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**The Impact of Alternative Basic Education for Karimojong Programme on the Socio-Economic Development of Nakapiripirit District: A Case Study of Lorengedwat Sub-county.**

The study sought to establish the impact of Alternative Basic Education for Karimojong (ABEK) programme on the socio-economic development of Nakapiripirit district in Lorengedwat sub-county. The study was guided by four specific objectives which include; determining what constitutes the ABEK programme, examining the effect of ABEK on the socio-economic development of the people of Karamoja, assessing the challenges faced in the implementation of ABEK and pointing out other factors influencing the socio-economic development of the people of Karamoja. The study considered a cross-sectional research design where both the qualitative and quantitative approaches were used. The qualitative approach was used to assess the quality of the socio-economic development of the people. Qualitative data was done in a descriptive and narrative manner. Quantitative data thereon came in for the purpose of quantifying the qualitative data. The study findings were that the major components of the ABEK programme are peace and security; the effect of the ABEK programme on socio-economic development of the people of Karamoja is mainly improved peace, stability and security; the greatest challenge encountered in the implementation of ABEK programme is inadequate instructional materials; and herding is the most common other economic activity in which people are involved other than ABEK programme. The study recommends the need for additional instructional and play materials for children so as to facilitate proper learning and acquisition of literacy and numeracy; the number of facilitators needs to be increased to a minimum of four such that each handles a different grade; the learning facilities and environments require urgent attention; tents which could be dismantled in preparation for shifting to other grazing areas are highly recommended; children attending ABEK lessons need to be separated according to grade and/or age and be taught age specific topics and need to provide registers to facilitators.

**Key Words: Alternative, Basic Education, Karimojong Programme, Socio-Economic Development, Nakapiripirit District.**