent to other countries*

Nampungu continued to explain what World Bank was using simpler examples, like comparing World Bank with Standard Chartered Bank . She mentioned that World Bank works with countries while other Banks in Uganda like Standard Chartered Bank work with people.

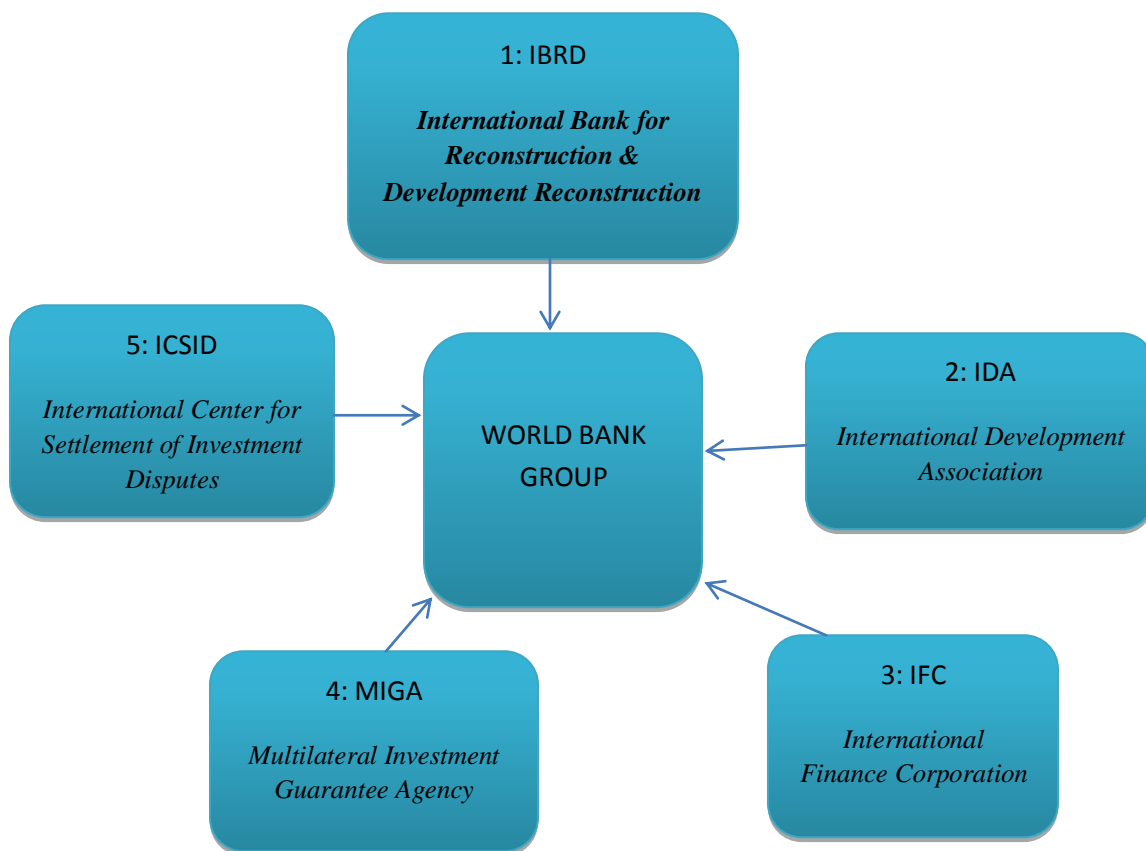
She stressed that people do not use it to save money but rather World Bank lends money to governments to build things like dams, roads, schools or make policies. The money is then paid back with interest. She also explained that governments paid back with the money they got from taxes.

She went on to ask if the participants knew some of the countries that do not need help from World Bank and the participants mentioned the following countries:

- + *America*
- + *Japan*
- + *Saudi Arabia*
- + *China*
- + *Russia*
- + *France*
- + *Germany*

She further asked participants if Uganda was wealthy and in a chorus they all answered that *Uganda is poor* that is why it obtained help from the World Bank for its development projects.

Nampungu also explained the difference between the World Bank and the World Bank Group. She used a local example that most participants were familiar with. She asked if they knew Sudir Ruperelia a renown business man in town and they all answered in the affirmative. She said that the World Bank Group was like the numerous Ruperelia companies. She proceeded to enlighten participants about the different arms of World Bank Group which are the five branches as shown below:



In addition she noted that World Bank Group's headquarters are situated in Washington, DC where most employees work and that it's jointly owned by its 185 member country governments. She added that the World Bank Group president is and has always been a U.S. citizen and that Dr. Jim Yong Kim is the current president.

She then asked if the participants had knowledge of some of the projects funded by World Bank in Uganda and they had this to say:

Mugenyi Alex- Kololo High School : *Mentioned Bujagali Dam in Jinja*

Bugemiise Kashim- Kololo High School: *mentioned the Construction of some classroom blocks in their school.*

Atim Rebecca- Comprehensive College Kitetika: *mentioned construction of hospitals especially in Northern Uganda*

Nampungu added that currently the World bank was funding 194 projects in Uganda. These she said were cross cutting from Agriculture, health, education and infrastructure. She stressed that all the work done by Jennifer Musisi the Director Kampala Capital City Authority are funded by the World Bank.

On this note she informed the participants that a country pays back World Bank through taxes which are paid by parents.

Furthermore she asked participants if they thought the President of World Bank had their interests at heart. The responses were as follows:

Okello Elvis- Comprehensive College Kitetika: *When the constructions are being done the people and more so the children are affected negatively.*

Katushabe Jacent- Kololo High School: *The environment is always degraded and this affects people in the long term.*

Rutenta Brian - Comprehensive College Kitetika: *Parents are always affected and this impacts on the children too.*

Niyer Sandra- Comprehensive College Kitetika: *The World Bank President and his crew think that children are under age so no need to be considered*

Atim Rebecca- Comprehensive College Kitetika: *The World Bank Feels superior*

Nakimuli Racheal- Comprehensive College Kitetika: *said that the president of World Bank thinks the children are never affected which is not true. She added that the constitutional rights also contribute to this since children are considered to be under parents' guidance. So when parents make decisions it is thought that they have taken into account the interests of their own children.*

Following the Nabbagereka Primary School scenario (***The school was demolished a week to starting of term one of 2015 so that a shopping mall can be set up***). The facilitator further asked the participants why children are not consulted when it comes to World Bank activities. Participants had the following to say:

Kisakye Angel- Nakivubo Primary School: *The government is put on pressure since the presidents want the work done and so there is no time to consult children.*

Mr. Tuuta Paul a teacher at Nakivubo Primary School: *Ignorance of the some government officials on the value of education.*

Mr. Waswa John Bosco- Teacher Salaama School for the Blind: *Children are ignored because they do not pay taxes moreso they do not have a representative in the parliament.*

Joshua Aikugizibwe - Nakivubo Primary School: *children are not consulted due to corruption.. He added that people come at 3am in the night with no consultation to demolish homes and schools because of development projects.*

When the facilitator asked if World Bank was important, participants answered in the affirmative with the following views to support their responses:

Asiimwe Joseph- Salaama School for the Blind: *the World bank gives us loans*

Kato Hamuza- Shimon Demonstration School: *the World bank helps to develop non wealthy countries and also protects people and the environment*

Atim Rebecca- Comprehensive College Kitetika: *the World Bank assists other banks to operate smoothly*

Nakimuli Racheal- Comprehensive College Kitetika: *World Bank helps in developing many sectors in the governments of developing countries*

Joshua Aikugizibwe - Nakivubo Primary School: *World bank helps to avoid corruption; he added that in Uganda if there was no money people would kill each other.*

Nampungu then asked Wamala Dick, a student of Kololo High School if the World Bank should be on guard about the environment since its mission is to reduce poverty. He responded that the world bank ought to conserve the environment since its destruction results in many dangers like global warming that badly affects people. He added that Uganda suffers from climate change because many trees were being cut to create industries and construct roads. On this note the participants opened up their views about the impacts of Global warming as listed below:

Okello Elvis- Comprehensive College Kitetika: Global warming has been the cause of floods on the North Pole

Joshua Aikugizibwe - Nakivubo Primary School: It also affects the exchange of gases since plants take in carbondioxide and bring out oxygen which people breathe in, so if there are no plants, people will also die.

Bugemiise Kashim- Kololo High School: There would be no evaporation if the environment is degraded and since it's through this cycle that rain fall is formed then there would be no rain

When asked if it would be ok for people to be relocated from their ancestral homes for the sake of having electricity in the capital city Kampala, Ainembabazi Doreen, a pupil from Shimon Demonstration School said NO! She added, because it would affect the people and their children since when they relocate many children fail to get schools.

Angel Kisakye, a pupil of Nakivubo Primary School added that it would be better not to have electricity so that people can remain with their ancestral homes.

Niyer Sandra a student of Comprehensive College Kitetika also disagreed with the fact that some people should move from their land. She however pointed out that if circumstances are unavoidable, these people should always be given about twoyears to be resettled in an identified place and children should be highly considered in terms of good education.

In addition, Nabiwemba Rebecca a student of Comprehensive College Kitetika also agreed that for the people to be moved then there should always be a plan first which includes healthy facilities and sources of income in the new places of resettlement.

At the end of this session participants were more conversant with the World Bank and the participation was high.

To wind up the session, participants raised some questions. :

Bugemiise Kashim- Kololo High School:

- 🚩 *Why is the president of the World bank always an American?*

Wamala Dick- Kololo High School:

- 🚩 *Where are the branches of the World Bank located? Do they have any branch in Uganda?*
- 🚩 *How does World Bank help to improve our lives?*

Atim Rebecca- Comprehensive College Kitetika:

- 🚩 *I would like to know whether it is a must that the World Bank should only cater for countries in Africa. Do they take care of other poor countries in other continents?*

Angel Kisakye - Nakivubo Primary School:

- 🚩 *What happens when a developing country fails to pay back the money?*

Rutenta Brian- Comprehensive College Kitetika:

- 🚩 *Are Egypt and South Africa regarded as poor countries?*
- 🚩 *What if those people who have to be relocated refuse, what can World Bank do?*

Katushabe Jacent- Kololo High School:

- 🚩 *Why is it that Africans are mostly segregated in most sectors?*
- 🚩 *Should I have a belief that one day whites and Africans will be treated as one?*

Kato Hamuza- Shimon Demonstration School:

- 🚩 *Who was the founder of the World Bank?*

Natukunda Angel - Shimon Demonstration School:

- 🚩 *How does the World Bank help those students whose schools have been demolished as well as their parents?*

Nanteza Rashidah- Kololo High School:

- 🚩 *Why not make a Ugandan an Executive Director; it will also help in giving the country more attention?*

Mugenyi Alex- Kololo High School:

- 🚩 *Why is it that Uganda is represented by someone from another country yet it's a member of the World Bank?*

SESSION 2

The second presentation was delivered by *Alex Long a Red Cross Volunteer at Straight Talk Foundation*. The session began with the introduction of safeguards that World Bank is using, which are policies the World Bank must follow to make sure that negative impacts can be avoided or if they cannot be avoided that they are not too harmful for people and the environment.

She went on to ask participants what they understood by the word safeguards. Some of the participants said:






Niyer Sandra- Comprehensive College Kitetika: It means to protect something

Okello Elvis- Comprehensive College Kitetika: It refers to rules to be followed when doing a project

Joshua Aikugizibwe - Nakivubo Primary School: It means protecting something or someone like a body guard.

Alex clarified that Safeguards refer to rules that World Bank follows to conduct projects in different countries. The Safeguards help to ensure that every one and the environment are kept safe while projects are being carried out. The Safeguards protect people, guide the World Bank, provide access to justice and also a model for other development banks.

She stated that rules can be made by:

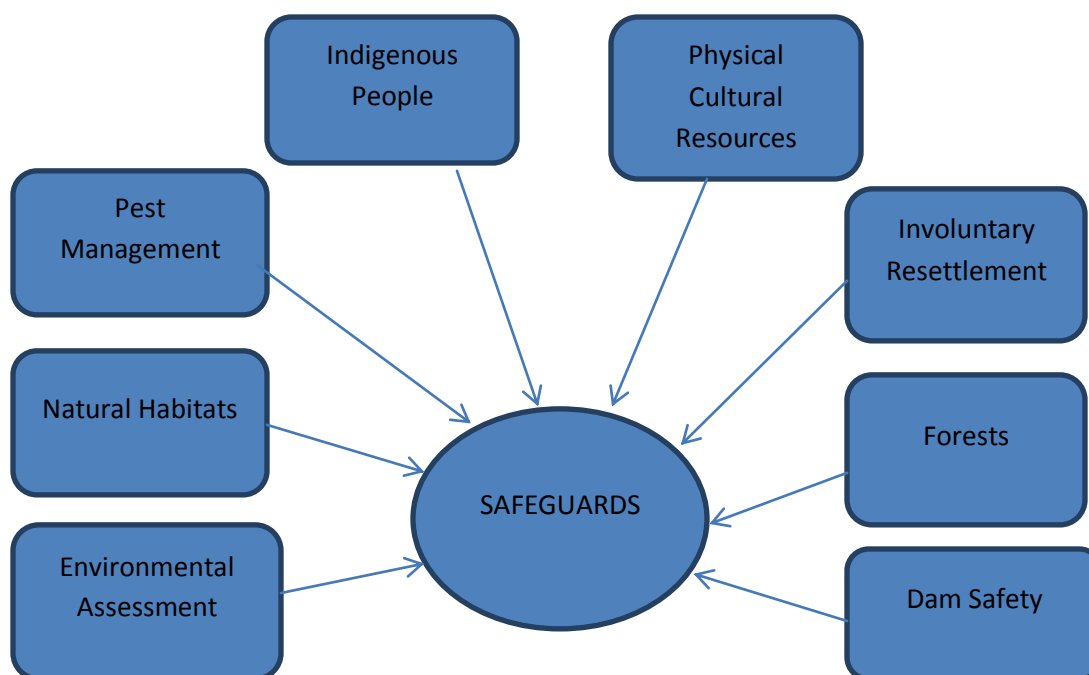
-  People
-  Judiciary
-  Board of governors
-  Parents
-  Community leaders

She stated that World Bank has eight Safeguards which are:

Environment Assessment, Natural Habitants, Pest Management Indigenous people, Physical Cultural Resources for example the pyramids of Egypt, Involuntary Resettlement, Forests, Dam Safety.

She also informed the participants that only two of the eight safeguards of World Bank mention Children; which are the involuntary resettlement policy and the indigenous people policy. Both policies say that special attention should be paid to “vulnerable groups” including women, children and ethnic minorities.

CURRENT WORLD BANK SAFE GUARDS



She informed participants that currently the World Bank was reviewing the safeguards to ensure that they are made better, and to better reflect current international standards because many organizations and governments have different ideas about the safeguards. She proceeded to consult from the participants what they thought would be the improvements in the safeguards. Their responses are noted below:

Atim Rebecca- Comprehensive College Kitetika: the policy on child labor will help children a lot since many children have been forced to work during school time. She added that if one went on the streets during school time, they would find many children working against their will.

Mr. Waswa John Bosco- Teacher Salaama School for the Blind: they still need to categorize the children with disabilities

Nabiwemba Rebecca - Comprehensive College Kitetika: the children with disabilities may not be able to freely express their views, therefore they need special care and guidance

To ensure that participants understood the session well, they were given an activity to design a World Bank Project that would help the people in their communities.

Participants were then divided into seven groups of five participants.

The groups were asked to:

- Identify a problem in their community that they think the World Bank could help solve.
- Design a project that the World Bank could fund in their community that would solve this problem
- Will this project have negative consequence for people or environment in your community?
- When the groups finalized responding to the questions, they were to elect a representative to present their ideas to the larger group.

GROUP PRESENTATIONS

Group six (The Bears) comprised of the following members:

- ✚ Kisakye Angel- Nakivubo Blue Primary School
- ✚ Ainembabazi Doreen- Shimoni Demonstration School
- ✚ Tuhirwe Christine - Kololo High School
- ✚ Bugemiise Kashim- Kololo High School
- ✚ Magezi Joseph- Salaama School for the Blind

PROBLEM: Slums

Slums are a problem in their community because they exposed the community to;

- *Poor health services*
- *Floods which contribute to the six killer diseases*

PROJECT DESIGN: Construction of Public Houses and Toilets

These public houses would be built by the government with funding from the World Bank. They believed that these public houses would need :

- *Land*
- *Would give people health centers*
- *Provision of public services since the environment would be organized and spacious to allow all the benefits from government*

However they noted that this project would have some consequences like:

- *Relocation of people while the project is being carried out*
- *Degradation of the land, since the land would now be bare*
- *Landlords would also loss tenants since the public houses would be less costly and comfortable.*

Second to present was group two, it was represented by Nanteza Rashida.

Group two comprised of the following members:

- ✚ Nanteza Rashidah – Kololo High School
- ✚ Ayen Sabro - Salaama School for the Blind
- ✚ Lubyayi Enos - Shimoni Demonstration School
- ✚ Batuusa James - Nakivubo Primary School
- ✚ Hadija Mahamba - Nakivubo Primary School

PROBLEM: Lack of Clean Water

They said that people in their community use the same source of water for all needs like drinking, washing hands after the toilet, cooking and bathing. They said this was likely to cause some health problems to the people if they do not find a solution.

PROJECT DESIGN: Provision of safe clean water

With funding from World Bank the government should ensure provision of clean water in their community. This should be done in a way that:

- *Schools have more than one tap of water*
- *Creating campaigns to sensitize people on drinking boiled water*
- *Provision of shades for the water taps to avoid animals from destroying them*

They noted that the project would have a few consequences like:

- *Construction of taps being costly*
- *Payment of water bills there after*
- *Noise pollution during the construction which might disrupt the learners in case of the school*

- *Taps not being user friendly for the children with disabilities*

Group four also named ‘Wisdom Group’ was represented by Nakimuli Rachael;

Group four comprised of the following members:

- ✚ Ssemaganda Mark- Shimoni Demonstration School
- ✚ Mr. Waswa John Bosco – Teacher Salaama School for the Blind
- ✚ Musem Esther- Nakivubo Primary School
- ✚ Mr. Kamoga Augustine- Teacher Kololo High School
- ✚ Nakimuli Rachael - Comprehensive College Kitetika

PROBLEM: Poor Sanitation

They mentioned that poor sanitation in their community was as a result of various contributors like:

- *Lack of toilets*
- *Poor disposal of wastes, it is here that they mentioned opening toilets into drainages during the rainy season*
- *Water pollution*

PROJECT DESIGN: Construction of public toilets

They noted that for this project to be successful there was need to look into the following:

- *Identify land for toilet construction*
- *Consult the people living in the land identified*
- *Request for the land peacefully*

This group said that their project would have no negative consequences since the community will be in agreement with what is being done on ground.

Next to present was group seven also named S.J (Steve Jobs), Elvis a member of the group presented the group’s views. He noted that they realized a shortage/lack of water in their community and opted for the construction of boreholes.

Group seven comprised of the following members:

- ✚ Mugenyi Alex- Kololo High School
- ✚ Rutenta Brian - Comprehensive College Kitetika
- ✚ Okello Elvis - Comprehensive College Kitetika
- ✚ Atim Rebecca- Comprehensive College Kitetika
- ✚ Muyingo Enock- Salaama School for the Blind

PROBLEM: Shortage / Lack of Clean Water

They identified the community of Katanga a suburb in Kampala, where they said shortage of water caused numerous problems which included:

Moving long distances to find clean water, which inturn caused children not to come to school or to report to school late

Congestion at the water points which does not favor the children with disabilities

Over load/work since people opt to carry many jerrycans so as not to make returns. This would be dangerous to their heath in the long run since they will be carrying weight that is more than 10% of their total weight.

PROJECT DESIGN: Borehole Construction

During the project some of the Boreholes would be automated to cater for the children with disabilities. On that note therefore the group believes that the project would help solve a number of problems in a way since there would be:

- *Reduced congestion*
- *Safer water*
- *Easy to operate when it comes to children with disabilities*
- *Conservation of energy since people will not over work themselves*
- *For schools the water budget will be reduced*
- *A healthier nation*

The group pointed out that the project would come along with a few negatives like:

- *Water sellers losing customers since Borehole Water would be near and free of charge*
- *Both noise and environmental pollution; during the drilling of boreholes the community would be disturbed with noise and the environment would be affected improper disposal of residues from the construction.*

Thereafter, group five also named Cheaters presented for their community. A community in which they realize was being affected by Global Warming just like the entire world. They positively believe that with greener vegetation then the problem could be solved. Their views were presented as listed below:

Group five comprised of the following members:

- ✚ *Nabiwemba Rebecca- Comprehensive College Kitetika*
- ✚ *Katushabe Jacent- Kololo High School*
- ✚ *Asiimwe Joseph- Salaama School for the Blind*
- ✚ *Ms Kaudha Loy- Teacher Shimoni Demonstration School*
- ✚ *Kizito Ahmed- Nakivubo Primary School*

PROBLEM: Global Warming

The group mentioned that it's because the environment has been deforested and polluted that is why the Ozone layer has been affected and the only way to rectify this is by planting more trees

PROJECT DESIGN: Tree Planting

With such a project in the community the World Bank would need to do the following:

- *To provide tree seedlings to plant in the entire community*
- *Provide training facilities to improve on maintenance of the trees*
- *Provide resistant and viable tree species*
- *Preserve the wet lands that will improve on the climate*
- *Creation of man-made lakes that will provide for water*
- *Sensitization of the entire community about the good of the project since most people have a money mind set when they see trees, all they think of are trees*

The group identified some negative impacts like:

- *Displacement of people*
- *Trees could be habitats for criminals and dangerous animals*

Group three was the next to present.

Group three comprised of the following members:

- ✚ *Wamala Dick - Kololo High School*
- ✚ *Kato Hamuza - Shimoni Demonstration School*
- ✚ *Niyer Sandra- Comprehensive College Kitetika*
- ✚ *Layero Harriet- Shimoni Demonstration School*
- ✚ *Nakidde Bushira - Salaama School for the Blind*

PROBLEM: Neglect of Vulnerable Groups especially children with disabilities and pregnant mothers.

The group noted that many children with disabilities do not get the same opportunities in hospitals since most of the hospitals are far and they might find difficulties reaching there.

The group also cited a scenario of a woman who failed to reach the distant health centers and had labor on the way, on a sad note she and her unborn child did not make it.

PROJECT DESIGN: Improved Health services

The government through World Bank funds will have to do the following to ensure the success of their project

- *Building hospitals nearby that cater for the vulnerable groups and ensuring that ramps/slid ways are placed for those who cannot use the stair cases*
- *Extend door to door health services since most of the children with disabilities are always kept home*
- *Sensitize the people on the ongoing project*
- *Conduct an environmental impact assessment to protect the environment*
- *Proper location where the children will not be harmed*

Group one also named 'Lion group' presented last, tGroup one comprised of the following members:

- ✚ Joshua Aikugizibwe – Nakivubo Primary School
- ✚ Natukunda Angel – Shimoni Demonstration School
- ✚ Nakirya Pauline – Salaama School for the Blind
- ✚ Mr. Tuuta Paul – Teacher Nakivubo Primary School
- ✚ Mr. Kasule Samuel - Teacher Comprehensive College Kitetika

PROBLEM: Lack of Public Libraries in the community

The group mentioned there no libraries that are situated in the communities to enable the scholars read to better their grades in school

PROJECT DESIGN: Building a public library

This would eliminate issues like:

- *Moving late in the night*
- *Getting bitten by snakes in grass on their way to the Libraries*
- *Being attacked by criminals on their way to or from the libraries that are far away*

After the participants had all presented their projects, Alex gave the participants another opportunity to ask questions or to clarify issues that were still confusing to the participants.

Joshua Aikugizibwe – Nakivubo Primary School: *What if in the process of setting the World Bank actives people get hurt, what happens?*

Ans: *Alex responded saying there is a tribunal of World Bank that addresses such issues and responsibilities.*

Batuusa James - Nakivubo Primary School:*What would happen if World Bank did not have safeguards?*

Ans: participants said there would be injustice, high level corruption, and carelessness when running projects and at worst World Bank would loss support

In addition Tuhirwe Christine from Kololo High School reported that there is a World Bank project of construction in their school. It was very clear in the blue prints that the completion and launching would be in 2013, but currently the construction stopped with only two floors and yet Kololo High School is one of the biggest government schools in Kampala with a very high population of students.

Ending the presentation the facilitator was so thankful to the participants for having shared their great views and also noted positively that participants had all the qualities to contribute to the World Bank Safeguards. She mentioned that all the projects presented for various communities were really brilliant and that World Bank would be proud to go through them.

SESSION 3 – Case Studies

Ouma Fred an Editor at Straight Talk Foundation delivered the third session, which was based on different case studies done in different World Bank countries. To ensure that participants clearly understand the requirements of the presentation, Fred informed the participants that they would start by forming two groups. One group would be primary while the second group would be secondary.

With the groups formed, he requested the primary group to secretly write down any question about the consultation workshop without letting the secondary group know what they are writing. He then proceeded to request the secondary group to write answers to the primary questions they knew nothing about.

Thereafter both the primary and secondary were given corresponding numbers for the questions and answers. Below are the results:

QN 1: why does the World Bank make people shift from one place to another?

ANS: Our geography teacher told us that people in Karamoja do not have toilets so they should be sensitized.

QN 2: What is World Bank?

ANS: World Bank should devise a way to fight corruption.

QN 3: Who is the Vice President of World Bank?

ANS: Do not worry because the World Bank will still find a way of not harming the people or environment.

QN 4: How does Uganda benefit from World Bank?

ANS: Is an organization that gives countries funds to help in education and other activities.

With such responses to stray questions, the participants concluded that one cannot decide for a problem which is unknown; therefore this shows the importance of participation in decisions that affect people directly. The World Bank ought to continue consulting with the people especially children before deciding on the projects to fund.

With that eye opener, groups were formed basing on different fruits (Apple, Bananas, Grapes and pineapple) to respond to the identified case studies. Fred presented the identified groups with the instructions as stated below:

- Members will take a few minutes to read the case study
- When everyone in the group is finished reading the case study, you will work together to answer the questions for your case study in the workshop packet
- Your case study group will present facts of your case study and answers to the questions to the rest of the participants

Bananas comprised of:

- ✚ Nakidde Bushira - Salaama School for the Blind
- ✚ Katushabe Jacent- Kololo High School
- ✚ Ainembabazi Doreen- Shimoni Demonstration School
- ✚ Tuhirwe Christine - Kololo High School
- ✚ Rutenta Brian - Comprehensive College Kitetika
- ✚ Ssemaganda Mark- Shimoni Demonstration School
- ✚ Muyingo Enock- Salaama School for the Blind
- ✚ Nanteza Rashidah – Kololo High School
- ✚ Batuusa James - Nakivubo Primary School

The banana group attempted a case study based on discrimination in the Philippines *under the draft safeguard policies that must be considered in impact assessments under ESS1 and consulted under ESS10*

CASE STUDY # 3

In the Philippines, many children with disabilities cannot attend school. There are not enough qualified teachers to teach children with disabilities. Schools and public transportation are often not designed for people with disabilities, which makes it very difficult for children with disabilities to go to school. Health care centers are also often inaccessible to children with disabilities, which makes it very hard to get check-ups and vaccines.

In 2009, the World Bank loaned money to the Philippine government for the

conditional cash transfer programs. The program was supposed to help people by giving money to families if they did certain things, including: sending children to school 85% of the time, using health care services, and participating in family development sessions.

Because schools and health care centers are inaccessible, families with children with disabilities could not meet the requirements of the program, and therefore did not receive any money. When people complained about this, the condition based on school attendance was taken away. However, nothing was done to make the schools accessible, and those children still have trouble going to school

QN 1: under the draft policies, do you think the conditional cash transfer program would do a better job of including families with members with disabilities?

The Banana group responded to this question negatively, they said NO; it would not do a better job of including families with members with disabilities. They based their response on the following reasons:

- The supply of money will not bring schools nearer to the children with disabilities
- The money will only benefit individuals/ parents but not the community and above all the children with disabilities
- The program will only increase corruption and not benefit the continuing generation
- If the project ends then the children with disabilities will also drop out of school immediately
- The program will not change the parents' attitude about educating the children with disabilities
- The program may not provide qualified teachers to handle the children with disabilities. Children will continue going to these schools to play and grow.
- The program will not improve on the infrastructure for the children with disabilities, since parents will only be obtaining money for their needs
- The program will not provide schools with the special scholastic materials to enable the children with disabilities have a better environment to study
- The children with disabilities and families from inaccessible areas would be discriminated from the program.

QN 2: How could the World Bank change its draft policies to make sure projects like this did not exclude children with disabilities?

The group proposed that a better way to draft policies would consider the following views:

- The World Bank should make consultations with the community and most of all the children with disabilities, to find out from them what would be the possible help they needed other than just imposing on them.
- Construct schools within the communities to ensure the 85% attendance of the children with disabilities since the distances would be shorter
- There should be continuous follow up and monitoring on all the World Bank Projects
- If the schools cannot be constructed near then they should provide transportation to the children with disabilities like school vans
- World Bank should also first ensure that schools are equipped with trained teachers to handle the children with disabilities
- The schools should also be equipped with the special materials that ease studying for the children with disabilities. They should provide materials like Perkiens, white canes and many more.

In addition Mr. Waswa John Bosco – Teacher Salaama School for the Blind informed the participants that indeed World Bank should come in to support the children with disabilities when it comes to scholastic materials because they are really expensive for the school managements to handle. He mentioned that the perkiens cost *UgShs 1,500,000 million (one million five hundred thousand shillings)* and the brail papers cost *UgShs. 130,000 (one hundred thirty thousand shillings) per ream of paper*

The Grapes

The Grapes' group was next to present their views about forced labor under the Uzbekistan case study. This case study was based *under the draft ESSI safeguard; borrowing countries are required to conduct assessments that look at impacts on the “disadvantaged or vulnerable groups”*

Grapes group comprised of the following members:

- ✚ Nabiwemba Rebecca- Comprehensive College Kitetika
- ✚ Niyer Sandra- Comprehensive College Kitetika
- ✚ Magezi Joseph- Salaama School for the Blind
- ✚ Okello Elvis - Comprehensive College Kitetika
- ✚ Mr. Kasule Samuel - Teacher Comprehensive College Kitetika
- ✚ Mr. Tuuta Paul – Teacher Nakivubo Primary School
- ✚ Nakirya Pauline – Salaama School for the Blind
- ✚ Nakirya Pauline – Salaama School for the Blind

CASE STUDY # 1

More than 25% of Uzbekistan's population is employed in agriculture, and cotton is the most import crop that Uzbekistan sells to the rest of the world. The Uzbek government tells the

farmers how much cotton to plant, buy it from the farmers at a very cheap price, and the sells it to other countries for a much higher price. Many people around the world believe that government forces people –including children – to work in the cotton fields under dangerous conditions, often without being paid. Some children have to miss school in order to help pick the cotton

In 2008, the World Bank Board of Directors approved a loan to the Uzbekistan government to improve Uzbekistan's agriculture sector. By 2012, the World Bank had sent millions of dollars in loans to help farmers purchase new machinery and make more money from selling their crops.

The assessment done by the Uzbekistan government did not include an examination of how the government forces farmers to grow cotton and makes both children and adults to work in the cotton fields, because this was not listed in the assessment, no steps were taken to prevent Uzbekistan government from continuing this practice and both adults and young people are still forced to work in the cotton fields.

QN 1: Under the draft policies, do you think the Uzbekistan government would have included information about forced labor in the assessment?

The group agreed that the Uzbekistan government would have included information about forced labor in the assessment because of the various issues identified:

- *Poor payments of laborers, they mentioned parents who are not paid well which forces them to enroll their children to ensure that they increase the pay taken home. On this note Niyer Sandra- Comprehensive College Kitetika passionately expressed that children were also human so they should be considered by World Bank when it comes to making decisions that affect them and not to be left to be used.*
- *Working under poor conditions and yet they work for longer hours which is dangerous to their health*
- *Children also miss school since they are forced to work in the cotton fields and this affects their future negatively*
- *Exploitation of the laborers by the government since they are told how much cotton to plant and its bought from the farmers cheaply and yet the government sells to other countries expensively*
- *The farmers have poor standards of living since they earn very little or nothing form the cotton farms*

QN 2: What could the World Bank do to ensure that people conducting impact assessments include issues such as forced child labor?

The group suggested that if World Bank wanted to ensure that people conducting impact assessments include issues such as forced child labor, World Bank had to take note of the following views:

- Making it a requirement for all World Bank borrowers not to use children in the funded projects
- World Bank could also SET a minimum wage under which no payments can be accepted.
- World Bank should ensure thorough follow up and monitoring of all funded projects on ground
- There should be prior sensitization of the people on the funded projects to weigh the effects and benefits.
- World Bank should also form representative committees of the local people who can easily tell what going on ground.

QN 3: How can the World Bank change ESS1 and ESS2 to better protect children affected by projects that may involve child labor?

The group mentioned that for World Bank to better protect children affected should apply the listed views when drafting the policies:

- There should be sensitization of the people on the laws that can protect them under World Bank so that they can be ensured of the protection.
- There should always be an environmental assessment to protect the environment
- When reallocating people they should ensure that the areas where children are being relocated are safe for the children
- The World Bank can also draft policies against child labor

Apple Group

Next to present their views was the Apple group which examined the South African case study on harms from the coal power plant. This case study is from the draft ESS1 policy that requires ways in which projects may make climate change worse be considered in an environment assessment. The draft ESS4 safeguard on community health about paying particular attention to poor and vulnerable groups, but does not specifically mention children.

Apple group comprised of the following members:

- ✚ Layero Harriet- Shimoni Demonstration School
- ✚ Musem Esther- Nakivubo Primary School
- ✚ Mugenyi Alex- Kololo High School
- ✚ Ms Kaudha Loy- Teacher Shimoni Demonstration School
- ✚ Wamala Dick - Kololo High School
- ✚ Bugemiise Kashim- Kololo High School
- ✚ Joshua Aikugizibwe – Nakivubo Primary School

CASE STUDY #4

South Africa has trouble delivering enough electricity to its people. In 2010, the World Bank approved a loan to build a coal-fired power plant in South Africa. The plant would be one of the largest coal-fired power plants in the world.

The World Bank believes the new coal plant will help South Africa's energy problems. Other people believe that alternative sources of energy, such as windmills and solar power would be better for people and the environment. However, the World Bank believes these forms of energy are not as strong as coal plants and may not provide as much energy to people in South Africa.

Many scientists believe that burning coal is one of the ways in which people are contributing to climate change. In the future, climate change will likely cause a lot of damage to poor countries that have many people living near the coast, like South Africa, Sea levels will rise and , flooding could damage many homes and businesses. Developing countries may not be able to protect people against this damage and people in those countries will probably suffer more from the effects of climate change,. It will also be more difficult for developing countries than the wealthier countries to repair damages caused by climate change, and they might have to borrow more money to assist their people after the damage occurs

Some scientists also think that burning coal can make people sick, especially people living close to the power plant. Children and young people can be more seriously affected by diseases related to coal than adults.

QN 1: Under the new draft policies, what types of harms are likely to be caused by a coal power plant? What type of impacts might be ignored?

The group members were able to identify the listed types of harms from the coal power plant in South Africa:

- Raising of the sea levels which might have an effect on all the coastal people in future
- Climate change causing a lot of damage for the poor countries
- Flooding which could damage many homes and businesses and also cause the country to borrow more money from World Bank hence going back to square one.
- High pollution of the people and environment that comes from burning coal which is more dangerous to the young children

The members were able to identify a few impacts that might be ignored, as mentioned below:

- Relocation of the people
- Compensation
- Special consideration for the vulnerable group

QN 2: How could the draft policies be changed to ensure that the impacts that are not included be addressed?

To ensure that the impacts left out could be addressed, the group noted that the World Bank should always consult the community people to know what they think of the proposed projects before loaning governments money and also there should be clear policies in favor of the children

Pineapple Group

Pineapple group presented last on a Ugandan case study which was about issues of resettlement with reference to the draft ESS5 safeguard on involuntary resettlement talks about paying particular attention to poor and vulnerable groups, but does not specifically mention children or discuss how children might be specifically impacted by resettlement.

Pineapple group comprised of the members below:

- ✚ Atim Rebecca- Comprehensive College Kitetika
- ✚ Mr. Waswa John Bosco – Teacher Salaama School for the Blind
- ✚ Nakimuli Rachael - Comprehensive College Kitetika
- ✚ Kisakye Angel- Nakivubo Primary School
- ✚ Hadija Mahamba - Nakivubo Primary School
- ✚ Ayen Sabro - Salaama School for the Blind
- ✚ Lubyayi Enos - Shimoni Demonstration School
- ✚ Asimwe Joseph- Salaama School for the Blind
- ✚ Kizito Ahwemd- Nakivubo Primary School

CASE STUDY #2

In 1998 the International Development Association (IDA) loaned money to Ugandan government to build the Bujagali hydro-power dam. The purpose of the project was to provide more electricity in the area so that businesses might build their factories nearby. This would help people by making more jobs available. However, many people had to move away from their homes and their land to make room for the dam. There were no jobs for the people right away because it takes many years to build a dam and even longer for businesses to come to new areas

The world bank's involuntary resettlement safeguard requires the country borrowing money from the Bank to create a resettlement plan that ensures people are informed about their rights, pays them money for their homes that they must leave behind, and helps them find a new job or way of making money in the location where they have to move. The policy says that particular attention should be paid to the needs of any vulnerable groups that are being displaced, including children, but does not provide any details or guidance on how to do this.

When this project began, a resettlement plan was created but the people who were forced to move were not consulted before developing the plan. Many people were not able to find new

ways to make money in their new villages, so they did not have enough food for their children. Many of the children became sick. In the new community the doctors and nurses came to the health clinic for only a few hours every day, and the clinic was closed on weekends. Many children were not able to see a doctor or nurse when they were sick. The people were also resettled far away from the nearest school. Many young children could not walk the distance to the school and the older children arrived at school very tired because of the distance

QN 1: Under the new safeguard policies, do you think the plan for resettling people would have better accounted for the needs of children in the community that was to be resettled?

After a critical review of the case study the group thought that YES, the plan for resettling people would have better accounted for the needs of children in the community that was to be resettled, because it would build schools for the children who have relocated and also look into their health issues where they would construct serious clinic to operate 24hrs with all doctors

On the other hand the group thought they would not have better accounted for the needs of children in the community that was to be resettled because there was limited time for consultation and also man power.

QN 2: How could the World Bank change its draft ESS5 involuntary resettlement policy to make projects like this better for children?

The group suggested that for World Bank to make projects like these better , they should be concerned with:

- Specifying the children with disabilities
- Equipping the clinics with all materials and full time doctors
- Consulting with the children before setting up the project

There after the participants were requested to write to the President of World Bank whatever they felt, he should answer. The participants were assured that their views will be delivered to him and he would personally respond to them. Participants agreed and these are the questions and recommendations they expressed on paper.

PARTICIPANT'S QUESTIONS TO THE WORLD BANK PRESIDENT:

Batuusa James - Nakivubo Primary School P.7 -Tel: 0754613847

QN: Can I join your company when I grow because I would like to help the children with disabilities?

Atim Rebecca- Comprehensive College Kitetika

Tel: 0717442052/ 0752073596

Qn: Why does World Bank fund projects that it does not follow up and yet they know very well

that corruption is rampant?

Why doesn't World Bank president come from Africa and yet they fund African countries most?

Kato Hamuza - Shimoni Demonstration School

Tel: 0776542438

Qn: Why are all presidents of the World Bank always Americans?

Ainembabazi Doreen- Shimoni Demonstration School

Qn: why are the roads not constructed if World Bank has funded them?

Why are some schools not having enough scholastic materials?

Nakimuli Rachael - Comprehensive College Kitetika

Tel: 078223943993

Qn: why can't the World Bank offices be situated in every country since it would be very important?

Nabiwemba Rebecca- Comprehensive College Kitetika

Tel: 0776 448048

Qn: why are the offices of World Bank located only in Kampala and why not other rural areas?

How does World Bank get to entrust people with whom they leave their projects?

Joshua Aikugizibwe – Nakivubo Primary School

Tel: 0782282488/ 0753282488

Qn: why is the World Bank president an American?

Why is the World Bank building dams and making people relocate?

Rutenta Brian - Comprehensive College Kitetika

Tel: 0704 846715

Email: Rutentabrian@yahoo.com

Facebook: Rutenta Brian

Qn: why is it that World Bank has failed to categorize the work which should be done by children and adults in particular?

Niyer Sandra- Comprehensive College Kitetika

Tel: 0756486445

Qn: The people in the areas of Akwara practice a lot of deforestation, what can I do as a young girl of 14 years to stop them?

Kizito Ahwemd- Nakivubo Primary School

Qn: where does the president of World Bank live?

Can the president visit Uganda and especially us children face to face?

RECOMMEDEATIONS FROM PARTICIPANTS TO THE WORLD BANK:

Asiimwe Joseph- Salaama School for the Blind Says: since our school is too bad, can world bank help to construct Salaama School for the Blind.

I would also like the world bank to help us with Perkins and paper because these are very expensive and our school cannot afford them.

The World Bank should also consider building houses for our teachers because some of our teachers walk very long distances to come to school

Kato Hamuza - Shimoni Demonstration School

Tel: 0776542438

Says: the World Bank should provide some hospitals and Boreholes in the slum areas.

I would also like to be a member of the World Bank.

Ssemaganda Mark- Shimoni Demonstration School

Says: I would like World Bank to construct roads in our slums and to take care of our forests by sensitizing people about the dangers of deforestation

Katushabe Jacent- Kololo High School

Tel: 0758848342

Says: Thank you World Bank for helping reduce poverty in our country, however we are still in need of your help especially in the families that get misunderstandings and the young children are getting affected. Please help!

Nakimuli Rachael - Comprehensive College Kitetika

Tel: 078223943993

Says: I would like to work with the World Bank in 10 months from now because I am really impressed with the good work they are doing in the world.

Lubyayi Enos - Shimoni Demonstration School

Tel: 0772601093

Says: World Bank please construct for us roads and hospitals in our rural areas.

Also help and support people's small projects and activities.

Ainembabazi Doreen- Shimoni Demonstration School

Says: the World Bank and the government of Uganda should help the children with disabilities to obtain scholastic materials like Perkins and white cans.

Layero Harriet- Shimoni Demonstration School

Says: I would like to request World Bank to at least construct hospitals in some of the places which are slums.

I also request World Bank to construct good roads and schools to some places that do not have them because they suffer walking long distances.

Mr. Waswa John Bosco – Teacher Salaama School for the Blind

Tel: 0788306582

Says: The World Bank President, we kindly request you to increase or give us more salaries to teachers who teach visually impaired or children with disabilities.

Muyingo Enock- Salaama School for the Blind

Tel: 0788306582

Says: The World Bank should buy for us scholastic materials in our schools like Perkins, Braille, Books, White Canes, Stylus and Slates.

I also kindly request World Bank to cater for our transport and build a clinic at our school for easy medical checkups.

Kisakye Angel- Nakivubo Primary School

Tel: 0751913644

Says: I would like to thank the World Bank for the good work they have done in our country, World Bank Group has helped us in many things like lending our government billions of money. Thank you God bless you.

Mugenyi Alex- Kololo High School

Tel: 0706259604

Says: I would like to recommend World Bank to stop lending money to countries/ governments which may fail to pay back in time the amount given to them.

The World Bank should also invest more money in the health and education sectors.

Hadija Mahamba - Nakivubo Primary School

Tel: 0781621771

Says: Dear World Bank President I would like to thank you for the good work you have done for our countries, however I want to request for more money to assist the children whose parents cannot afford to pay for school fees.

Nabiwemba Rebecca- Comprehensive College Kitetika

Tel: 0776 448048

Says: I would like the World Bank to estimate the maximum and minimum age limits if at all they are to set safeguards on the labor policy.

The World Bank should also come up with projects which will benefit everyone in the community.

Okello Elvis - Comprehensive College Kitetika

Says: the World Bank should always involve children always in the areas which the children may be affected when coming up with ideas for the projects. This could be done by creating World Bank committees before the project commences where people are sensitized and among them, the children or their representatives

The World Bank shouldn't advance loans to countries/ governments that will involve children in the project work and if possible they should be charged for child labor.

Mr. Tuuta Paul – Teacher Nakivubo Primary School

Tel: 0774493119

Says: first and foremost, World Bank is doing tremendous work of helping various developing countries to better their standards of living. I would strongly like to encourage World Bank to extend its services even to rural areas where there is great need. World Bank should also come in to provide simple materials like scholastic materials, medication to mention but a few.

Joshua Aikugizibwe – Nakivubo Primary School

Tel: 0782282488/ 0753282488

Says: I would like World Bank to help us put in place things like; good roads, buildings, hospitals, libraries, boreholes, public houses, public toilets and also pay for us school fees.

Mugenyi Alex- Kololo High School

Tel: 0706259604

Says: The World bank should monitor the money given to developing countries so that the funds are not channeled to individual interests through corruption

Nanteza Rashidah – Kololo High School S.4

Tel: 075769860

Says: World Bank should help children in improving education since it is the key to success. When carrying out projects, World Bank should always consult with the people in order to limit the negative consequences. World Bank should also employ people who can be trusted to fight corruption.

Tuhirwe Christine - Kololo High School

Tel: 0703197983

Says: The World Bank should look at the problem of forced labor, forced labor in our country is becoming unending for example when you look at most farms which are monitored by foreigners, children are working there and yet they are paid less or no pay. They work long hours and at the end they do not get enough food. The government with help from World Bank should construct more public schools where children whose parents lack fees can benefit from.

Rutenta Brian - Comprehensive College Kitetika

Tel: 0704 846715

Email: Rutentabrian@yahoo.com

Facebook: Rutenta Brian

Says: Thank you World Bank for this opportunity, the World Bank should be asking people especially youth the projects they think can help them before imposing on them and this would help eradicate poverty in future.

Niyer Sandra- Comprehensive College Kitetika

Tel: 0756486445

Says: I really request World Bank to help with the situation of water in the northern part of Uganda because water is so scarce that instead of taking water for tea, people end up taking Oral Rehydration Salts as tea. It's not healthy and people cannot even use water for washing clothes because the water is hard to find. Mr. President sir, please if you could get any provision to help the people in the North, give them fresh water, I will be glad.

Mr. Kasule Samuel - Teacher Comprehensive College Kitetika

Says: I appreciate the work of the bank in extending loans and development assistance to developing countries especially sub-Saharan Africa and in particular Uganda. The World Bank has supported many projects and is still doing so; my biggest worry is that most of the time the people who are going to benefit or be affected are not consulted. Therefore the revision of the safeguard policies is a fruitful and commendable effort.

As we endeavor to end poverty and ensure shared property, one thing I know, you cannot make one better off without making some one worse off. As the goal of the Bank is ending poverty let it lead to sustainable development in all nations.

Magezi Joseph- Salaama School for the Blind

Says: The World Bank should involve all children with disabilities in making decisions before they start implementing a given project so that they are not affected when the project takes off.

Museme Esther - Nakivubo Primary School

Tel: 0779669923

Says: I request the World Bank to help the pupils of Nabagereka primary school because their school was demolished without consultation.

Kizito Ahmed- Nakivubo Primary School

Says: in a poetic way-

Oh Slums

Slums lead to poor health

Slums lead to poor sanitation

Slums lead to poor medical care.

The World Bank should help the people in slums to provide a solution to their poor living standards.

Atim Rebecca- Comprehensive College Kitetika

Tel: 0717442052/ 0752073596

Says: The World Bank should at least try to give people with disabilities attention so that they are cared for, they should also be given chance to participate by getting jobs in the various projects.

The World Bank should also let every country have a representative not one person for so many countries so that each country is given special attention.

The World Bank should also send permanent representatives to countries, villages and for projects.

WRAP-UP & CONCLUSION

Closing the consultation workshop, participants were introduced to a game to ensure that through the day each participant had something to go back with. A ball was thrown to each participant and he/she would speak out what they had learned in the workshop. With this the facilitators agreed that indeed the participants had something to go back with since they all mentioned what they had learned.

In concluding remarks Phiona Nampungu of Bank Information Centre expressed her gratitude to the young consultants, teachers and the facilitators for the great contributions to the World Bank. She said it had been a wonderful day and that the World Bank is here to stay, we only need to keep the safeguards. She pledged to deliver the participant's letters of questions and recommendations to the World Bank President. Furthermore, she requested the children to be ears of the World Bank on ground to know all the projects that are being conducted in their communities.

Lastly on behalf of Straight Talk foundation Akello Martha, thanked the schools of the participants for always responding to calls of Straight Talk. She mentioned a school in which they formed a writing club where the children are free to express their views and they are informed about all that is happening in school and their communities. She went on to encourage the present schools to also borrow a leaf and form such a club. Ending she expressed her gratitude for the good participation in all session and mentioned that the participants were great ambassadors for Straight Talk Foundation.

ANNEX I

REGISTRATION OF THE PARTICIPANTS

Name	sex	School
Kisakye Angel	F	Nakivubo Primary School
Batuusa James	M	Nakivubo Primary School
Hadija Mahamba	F	Nakivubo Primary School
Musem Esther	F	Nakivubo Primary School
Kizito Ahwemd	M	Nakivubo Primary School
Joshua Aikugizibwe	M	Nakivubo Primary School
Mr. Tuuta Paul	M	Nakivubo Primary School
Ainembabazi Doreen	F	Shimoni Demonstration School
Lubyayi Enos	M	Shimoni Demonstration School
Ssemaganda Mark	M	Shimoni Demonstration School
Kato Hamuza	M	Shimoni Demonstration School
Layero Harriet	F	Shimoni Demonstration School
Natukunda Angel	F	Shimoni Demonstration School
Ms Kaudha Loy	F	Shimoni Demonstration School
Asiimwe Joseph	M	Salaama School for the Blind
Muyingo Enock	M	Salaama School for the Blind
Nakiryia Pauline	F	Salaama School for the Blind
Nakidde Bushira	F	Salaama School for the Blind
Ayen Sabro	F	Salaama School for the Blind
Magezi Joseph	M	Salaama School for the Blind
Mr. Waswa John Bosco	M	Salaama School for the Blind
Tuhirwe Christine	F	Kololo High School
Bugemiise Kashim	M	Kololo High School
Nanteza Rashidah	F	Kololo High School
Mugenyi Alex	M	Kololo High School

Katushabe Jacent	F	Kololo High School
Wamala Dick	M	Kololo High School
Mr. Kamoga Augustine	M	Kololo High School
Nakimuli Rachael	F	Comprehensive College Kitetika
Rutenta Brian	M	Comprehensive College Kitetika
Okello Elvis	M	Comprehensive College Kitetika
Atim Rebecca	F	Comprehensive College Kitetika
Nabiwemba Rebecca	F	Comprehensive College Kitetika
Niyer Sandra	F	Comprehensive College Kitetika
Mr. Kasule Samuel	M	Comprehensive College Kitetika

ANNEX II

FACILITATORS REGISTER

Name	Sex	Title
Phiona Nampungu	F	Officer Bank Information Center
Martha Akello	F	Facilitator
Fred Auma	M	Facilitator
Jane Nafula	F	Facilitator
Oriyo Philip	M	Facilitator
Henry Bogerirwe	M	Photographer
Alex Long	F	facilitator
Stephanie Aida	F	Volunteer
Doreen Ninsiima	F	Rapporteur

ANNEX III

AN INSPIRATION POEM

By Kizito Ahwemd- Nakivubo Primary School

Acting is my Talent

Taking me so High

The World is soon to know

The Star I am soon to Be

All around the World my Star will Shine Bright