

**PRODUCTION OF GRAPHIC CARTOONS AS A MEDIUM OF
SENSITIZING PRIMARY FIVE TO SEVEN SCHOOL CHILDREN
AGAINST SUBSTANCE ABUSE: A CASE STUDY OF MAKINDYE
DIVISION, KAMPALA DISTRICT.**

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**A THESIS SUBMITTED TO KYAMBOGO UNIVERSITY GRADUATE
SCHOOL IN FULFILLMENT OF THE REQUIRMENTS OF A
DEGREE OF MASTER OF ART AND INDUSTRIAL DESIGN OF
KYAMBOGO UNIVERSITY**

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DECLARATION

I, Kiconco Martha, declare that this research report is my original work and has neither been produced nor submitted by any person to any institution of higher learning for any academic award.

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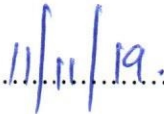
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This thesis is my original work and has never been presented for a degree in any other University.

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DEDICATION

I dedicate this research to GOD ALMIGHTY for giving me life and for providing me with the resources that I required to accomplish this level of education, to HIM be the glory.

Secondly, I dedicate this research to my family and friends that have been with me all through this journey.

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LIST OF ABBREVIATION / ACRONYMS

ATS:	Amphetamine-type stimulant
IRA:	International Reading Association
KCCA:	Kampala Capital City Authority
NACADA:	National Agency for the Campaign against Drug Abuse (Kenya)
NCDs:	Non-Communicable Diseases
NGOs:	Non-governmental organizations
NIDA:	National Institute on Drug Abuse
PDEA:	Philippine Drug Enforcement Agency
SAMHSA:	Substance Abuse and Mental Health Services Administration.
SDGs:	Sustainable Development Goals
UNDCP:	United Nations Drug Control Program
UNODC:	United Nations Office on Drugs and Crime
UYDL:	Uganda Youth Development Link
WHO:	World Health Organization

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ABSTRACT

This study examined the prevalence of substance abuse among upper primary school children in Makindye division, Kampala district in Uganda with the aim of producing cartoons that would sensitize them against substance abuse. Based on a case study design, this qualitative study, was guided by three objectives: i) to examine the prevalence of substance abuse among primary five to seven school children, ii) to establish the existing printed graphics in relation to sensitizing primary school children against substance abuse and iii) to produce graphic cartoons that can be used as a medium of sensitizing primary five to seven school children against substance abuse. Sixty-seven (67) head teachers of primary schools, KCCA and Katwe police headquarters in Makindye division were the respondents to this study. Data was collected using interviews, observations, photography, check lists and the study established categories of substance abuse; including, alcohol and cigarettes. Findings revealed that existing graphic advertisements promote alcohol consumption and minimally caution adults of eighteen years and above. Subsequently, different drawings and sketches were developed into graphic cartoons that would sensitize primary five to seven school children against substance abuse in classroom activities and around the school environment. The study recommends that the government of Uganda and other developmental partners should cater not only for the addicted but also for the vulnerable children before they are converted into the substance abuse vice. Further action oriented research could be conducted on evaluating the effectiveness of graphic cartoons as a sensitization tool towards the mitigation of substance abuse among primary school children in other divisions.

CHAPTER ONE: INTRODUCTION

1.0 Introduction

The motivation behind this study was the researcher's childhood memories of uncle Joseph who enjoyed all sorts of alcoholic beverages and according to him, alcohol was "a necessary evil". Beer, which he referred to as "kabisi," was enjoyed every evening while he relaxed in his living room. The holiday visits happened up to the age of ten, when his wife realized that staying with them was no longer safe. During the stay, uncle would invite me to sit with him and one night, he asked me to taste his beer. This eventually turned into an everyday activity to the extent of spending some nights in the living room.

Uncle's non-stop drinking escalated into domestic violence; his wife ended up with busted lips, broken bones and bruised skins from the endless fights leading to addiction, hospitalization and eventual death. On joining the master's program, researching about substance abuse triggered a recollection of the vulnerabilities of children with similar untold stories, which made it more patent that sensitizing children against substance abuse was critical.

1.1 Background to the study

Substance abuse has been variously defined. The World Health Organization (WHO) defines substance abuse as the harmful or hazardous use of psychoactive substances, including alcohol and illegal drugs. The National Institute on Drug Abuse (NIDA), established in 1974 as the United States Federal focal point for research, treatment, prevention, training, services, and data collection on the nature and extent of drug abuse delineates substance abuse as substances that change the way the brain and body function. Furthermore, the Health Officers Council of British Columbia (2005), defines substance use as the use of, and/or dependency on, psychoactive drugs that causes demonstrable harm, either for the individual or society, in terms of negative health, social or economic effects and would usually apply to such use of illegal drugs, prescription drugs or alcohol. The most common drugs used are tobacco in form of cigarettes, shisha, kuber, marijuana (weed), Mairungi (Khat), cocaine and heroin (Asiimwe, 2013; Abbo, Okello, Muhwezi, Akello and Ovuga 2016). Sequentially, the individual experiments with the substance, uses it, and when consumed in excess abuses it.

While illegal substance use continues to affect many individuals worldwide, specific cases have been seen at all levels in formal learning institutions. In 2008, the United Kingdom, Italy and Spain were on the higher end of the range and in the United States, 7 million people or 2.8% of the population aged 12 and older were considered substance dependent, abusing illegal substances. The 2014 United Nations Office on Drugs and Crime (UNODC) report indicated that in 2012, 243 million people corresponding to 5.2% (range: 3.5-7.0%) of the world population aged 15-64 had used an illegal substance at least

once that either belonged to alcohol, cannabis, opioid, cocaine or Amphetamine-Type Stimulant (ATS) group.

On the other hand, Asuni and Pela (1986), observed that apart from cannabis abuse in Northern and Southern Africa and khat chewing in North East Africa, the history of drug abuse in Africa was relatively short. According to Fatoye (2003), in a study among secondary school students in south western Nigeria, 13% of students reported current alcohol use while 26% had ever consumed alcohol. While in Ghana, much of the available information on alcohol and drug usage had come from a small number of cross-sectional research studies often conducted in a single location especially urban areas and from information on police arrests and captures (Adu-Mireku, 2003; Amonoo-Lartson & Papoe, 1992; Lamptey, 2005). The United Nations Drug Control Program [UNDCP] (1995), reported drug use in particular heroin as a serious problem in Egypt, where around 6% of a sample of secondary school students admitted to having experimented with drugs.

In Uganda, published research on substance abuse is still minimal and newspaper reports have the most information. Uganda is one of the countries where substances are sold and bought anywhere, any time and to anyone, regardless of age (Kirya, 2019). In 2008, the Uganda Youth Development Link (UYDEL) reported that over 60 students who were expelled from various schools were seeking counselling, treatment and rehabilitation because of problems related to alcohol and drug abuse in the past years. Unfortunately, school canteens, security guards, non-teaching staff and sometimes teachers were channels for alcohol abuse in schools. A UYDEL study on the magnitude of alcohol and drug

use among secondary school students in Kampala and Wakiso districts in 2003 revealed that 71% of the respondents acknowledged the existence of alcohol and drug abuse in their respective schools. Students usually disguised alcohol by mixing it with fruit juice, tea and soft drinks like soda in order to avoid being noticed by the administration. In addition, students used slang among themselves when referring to alcohol, making it difficult for school administrators to curb the vice. In most schools, administrators thought that the problem did not exist and students admitted that teachers sometimes were insensitive or are unaware of students who were drunk, especially during evening preps (UYDL, June 2008).

WHO in 2014, ranked Uganda as 43rd in the world and 5th on the African continent in taking alcohol, with Waragi taking the top position (WHO, 2010). A study conducted in Kampala secondary schools by Asiimwe (2013) revealed that drug and substance use was discovered far and widespread among the teenagers. She explains that all students questioned knew about the existence of drugs or had seen someone use them. Furthermore, Abbo et al., (2016), interacted with 2902 students aged between 12 to 24 years from Gulu and Kampala schools, 70% of them confessed to have used alcohol and illegal drugs while 39.1% said they regularly used substances of abuse. The study revealed that, in some schools around Kampala, all students were familiar with the existence of illegal drugs and witnessed between 20 to 30 % of fellow students using substances.

In addition to tobacco, shisha, kuber, marijuana (weed), Mairungi (Khat), some children from wealthy families got access to cocaine and heroin (Asiimwe, 2013; Abbo et al., 2016). Their findings collaborated with earlier reports by WHO (2007) on students in standards 1, 2 and 3 who took alcohol at different intervals.

Other reports show that in January 2018, Kampala Central, Katwe, Kalerwe, Kawempe and Nansana suburbs had recorded the highest number of cases related to drug abuse (Kato, 2018). Drug-related deaths were on the rise in Uganda and the National Mental Health Hospital, Butabika, showed that in 2019, 40% of hospital admissions were related to substance abuse (Kirya, 2019).

Different interventions have been put in place to address substance abuse which continues to affect many individuals in Uganda. Some of the examples are contributions by the private sector as partners in laying mitigation strategies. In November 2011, Uganda Breweries rolled out the “Friends Don’t Let Friends Drink Drive” campaign and in December 2012 they launched the “Red Card to Drink Driving” campaign to which a musician Irene Ntale was signed to compose songs that address the dangers of drunk driving (Uganda Breweries, website). Additionally, the alcohol and drug abuse awareness walk campaign held on the 10th September, 2016 under the sponsorship of Uganda Christian University (UCU), was aimed at offering information, teaching and psychosocial support to the general public as Tumuhirwe, (2016) expalined. These forms of communication, however, targeted adults (18+) and less attention was given to children who are visual learners.

It is also worth noting that, with non-governmental organizations (NGOs), treatment facilities, and other stake holders fronting the fight against substance abuse, the government of Uganda contributed through its decision to ban the packaging and sale of alcohol in sachets with effect from May 30th, 2019 as Etukuri (2019) expalined. These interventions have played a part in addressing the dangers of substance abuse. Kirya (2019), explained that “...while Uganda is

fighting the Non-Communicable Diseases (NCDs), illegal drugs and excessive alcoholism should be taken as our enemy number one and there is need for advocacy, mentorship and counselling...”, (February 14, 2019). Such efforts, however, have been dedicated to substance abusers and the most vulnerable ages (10 to 13 years) of the primary school children especially primary five to seven that have not yet started experimenting with substance use, have not been considered. The situation therefore prompted a study to explore the use of graphic cartoons as a medium for sensitizing primary school children against substance abuse. The endeavor is in line with Levin and Mayer, (1993) who observed that pictures enhance attention and comprehension.

The researcher identified a vervet monkey (a common and amusing animal) as a source of inspiration to aid the development of graphic cartoons in chapter four. Through a studio process, stories for boys and girls were composed to communicate messages about the effects of substance abuse. The researcher was in agreement with Evans and Saint-Abun (2005) who assert that pictures, especially story cartoons, captured children’s attention to information and facilitated their understanding and retention of what was displayed before them. Such attention showed how important cartoons and the message were to the children; and leading to the studio exploration of cartoon development in this study.

1.2 Statement of the Problem

Uganda is one of the countries fighting to have a nation that is substance free with healthy lives for its citizens as the 3rd SDG states. Interventions towards curbing substance abuse have focused more on youths in secondary schools,

tertiary institutions and those living on streets and less on the vulnerable primary school children. Additionally, graphic representations on billboards, vans, and in public spaces are in form of advertisements with caution messages in small fonts directed towards adults of eighteen years and above. Yet children aged ten to thirteen years experiment with many things and could end up trying cigarettes, khat, marijuana, and alcohol, which negatively impact academic achievement, social skills, career development, family life and economic development. This study, therefore aimed at production of graphic cartoons that could be used as a medium of sensitizing primary school children against the dangers of substance abuse, in order to have a productive nation in the long run

1.3 Purpose of the study

The purpose of this study was to produce graphic cartoons that could be used as a medium of sensitizing primary five to seven school children against substance abuse in Makindye division, Kampala district.

1.4 Objectives of the study

The objectives of this study were;

1. To examine the prevalence of substance abuse among primary five to seven school children in Makindye division.
2. To establish the existing printed graphics in relation to sensitizing primary school children against substance abuse in Makindye division.
3. To produce graphic cartoons that can be used as a medium of sensitizing primary five to seven school children against substance abuse.

1.5 Studio guiding questions

1. What is the prevalence of substance abuse in primary schools?
2. What are the existing printed graphics designed for sensitizing primary five to seven school children against substance abuse?
3. What form of graphic cartoons can be produced and used as a medium of sensitizing primary five to seven school pupils in Makindye division against substance abuse?

1.6 The scope of the study

The scope of this study comprises the geographical scope, content scope and time scope.

1.6.1 Geographical scope

The study was conducted in Makindye division which is one of the five divisions that make up Kampala district, Uganda's capital city. The other divisions are; Kampala central division, Kawempe division, Lubaga division and finally Nakawa division.

1.6.2 Content scope

The study had three objectives which guided the researcher.

The first objective was to examine the prevalence of substance abuse among primary five to seven school children in Makindye division, where the researcher mainly asked a question to the respondents if there were any cases reported against substance abuse among primary five to seven school children.

The second objective was to establish the existing printed graphics in relation to sensitizing primary school children against substance abuse in Makindye division. In this objective, the researcher looked at printed graphics

within the environment of Makindye division that talked about substance abuse in one way or another.

Finally, the third objective was to produce graphic cartoons that can be used as a medium of sensitizing primary five to seven school children against substance abuse and to this objective, the researcher developed and produced cartoons with messages that would address this objective.

1.6.3 Time scope

The study was conducted between June 2018 and May 2019 making the total duration twelve (12) months.

1.7 Significance of the study

The study is significant to the policy makers because it provides information about substance abuse among primary five to seven school children and a country at large as it will promote the 3rd SDG (2015-2030) which aims at ensuring healthy lives and promoting the wellbeing of all citizens.

Secondly, the produced graphic cartoons, will be used as a medium of sensitizing primary five to seven school children in Makindye division against substance abuse.

Furthermore, the study adds to the body of knowledge in the area of substance abuse and production of graphic cartoons in Kyambogo University and Uganda at large, which may be utilized by other researchers in the future.

1.8 Definition of operational terms

Substances refer to drugs medical or not, alcohol inclusive.

Abuse is the result of one using substances in a way that is not intended or recommended, or because one is using more than prescribed.

Substance abuse is a pattern of harmful use of any substance for mood-altering purposes. "Substances" can include alcohol and other drugs (illegal or not) as well as some substances that are not drugs at all.

Graphic cartoons are a type of illustration, possibly animated, typically in a non - realistic or semi- realistic style.

Comic strips are a sequence of drawings arranged in interrelated panels to display brief humor or form a narrative.

CorelDraw is a vector graphics editor or computer program developed and marketed by Corel Corporation.

Sketch is a rough or unfinished drawing or painting, often made to assist in making a more finished picture or image.

Computer clean-up is the tracing and drawing of the sketched art work.

CHAPTER TWO: LITERATURE REVIEW

2.0 Introduction

This chapter reviews literature related to: substance abuse in primary schools, graphics sensitizing primary school children against substance abuse and graphic cartoons as a medium of communication.

2.1 Theoretical Framework

There are several theoretical models or theories which explain communication. In this study the researcher used the syntactic theory of visual communication by Paul Martin Lester that was created in 2006 to guide an understanding of the interplay between images and text as a communicative medium.

2.1.2 Syntactic theory of visual communication.

The syntactic theory of visual communication informed this study in a way that the produced graphic cartoons were not only words but rather, words embedded with pictures just as Lester (2006), based his theory on the fact that words are easily forgotten but pictures stay in our minds. He further observed that, we may not remember many of the facts that led to the brief student uprising in China's Tiananmen Square in 1989, but you can never forget the image of the lone protester standing defiantly in front of a line of menacing, green Chinese tanks. If you have seen the picture, you remember it not only because it is a highly emotional image, but because you have thought about the image in your mind with words. Words and pictures then become one powerfully effective communicative medium inside our own minds. The syntactic theory of visual communication has three tenets as seen the in subsequent sections.

The first tenet of the syntactic theory of visual communication is: mediated words and pictures have equal importance in the communication process. Lester (2006), argues that words and pictures are both collections of symbolic images and that words are signs composed of lines, curves and, open and closed shapes. Words, as with pictures can be presented in a variety of colors, forms, depths and movements. The graphic cartoons produced in this study, include both words and pictures as Lester explains and the children can mediate upon which drives the message about substance abuse home.

The second tenet of the syntactic theory of visual communication is: as symbols with similar historical roots, mediated words and pictures are both symbolic representations. Lester (2006), referred to the time before Helen Keller, who was the first blind – deaf person to earn a Bachelor of Arts degree learned to connect words with the objects she touched in her environment, her mind was filled with non-visual and non-verbal emotions. Once she learned the name of water, that wet substance that made her feel good, the symbol and the object were forever linked. To feel good again, she did not need to actually drink water, now she only needed to think of its name because the connotation remained in the mind through the word symbol without help from the denotation. The symbol and the object of its meaning become fused in the mind. To this tenet, the cartoons produced can either be pictures alone or words alone that are both symbolic representations which all convey a message in the long run.

The third tenet of the syntactic theory of visual communication is: images are remembered by thinking about them in words. Whether pictures are not a language because there is no easily definable and reproducible alphabet or because

the elements that make up a picture do not follow a broad, linear flow, most experts agree that images are a collection of signs and as such, become a language when read in the mind. The fact that the images are remembered by thinking about them in words, the cartoons produced will not only help the children get knowledge about substance abuse but also help the children develop their minds through the process of thinking.

2.2 Substance abuse in primary schools

Illegal substance use continues to affect many individuals worldwide and it does not exclude school children. Bachman and Patric (2000) found that more than half (54%) of American high school seniors reported using some type of illegal drug in their lifetimes. According to Razanamihaja, Befinoana and Marie-Laure (2013), alcohol consumption among school children was an important public health, social and economic concern and that underage alcohol use is a pervasive problem with serious consequences for children and adolescents in Madagascar. Age of onset in alcohol consumption is one of the major factors predicting a later long term negative outcome as Haan and Boljevac (2009), observed. Razanamihaja, Befinoana and Marie-Laure (2013), further state that studies have shown an alarming increase in early age of onset in alcohol consumption. They also observe that, although there is sparse literature on alcohol consumption among primary school children, the U.S national survey by the SAMHSA (2016), reported that by 15 years of age, approximately 33 percent of teenagers had consumed at least one alcoholic drink. The survey also revealed that the majority of youth between 12 and 14 years old had drunk alcohol and had gotten it for free.

According to Maithya (2009), there was a significant relationship between drug abuse and the category of school a student attended and that mixed schools had more cases of drug abuse than girls' or boys' schools alone. He also found out that mixed schools had internal problems that were related to substance abuse among students. Girls' schools did not show alarming drug abuse problems, but boys' schools did. According to the NACADA (2012), survey on the rapid situation assessment of the status of drug and substance abuse in Kenya, it was found out that rural males aged 10-14 years old showed an increase from 0.3% in 2007 to 1.1 in 2012 for those that had used bhang.

Muchena and Makotamo (2017), noted that statistics from the Anti-Drug Abuse Association of Zimbabwe as reported by Tatenda Gapa on 19th March 2015, show that school children were being admitted to medical institutions as they were suffering from mental problems related to drug abuse and this had reached alarming levels in Zimbabwe. The mostly abused drugs included cannabis (marijuana) and Broncleer commonly known as bronco that was a bronchodilator which contained codeine and alcohol. This was a cause of concern with more than 100 cases of drug and alcohol abuse that were reported monthly only in Harare which involved both boys and girls. Senior Assistant Commissioner Charity Charamba, had earlier said that some girls in Mutare had been detained for possessing illegal drugs and seven other school girls from Danganvura were caught in possession of illegal drugs and arrested. Like in Zimbabwe, if nothing is done about sensitizing school children against substance abuse, the numbers could just escalate.

Furthermore, Kasirye (2013), stated that most students in secondary schools on Hoima, Masaka and Entebbe roads were actively involved in the consumption of drugs and without naming the schools for legal reasons, there was a high rate of drug abuse among children in and out of schools in Uganda.

Although Kasirye named Wakiso, Mpigi and Busia as some of the areas where cannabis was procured by a student racket and also noted that young people were switching from marijuana to using heroin, Makindye division which is in Kampala district is no exception.

2.3 Graphics sensitizing primary school children against substance abuse

Graphics, as an English word, has been defined differently for example, Collin dictionary.com has defined it as the design including the use of typography and images as employed in the graphic arts. Your dictionary.com has defined it as visual presentations such as artworks, drawings or designs including type. Word Web dictionary has also defined graphics as photographs or other visual representations in a printed publication and the Merriam-Webster dictionary has defined graphics in different ways but with the most outstanding definitions being, written or printed words or symbols or even devices used in writing or printing to represent sound or convey meaning.

Different scholars have also defined graphics differently for example, Kalman (1991), defined graphics as a means of communication consisting in the use of words and images on more or less everything and everywhere. Hollis (1994), also defined graphics as a form of visual communication and he further said, that it is the business of making or choosing marks and arranging them on a

surface to convey an idea and with these definitions, it has been well established that graphics is an art and a means of communication.

Moore (1983), argued that art therapy provided an active means of experimenting with imagery to communicate symbolically which offered an outlet for clarifying feelings and attitudes. Feen-Calligan, Washington and Moxley (2008), also observed that art had been used in mitigating substance abuse as the main assumptions underlying art therapy were that the patient would be able to express him/herself through a non-verbal, imaginative, and creative exercise. An array of activities, including incident drawings, painting emotions, stress painting, creating an art journal, and creating sculptures that however much the patient created art work, it was important that the art work communicated and contributed to mitigating substance abuse.

Furthermore, Borba, Waechter and Borba (2015), observed that different types of communication modalities had been adopted by government agencies to meet communicative and instructional needs, with particular focus on health care. Informal approaches were generally used for these communications because they held the promise of reaching a wider audience, and therefore, achieving a high level of success for any given communications initiative. Health information campaigns often used an educational approach for its graphic language materials with the objective of reaching the specific population towards which they were directed. Therefore, in the fight against substance abuse, art and all its disciplines (graphics inclusive) cannot be ignored as it is therapy for treatment which can also be used in presentation and in the sensitization process, which the researcher used in this study.

2.4 Graphic cartoons as a medium of communication

A study by Read and Barnsley (1977), found that pictures in basal reading materials can have significant positive effects when long-term memory is tested. It has been well-established that, among school-aged children and adults, memory for prose that is presented in written or auditory form is enhanced by illustrations or cartoons (Levin and Lesgold 1978; Brookshire, Scharff and Moses 2002; Carney and Levin 2002). Paivio (1986; 1970) noted that exposure to information both verbally and pictorially may result in the construction of memory representations in both modalities that then provide dismissed rescue routes. Furthermore, Gernsbacher (1990) observed that pictures may also enhance attention and comprehension or organization of material, or provide signs about important information in the text to keep activated, all of which may promote the formation of stronger, more elaborated and more organized memory traces.

Fang (1996), explained that cartoons were important to a child learning to read. He believed that the usefulness of cartoons in the development of children's reading behaviors far outweighed its potential dangers. He also supported this by mentioning that pictures pull children to read and interact with the text which meant that, pictures stimulated and promoted children's interest in books. Consequently, this enhanced involvement with the book, motivated them to predict what is going to happen next or find objects in the pictures, which emphasizes the use of graphic cartoons as a medium in sensitizing primary school children.

Similarly, Evans and Saint-Aubin (2005), concluded that story cartoons helped capture children's attention to stories and facilitated their understanding and retention of what was being read to them. This conclusion was supported by

studies of preschool children's visual attention during storybook reading, which showed that they were overwhelmingly focused on the cartoons rather than the print. This study, therefore, focused on developing graphic cartoons to be used in the sensitizing children against substance abuse.

CHAPTER THREE: METHODOLOGY

3.0 Introduction

This chapter presents the research design, the study area, the population and sampling, data collection, research producer, data analysis, data quality control, ethical considerations and the limitations to the study.

3.1 Research Design

The research design used in this study was case study, which is a qualitative methodology that Yin (1994) defined as "...an empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident, and in which multiple sources of evidence are used..." (p.13). For the reason that substance abuse has been reported before, the researcher used Makindye division as her case study and the produced graphic cartoons that could be used elsewhere for example among the other divisions of Kampala district.

Information about the prevalence of substance abuse among primary five to seven school children in Makindye division (objective 1) and establishing the existing printed graphics in relation to sensitizing primary school children against substance abuse in Makindye division (objective 2) in this study was done by observation, taking photographs and taking notes, which Clifford Geertz called thick description (Geertz, 1973). Studio exploration was used to achieve the third objective which was, to produce graphic cartoons that can be used as a medium of sensitizing primary five to seven school children against substance abuse.

3.2 Study Population

The study was carried out in Makindye division which is one of the divisions with in Kampala district and has 175 primary schools registered with Kampala Capital City Authority (KCCA). Out of a total of 175 head teachers, 67 were sampled in this study.

3.3 Sampling procedure and sample size

The sampling methods used in this study were purposive and random sampling.

3.3.1 Purposive sampling method.

Purposive sampling was used to attain information about objective one and two; to examine the prevalence of substance abuse among primary five to seven school children and to establish the existing printed graphics in relation to sensitizing primary five to seven school children against substance abuse in Makindye division. Katwe police station and KCCA had the valid information related to the study.

3.3.2 Random sampling method.

Radom sampling was used to collect information from the school head teachers about examining the prevalence of substance abuse among primary five to seven school children which was objective one in this study.

3.4 Data collection methods and instruments

In this study, data was collected through conducting interviews, observations, photography and notes taking also referred to as thick description (Geertz, 1973).

3.4.1 Interviews

An interview guide (Appendix D) was generated in order to collect data about objective one: to examine the prevalence of substance abuse among primary five to seven school children in Makindye division. The value of interviewing as a method of data collection in research is not only because it builds a holistic snapshot, analyses words, reports detailed views of informants; but also because it enables interviewees to “speak in their own voice and express their own thoughts and feelings” as Berg (2007), observed.

3.4.2 Observation

The researcher observed the environment of Makindye division using the observation check list (Appendix E), which helped the researcher to find out the existing printed graphics in relation to sensitizing primary five to seven school children against substance abuse.

3.4.1 Photography.

In this study photographs were taken as evidence for the existing printed graphics sensitizing primary school pupils against substance abuse which was answering the second objective: to establish the existing printed graphics in relation to sensitizing primary school children against substance abuse in Makindye division.

3.5 Data Analysis

The data collected from the interviews, the observations and photography, was transcribed and analyzed according to the objectives of the study. Basing on the researcher’s judgment, different drawings and sketches were developed in

order to produce graphic cartoons that would sensitize primary school children against substance abuse in Makindye division.

3.6 Reliability and Validity of research instruments

Data quality control was ensured to avoid compromise. The reliability and validity required that the data collected to be justified and true with a possibility of generalizing (Odiya, 2009). The data collected should be the same consistently under similar condition and hence accuracy. A pilot study was carried out before visiting the different stake holders (schools and police) for data collection with the aim of determining accuracy, clarity and suitability of the research instruments. Furthermore, the tools were validated by asking two authorities in the research discipline if the content of the tools were valid.

3.7 Ethical considerations

Before the researcher went to the field for research, she got an introduction letter (Appendix I) from the head of department of Art and Industrial Design that she presented to the different respondents. The respondents' (head teachers) consent was sought before conducting the interviews where the researcher assured them of confidentiality on the information given and that it would not to be used for any other purpose other than education.

An acceptance letter (Appendix II) from the police and Kampala Capital City Authority (KCCA) were also acquired in order to conduct research.

3.8 Limitations to the study

Observation being one of the main information tools, consumed a lot of time for the researcher yet there was also the third objective which required most of the researcher's studio time: the production of graphic cartoons.

Some of the respondents (the schools) refused to participate meaning they did not give the information asked by the researcher. It was probable that they wanted to protect their reputation although they had agreed to participate in this study in the very beginning.

Talking to the children about this study was not allowed by the participating schools. The head teachers gave reasons like, the children are attending classes and it is not a good time to talk to the children about substance abuse, among others which was a challenge to the researcher. Consequently, children's voices were not captured as required limiting the scope of the studio exploration.

CHAPTER FOUR: PRESENTATION AND DISCUSSION OF FINDINGS

4.0 Introduction

This chapter presents the data collected, discussion and interpretation basing on the researcher's judgment and in line with the objectives of the study. The chapter shows the degree to which primary school children abuse substances, the existing graphics in relation to sensitizing primary school children against substance abuse and the produced graphic cartoons that would be used as a medium of sensitizing primary school children against substance abuse in Makindye division, Kampala district in Uganda.

4.1 Data presentation

4.1.1 The prevalence of substances abuse among primary school children in Makindye division

In an interview held with the narcotics desk at Katwe police headquarters in Makindye division, about eight (8) to ten (10) cases of children aged ten (10) to thirteen (13) and about twenty (20) to thirty (30) children aged fifteen (15) to eighteen (18) are caught and reported to be abusing substances in a year. This police report, shows that the extent to which primary school children aged ten (10) to thirteen (13) abuse substances is very low because the police believes that this is a protected age group and that is why they are few cases compared to the fifteen plus aged children in Makindye division.

Table 1: Shows the results from the different primary school head teachers' responses and percentages.

Respondents	Responses	Percentages
Number of school head teachers interviewed	Sixty-seven (67)	100%
Those that have reported cases of children abusing substances.	Four (4)	6%
Those that have not reported cases of children abusing substances.	Sixty (60)	89%
Those that are not sure if there are any cases of children abusing substances.	Three (3)	5%

In *table 1*, different responses, from different schools were given regarding cases of school children reported to be involved in substance abuse. The researcher had sixty-seven (67) primary school head teachers as respondents where four (4) were reported to have cases of children abusing substances making percentage of six (6), sixty (60) were reported to not have any cases making a percentage of eighty-nine (89) and three (3) were not sure if there are any cases of children abusing substances, because of the environment in which the schools are located making percentage of five (5).

Table 2: Shows the different substances used, number of cases reported and the percentages among primary school children.

Substances used	Number of cases reported	Percentages
Alcohol	4	90%
Tobacco (Cigarettes)	1	10%
Shisha	0	0%
Kuber,	0	0%
Marijuana (Weed),	0	0%
Mairungi (Khat)	0	0%
Cocaine	0	0%
Heroin	0	0%
Total	5	100%

In *table 2*, the substances that were in existence and being used in primary schools within Makindye division are only two; alcohol and tobacco. Although in *table 1* 4 cases were recorded, but there was a case of a child that was reported to have been using both alcohol and cigarettes which made the total of 5 in *table 2*.

4.1.2 The existing printed graphics found in Makindye division in relation to sensitizing primary school children against substance abuse

Graphics is an art that gives shape to ideas and information that can help save or destroy lives as Lehrer (2005), explained. Hollis (1994), also defined graphics as a form of visual communication and further said, that it is the business of making or choosing marks and arranging them on a surface to convey an idea and with these definitions, it has been well established that graphics is an art and a means of communication. Knowing that graphics plays a very important role in our lives, the research made the following observations about the printed graphics that are in existence within Makindye division.

Data presentation

This data is presented according to the places the researcher visited; the schools, the police station and the environment of Makindye division.

In schools



Figure 1: Poster showing how children should wash their hands with soap in order to stay healthy.

Source: Primary data (2018).



Figure 2: Poster showing how children should not walk on the verandah, use the walk way.

Source: Primary data (2018).



Figure 3: Poster talking to children about electricity and how to stay safe.

Source: Primary data (2018).



Figure 4: Poster talking to children on how to take school time serious.

Source: Primary data (2018).

From figure 1 to figure 4, the photographs were taken from some of the schools that the researcher visited during field work. The information on these graphic items is different and none of it talks about substance abuse in any way. For example, figure 1 talks about washing hands with soap; figure 2 talks about

not walking on the verandah; while figure 3 talks about electricity and how to stay safe and finally figure 4 talks about taking school time serious.

Katwe police headquarters, Makindye division.



Figure 5: Poster warning about the involvement of children in any sexual acts.

Source: Primary data (2018).



Figure 6: Poster warning about child abuse

Source: Primary data (2018).

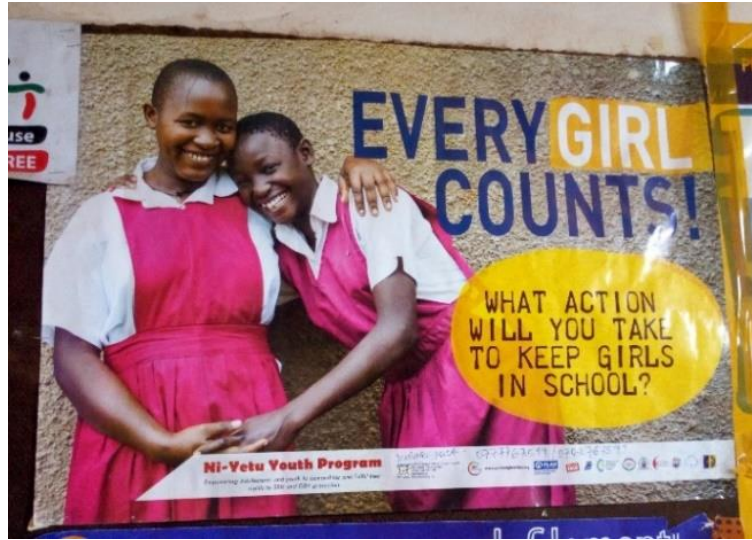


Figure 7: Poster advocating for the girl child.

Source: Primary data (2018).

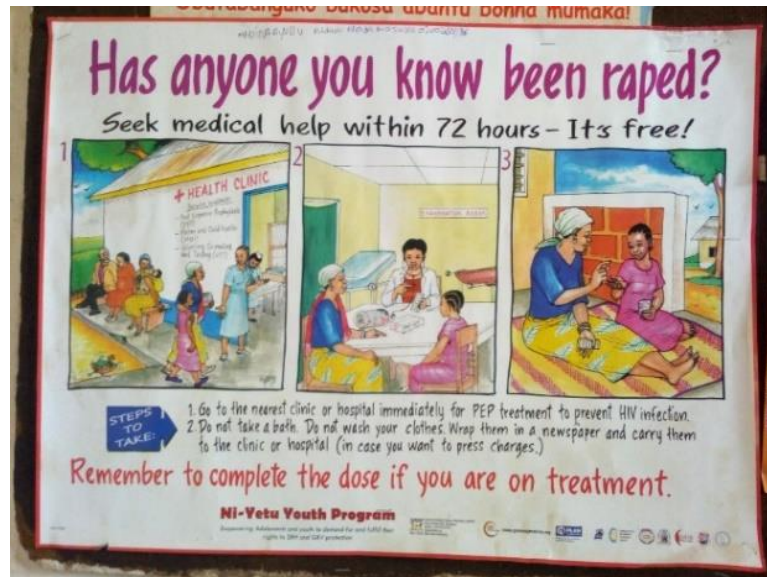


Figure 8: Poster advising children about rape and how to get help.

Source: Primary data (2018).

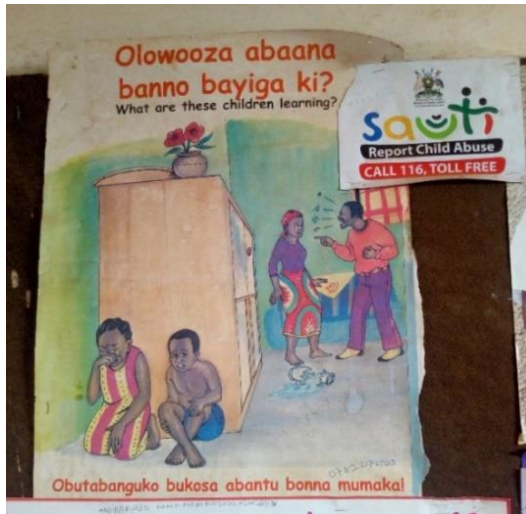


Figure 9: Poster that shows how violence affects every body at home.

Source: Primary data (2018).

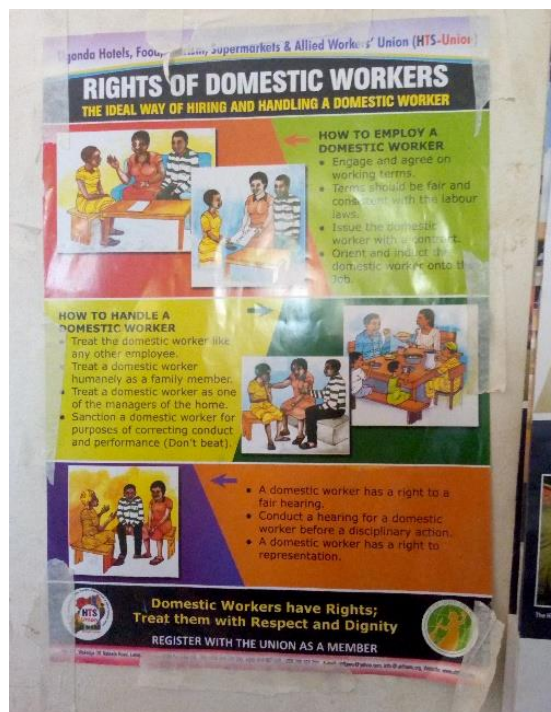


Figure 10: Poster that talks about the rights of domestic workers.

Source: Primary data (2018).

From figure 5 to figure 10, the photographs were taken from Katwe headquarters in Makindye division during the period of carrying out research. The information on these graphics items is different and none of it talks about substance abuse in any way. For example, figure 7 talks about the girl child, figure 9 talks about the violence and how it affects every body at home, to mention a few. The graphic items were located at the family desk while the narcotics desk did not have information about anything, not even substance abuse.

Environment of Makindye division.



Figure 11: Poster advertising beer (castle lite).

Source: Primary data (2018).



Figure 12: Poster advertising a spirit (Black label).

Source: Primary data (2018).



Figure 13: Poster advertising and event presented by a beer (Bell).

Source: Primary data (2018).

The photographs in figures 11, 12 and 13 were taken from the Makindye division environment during the period of the study. In these photographs, graphic

design was used to advertise different alcohol brands; Castle lite, Black label and Bell respectively. There is, however, a caution that every brand puts at the bottom of the advert and they also put the number 18 and a plus in a circle as a sign that, the drink is only for sale to adult and not children. To some brands the 18 number can clearly be seen and in others it is not very clear, for example the Castle lite advert and the Bell advert as seen in the figures 11 and 13.



Figure 14: Poster advertising the different sizes of a spirit (Uganda Waragi).

Source: Primary data (2018).



Figure 15: Poster advertising the different prices of different beers brands.

Source: Primary data (2018).



Figure 16: Poster advertising a beer brand (Pilsner).

Source: Primary data (2018)



Figure 17: Poster advertising beer brand (Nile Special).

Source: Primary data (2018).

In figures 14 to 17, the photographs were taken from the Makindye division environment during the period of the study. In these photographs, graphic design was also used to advertise different alcohol brands; Uganda Waragi, Nile special, and Plisner. The caution is still the same as earlier observed in figures 11 to 13, not forgetting the number 18 and a plus, and what it is meant to stand for in the adverts as earlier discussed.



Figure 18: Sign post advertising beer brand (Club).

Source: Primary data (2018).



Figure 19: Branded wall advertising beer brand (Pilsner).

Source: Primary data (2018).



Figure 20: Branded cars advertising spirit brand (Ambiance Waragi).

Source: Primary data (2018).

From figure 18 to figure 20, the photographs were taken from the Makindye division environment during the period of the study and unlike in the photographs before that were only posters and adverts, this includes a signpost, a branded wall and branded cars. This does not make them any different when it comes to talking about substance abuse because the information is the same; excessive consumption of alcohol is harmful to your health and also put the number 18 and a plus in a circle as a sign that, the product is only for sale to adults and not children. As observed before some brands make the 18 number and a plus big, clearly seen and in others graphic items, it is not very clear.

4.1.3 The production of graphic cartoons as a medium that would sensitize primary school children against substance abuse in Makindye division.

Knowing that graphics is an art that gives shape to ideas and information that can help save or destroy lives as earlier explained by Lehrer (2005), the researcher went through the following process; developing sketches from the

source of inspiration, developing graphic cartoons that the researcher cleaned up, added color and text using CorelDraw as explained.

4.1.4 Studio exploration

A vervet monkey was used as the source of inspiration in this study.



Figure 21: Vervet monkey.

Source:

<https://www.awf.org/sites/default/files/media/gallery/wildlife/Vervet%20Monkey/verv-billy2.jpg?itok=7ec9C8ZP> (2019)

The vervet monkey, which is sometimes known as the green monkey, is a medium sized primate that is actually a member of the Old-World monkeys. The Vervet Monkey is found in sub-Saharan areas of Africa and commonly seen from East, central and South Africa. These monkeys live in very large groups of up to 80 members and include males, females, and the young. Because the Vervet Monkey lives in large groups, feeding is based on a hierarchy where dominant males as well as dominant females are given priority when feeding where they eat grasses, fruits, small vertebrates, and even insects. In tourist areas the monkeys are known to steal drinks and even food that has been left behind by the tourists. It is because of the resemblance between the vervet monkey and the human beings that the researcher found interesting to choose as the source of inspiration in this study.

4.1.5 Character development

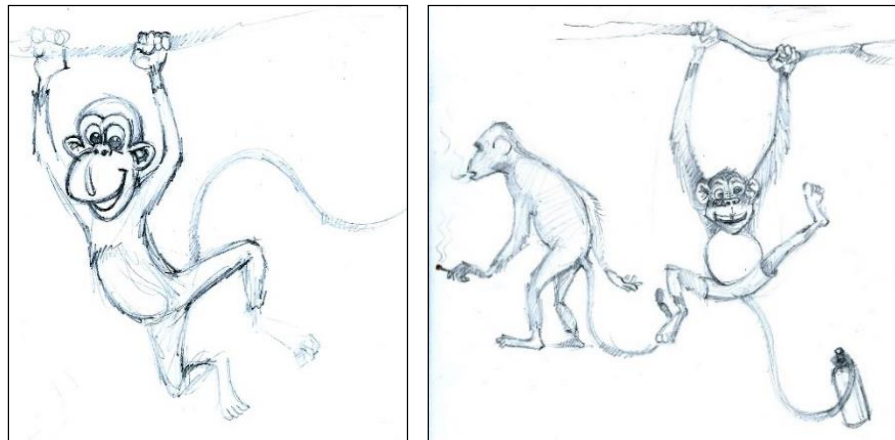


Figure 22: Exploring how the character would play.

Source: Primary data (2019).

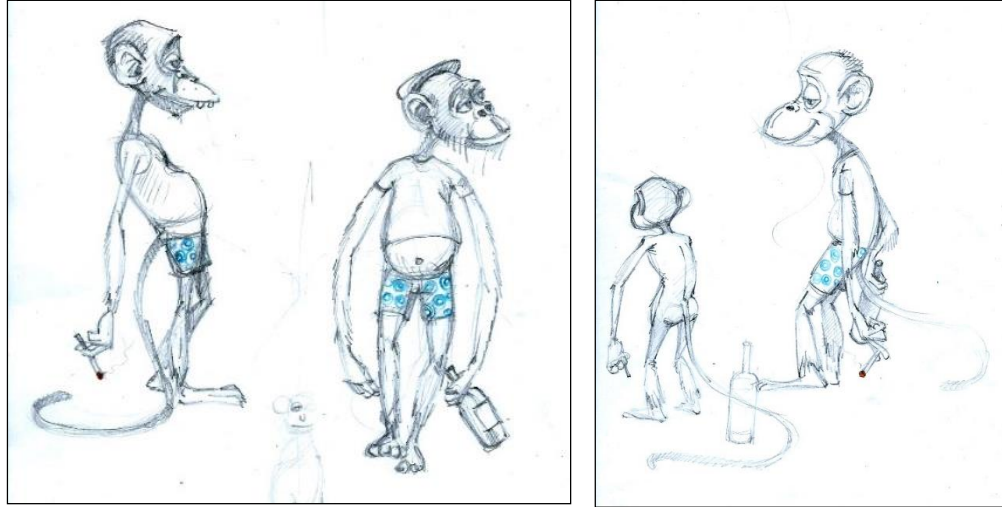


Figure 23: Exploring how the character would walk.

Source: Primary data (2019).



Figure 24: Exploring how the character would pose and stand.

Source: Primary data (2019).



Figure 25: Exploring how the character would pose and stand.

Source: Primary data (2019).



Figure 26: Exploring how the character would pose and stand.

Source: Primary data (2019).

Figures 22 to 26, they show the different sketches from the source of inspiration that the researcher developed in order to create a cartoon character. The character created, is what the researcher used in the production of graphic cartoon that would be used as a medium in sensitizing primary five to seven school children against substance abuse in Makindye division.

4.1.6 Production of graphic cartoons.

This section includes the developed graphic cartoons, the computer aided developed cartoons or the computer clean-up, the addition of color and finally, the final graphic cartoons with text.

Developed graphic cartoons.

The researcher developed graphic cartoons that would communicate to the girl child and the boy child as well and that is why there are graphic cartoons of the girl character and the boy character as seen. The graphic cartoons were created in comic strips and as the IRA (2000), argued that comic strips were a living, daily representation of real life that often represented the world as it changes and that they could have a unique and powerful voice in the classroom. This is why the researcher opted to use comic strips as a medium of sensitizing primary five to seven school children against substance abuse.

The comic strips show how a child gets introduced to different substances, how they use the substances and what happens after they have used them. This was intended to educate and scare the children not to try the substances because of what could happen to them if they take the substances as seen in the graphic cartoons produced hence sensitizing them against substance abuse.

Developed graphic cartoons of the girl character.

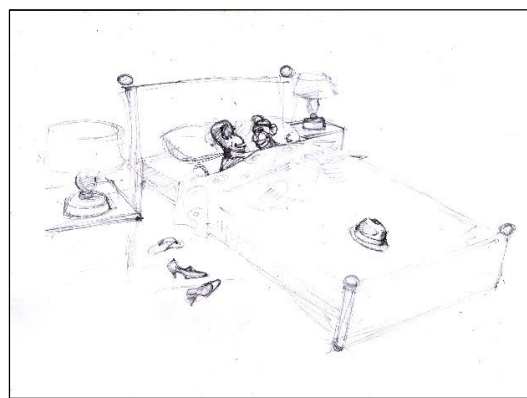
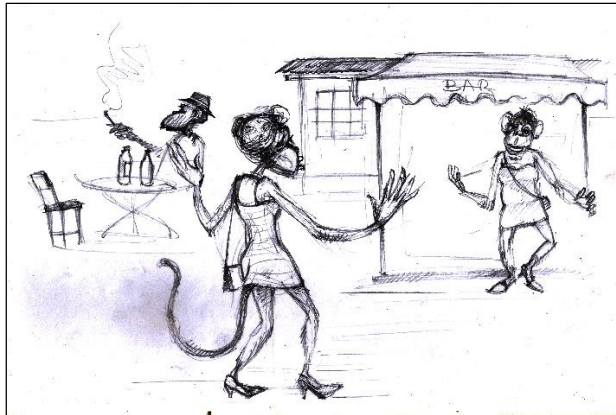




Figure 27: Show comic strips the developed graphic cartoons of the girl character.

Source: Primary data (2019)

Developed graphic cartoons of the boy character

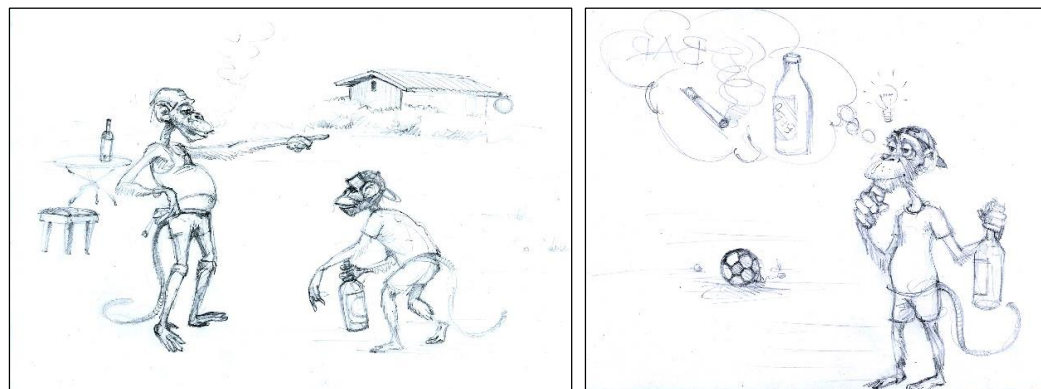




Figure 28: Show comic strips the developed graphic cartoons of the boy character.

Source: Primary data (2019)

Computer aided developed graphic cartoons (computer clean-up)

After the comic strips had been developed, the next step was scanning and by use of Corel Draw, the researcher then made a clean-up of the drawings for both the girl and boy character in figure

Computer aided developed cartoons of the girl character





Figure 29: Show comic strips of the girl character that were cleaned up by use of

CorelDraw.

Source: Primary data (2019)

Computer aided developed graphic cartoons of the boy character



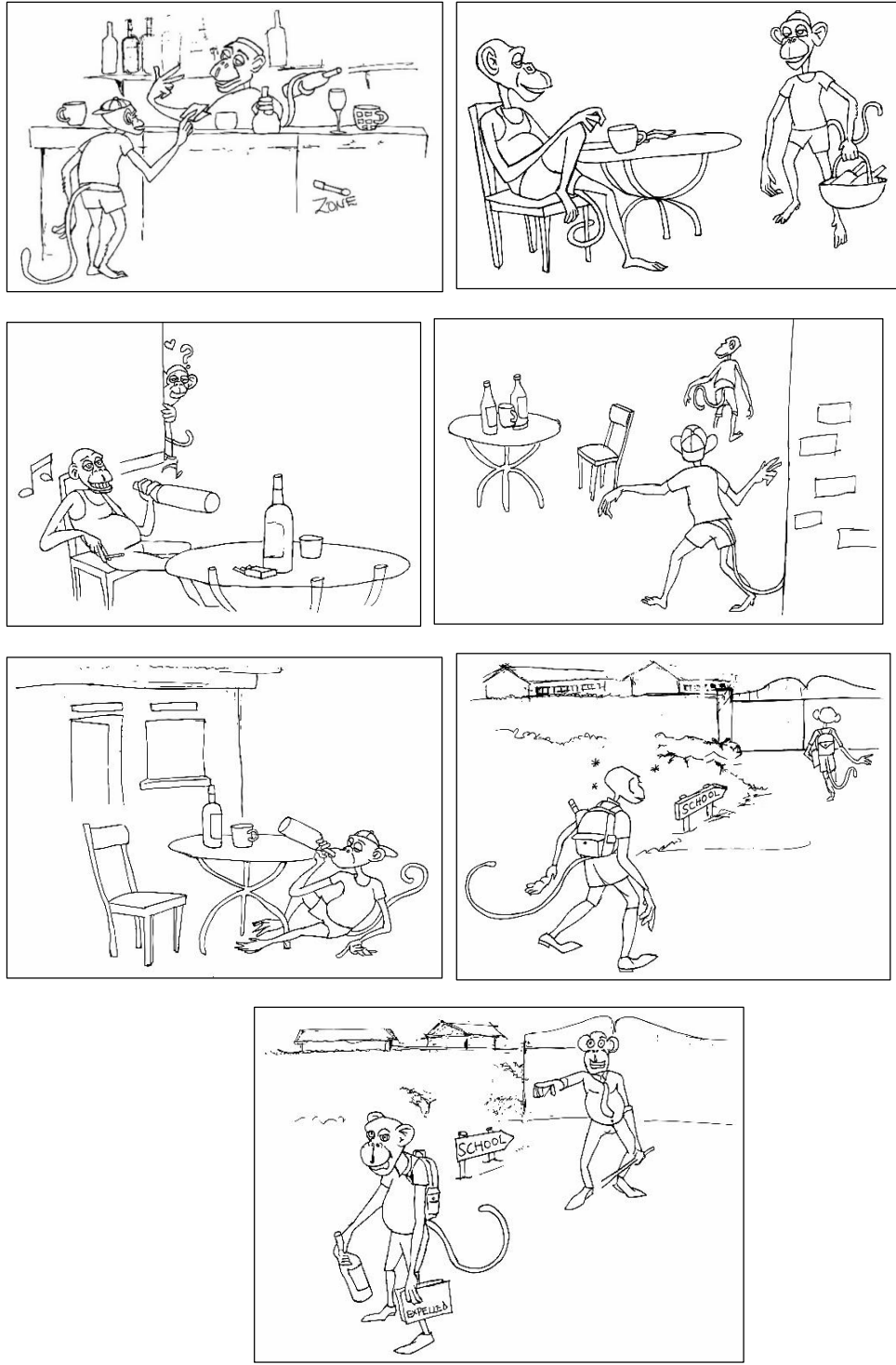


Figure 30: Show comic strips of the boy character that were cleaned up by use of CorelDraw.

Source: Primary data (2019)

Adding color to the graphic cartoons

After the doing the computer aided developed graphic cartoons (computer clean-up) of comic strips, the researcher then added color to the cleaned-up drawings using CorelDraw

Adding color to the graphic cartoons of the girl character

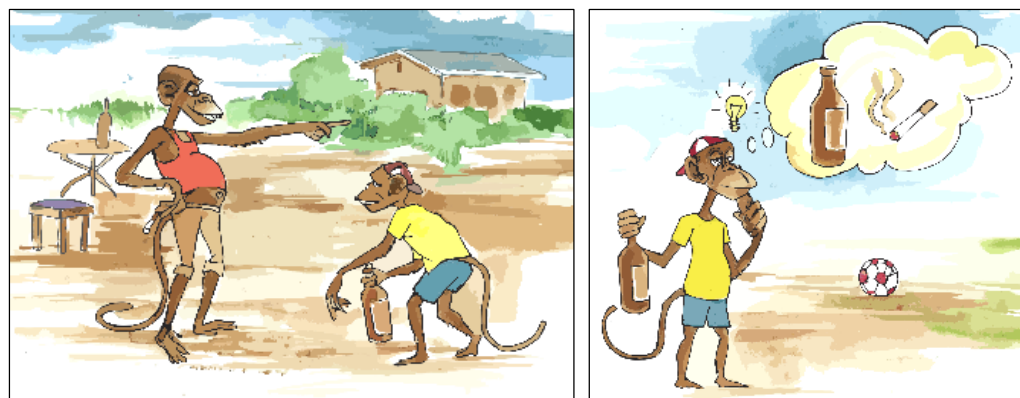




Figure 31: Show comic strips of the girl character to which the researcher added colour.

Source: Primary data (2019)

Adding color to the graphic cartoons of the boy character



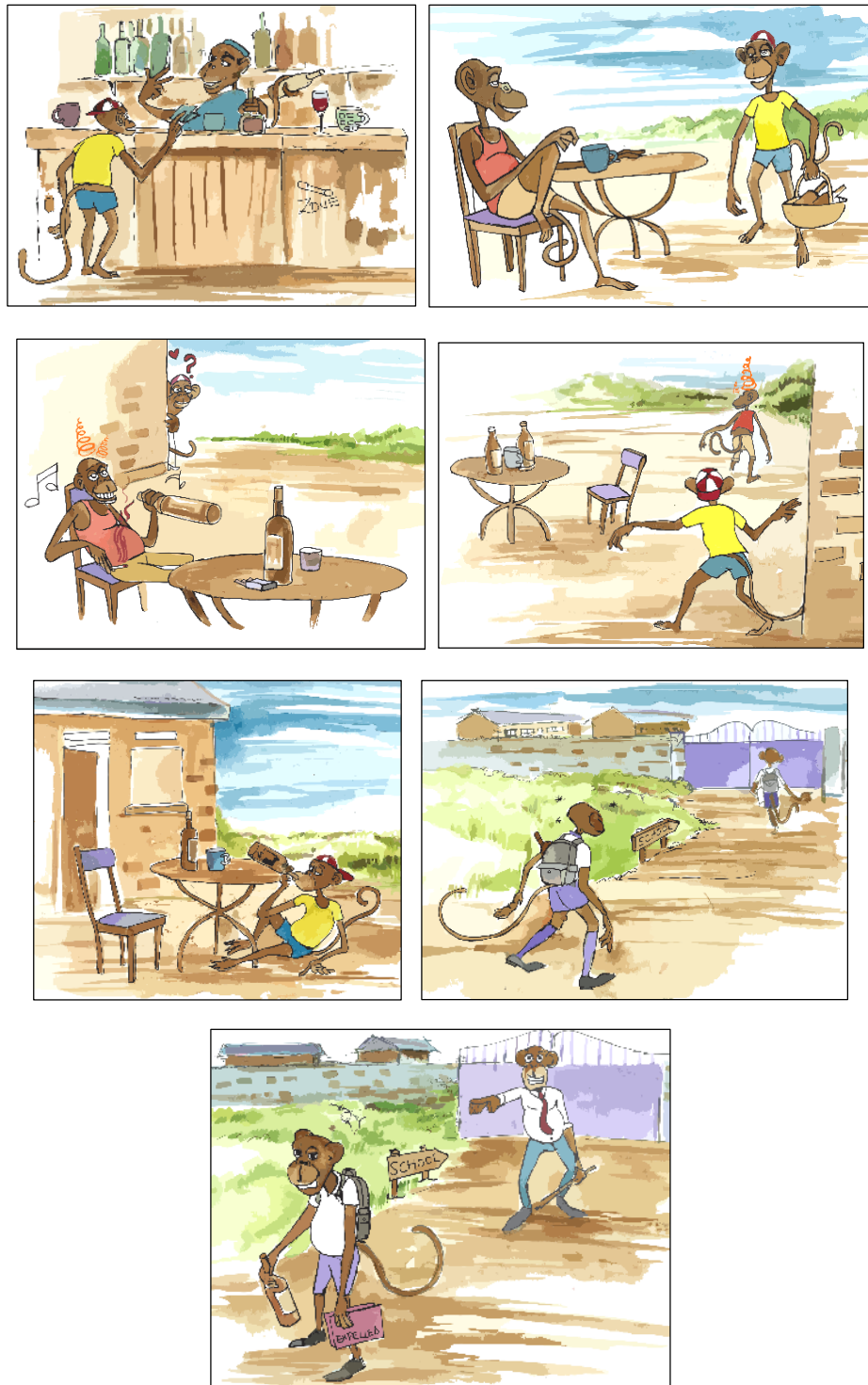


Figure 32: Show comic strips of the boy character to which the researcher added colour.

Source: Primary data (2019)

Adding text to the graphic cartoons

After adding color, the next and final step was to add text in order to give meaning to the produced graphic cartoons. The comic strips show and allow the reader to follow the story and understand what the cartoons are all about for both the girl and boy character.



Figure 33: Shows the researcher using CorelDraw to add text to the colored graphic cartoons.

Source: Primary data (2019)

Adding text to the graphic cartoons of the girl character

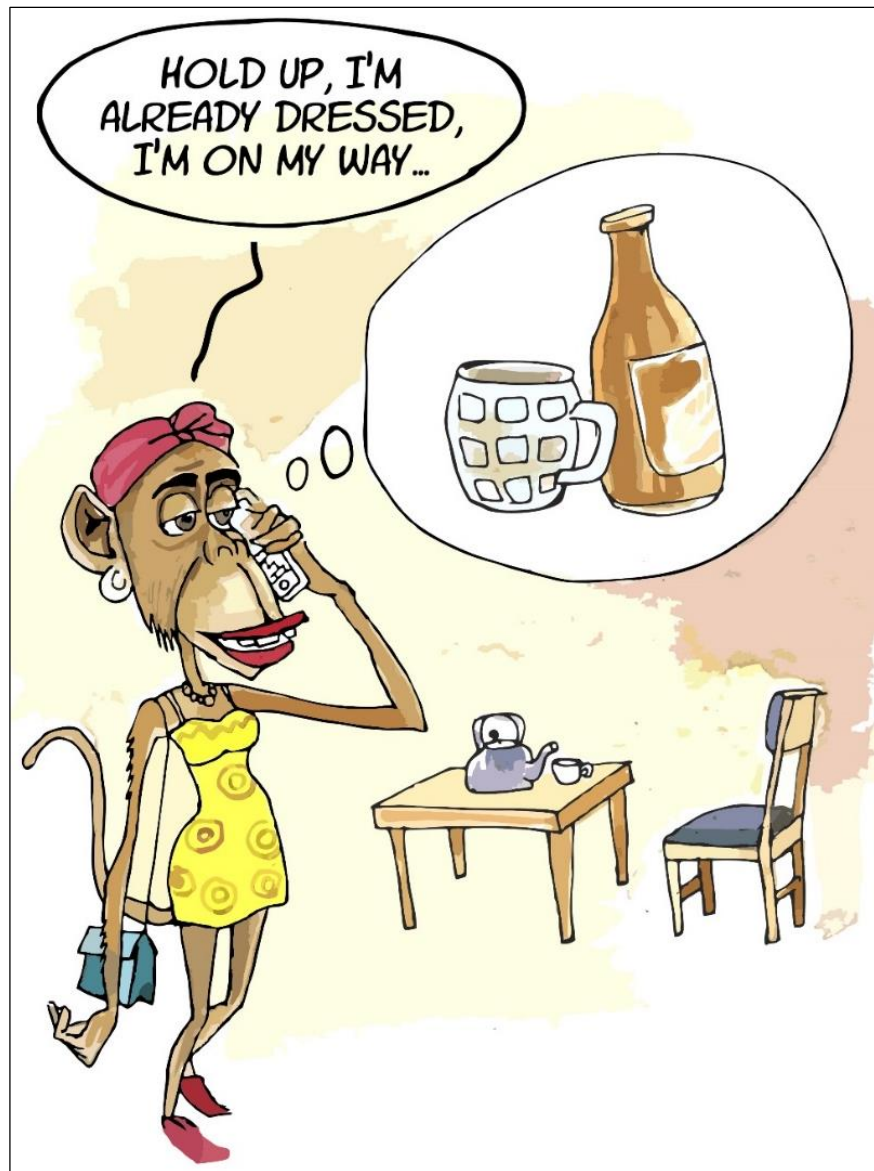


Figure 34: A comic strip that shows a Joan on the phone and talking about drinking beer which happens to be one of the substances abuse.

Source: Primary data (2019)

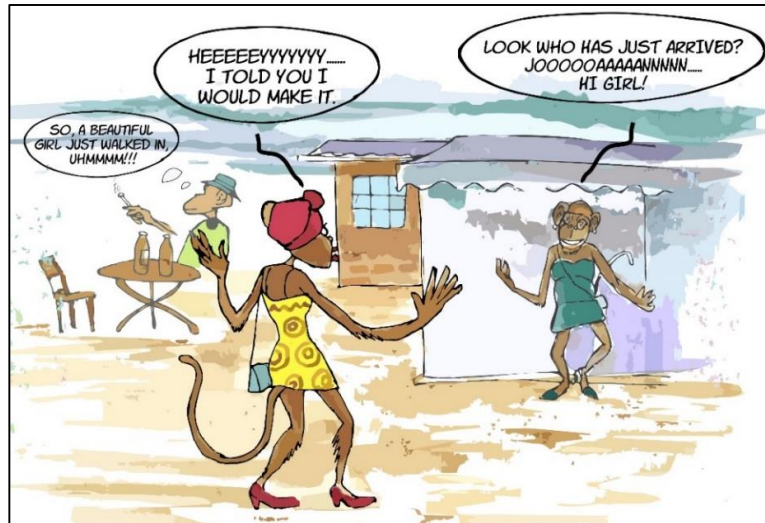


Figure 35: A comic strip that shows Joan arriving at the bar and happy to see her friend who she was talking to on the phone, with a man the researcher has named Solo, watching her in the background.

Source: Primary data (2019)



Figure 36: A comic strip that shows Joan and Solo seated enjoying and taking substances.

Source: Primary data (2019)

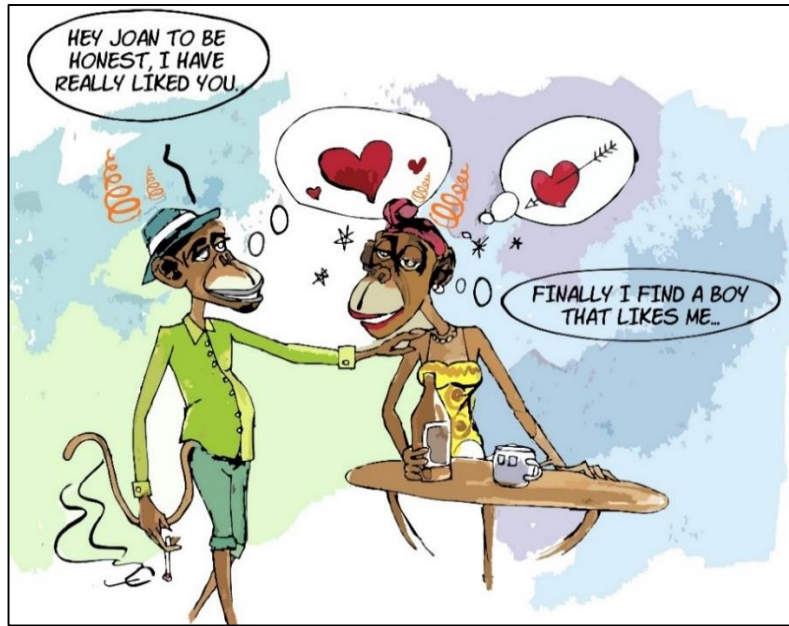


Figure 37: A comic strip that shows Solo professing his love to Joan.

Source: Primary data (2019)

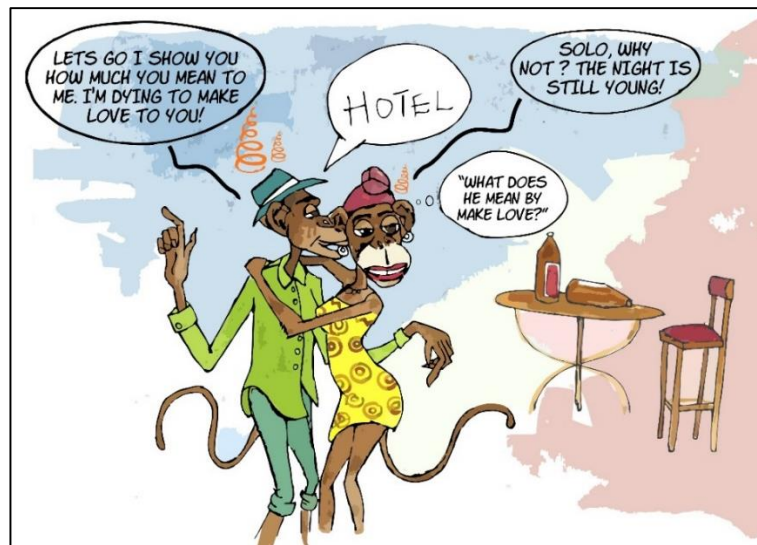


Figure 38: A comic strip that shows Joan and Solo excited and making plans for the rest of the night (hotel). In this strip we see Solo's excitement by the way he bites Joan's earring.

Source: Primary data (2019)



Figure 39: A comic strip that shows Joan and Solo enjoying themselves in a hotel room.

Source: Primary data (2019)



Figure 40: A comic strip that shows a pregnant Joan that had spent months looking for Solo and finally sees him.

Source: Primary data (2019)



Figure 41: A comic strip that shows a pregnant Joan confronting Solo and telling him he is the one responsible and we see solo denying that the child Joan is carrying is not his.

Source: Primary data (2019)

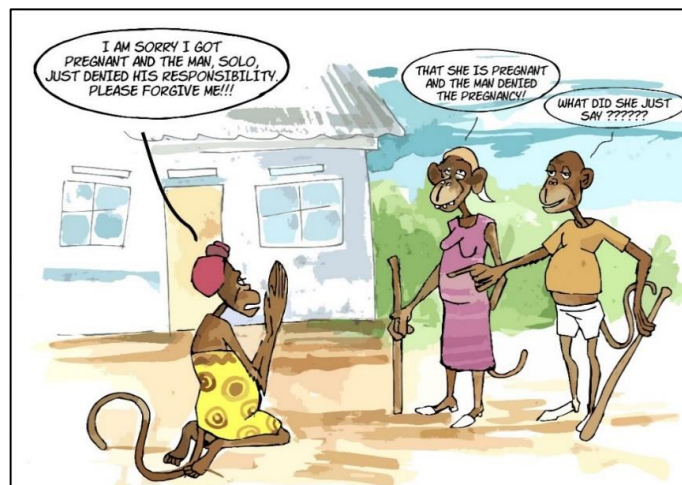


Figure 42: A comic strip that shows a pregnant Joan that has no option apart from telling her parents that she is pregnant and that the man responsible (Solo) has denied the pregnancy.

Source: Primary data (2019)

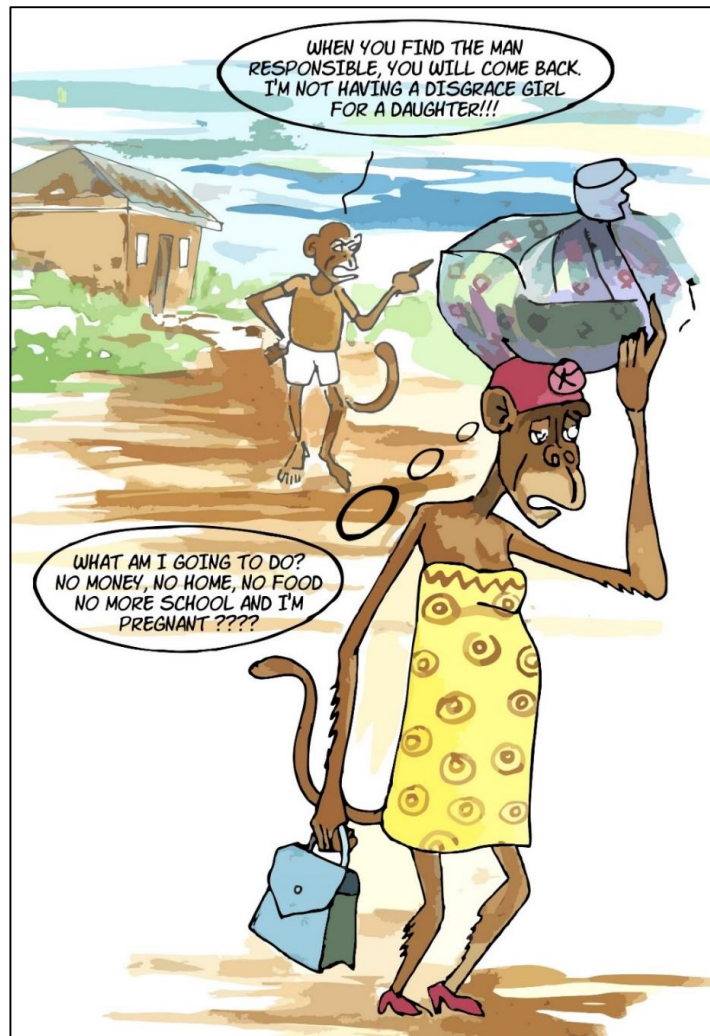


Figure 43: A comic strip that shows a frustrated pregnant Joan that has been sent away from home by the father with no money, no food and no more school but with only her clothes.

Source: Primary data (2019)

Adding text to the graphic cartoons of the boy character



Figure 44: A comic strip that shows a boy character that the researcher named Robert being sent by his father to buy him something from the bar and clearly there is no sugar or soap found in a bar but rather different substances.

Source: Primary data (2019)



Figure 45: A comic strip that shows Robert going to the bar and on his way, he thinks of what his father has sent him to buy from the bar.

Source: Primary data (2019)



Figure 46: A comic strip that shows Robert having arrived at the bar and making an order of what his father has sent him to buy.

Source: Primary data (2019)

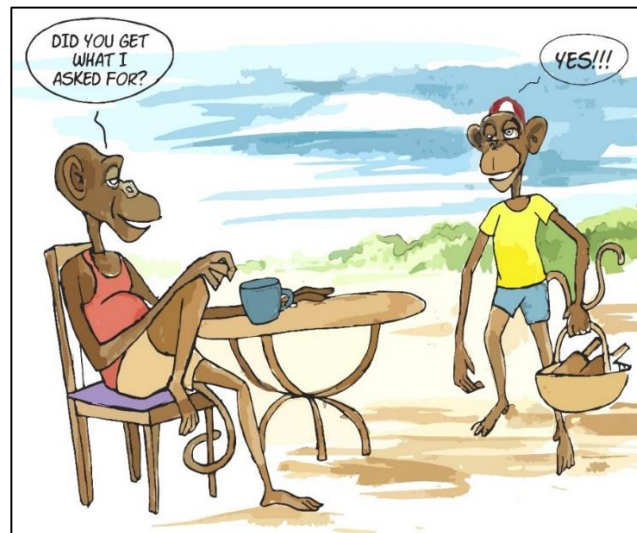


Figure 47: A comic strip that shows Robert coming back from the bar with what his father has asked him to buy. We see his father eagerly waiting for him by the way he is seated, with one leg lifted up on the chair.

Source: Primary data (2019)

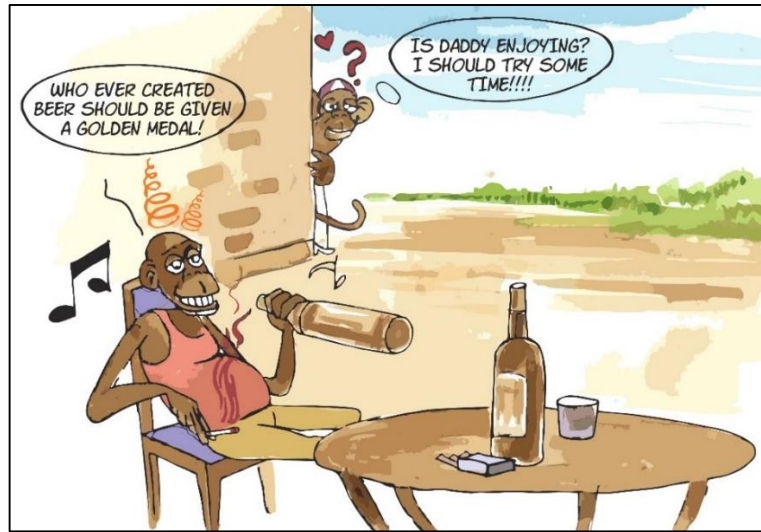


Figure 48: A comic strip that shows Robert admiring his father while he is enjoying the both beer and cigarettes at the same time.

Source: Primary data (2019)



Figure 49: A comic strip that shows Robert sneaking in to where his father was enjoying his beer from while his father leaves the place.

Source: Primary data (2019)

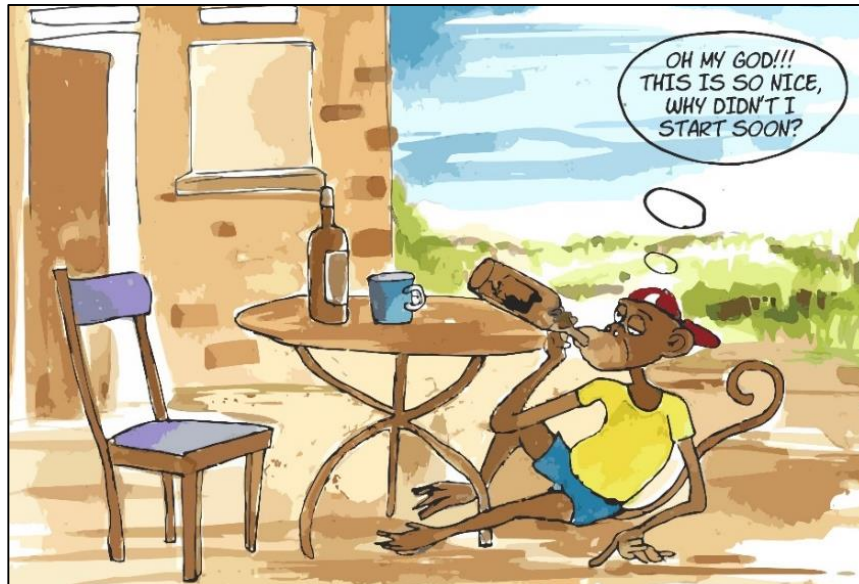


Figure 50: A comic strip that shows Robert enjoying the left-over beer from his father's bottle.

Source: Primary data (2019)



Figure 51: A comic strip that shows Robert going to school while drunk and together with his bottle in his bag as one of his necessities to be and enjoy school.

Source: Primary data (2019)



Figure 52: A comic strip that shows Robert being expelled from school because he was caught with alcohol at school yet it is not allowed.

Source: Primary data (2019)

4.2 Discussion of the findings.

4.2.1 Substance abuse among primary school children in Makindye division.

In Makindye Division, the results in table 1 showed that the extent to which primary school children abuse substances was very minimal (6%) which percentage reflected alcohol and tobacco (Cigarettes) as the only substances used. Although Razanamihaja, Befinoana and Marie-Laure (2013) observed that, studies had shown an alarming increase in early age of onset in alcohol consumption in Madagascar, Egypt, and Ghana, this was not the case in Makindye division. Such

findings show the importance of this study in that the minimal numbers should be maintained and eventually eradicated.

4.2.2 The existing printed graphics found in Makindye division in relation to sensitizing primary school children against substance abuse

In this study the researcher used graphic cartoons to communicate to primary school children against substance abuse, which also doubles as a health problem. Borba, Waechter and Borba (2015), also observed that different types of communication modalities had been adopted by government agencies to meet communicative and instructional needs, with particular focus on health care. The photographs that were taken from Makindye division (schools, Katwe police headquarters and the environment) had information that varied from rape, sex, defilement to child abuse. Substance abuse was silently mentioned on the branded wall, signpost, alcohol adverts and branded cars through text, “excessive consumption of alcohol is harmful to your health”. In addition to the text, was number 18 and a plus in a circle, which emphasized that alcohol is only for sale to adults and not children. Such information was not directed to children who easily understand through images as the syntactic theory of visual communication by Lester (2006), which augres that words are easily forgotten, but pictures stay in our minds. Therefore, the researcher employed graphic cartoons as a medium of communication to sensitize primary school children against substance abuse in Makindye division.

4.2.3 The production of graphic cartoons as a medium that would sensitize primary school children against substance abuse in Makindye division.

In the syntactic theory of visual communication by Lester (2006), the third tenet stated that, images are remembered by thinking about them in words. He further explained that whether pictures are not a language because there is no easily definable and reproducible alphabet or because, the elements that make up a picture do not follow a broad, linear flow, most experts agree that images are a collection of signs and as such, become a language when read in the mind. The fact that the images are remembered by thinking about them in words, the graphic cartoons produced in this study would not only help the children get knowledge about substance abuse but also help the children develop their minds through the reflective process sparked by the graphic cartoons that are used as a medium of communication. A study by Read and Barnsley (1977), found that pictures in basal reading materials can have significant positive effects when long-term memory was tested. Additionally, Levin and Lesgold (1978); Brookshire, Scharff and Moses (2002); Carney and Levin (2002), established that, among school-aged children and adults, memory for prose that is presented in written or auditory form is enhanced by illustrations or cartoons. Furthermore, Fang (1996), explained that cartoons were important to a child learning to read. He believed that the usefulness of cartoons in the development of children's reading behaviors far outweighed its potential dangers. He also supported this by mentioning that pictures pull children to read and interact with the text which meant that, pictures stimulated and promoted children's interest in books. Consequently, the researcher used graphic

cartoons embedded with text not only to help the children understand substance abuse, but also improve the children's reading culture. The different forms of graphic cartoons: books, posters, t-shirts become sensitization tools to be used in school activities, around the school environment, at community centers and other community spaces in Makindye division and beyond.

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter presents the summary, conclusions of the study and finally recommendations basing on the purpose of the study which was to produce graphic cartoons that could be used as a medium of sensitizing primary five to seven school children against substance abuse in Makindye division, Kampala district. The study was guided by the three objectives; to examine the prevalence of substance abuse among primary five to seven school children, to establish the existing printed graphics in relation to sensitizing primary school children against substance abuse in Makindye division and to produce graphic cartoons that can be used as a medium of sensitizing primary five to seven school children against substance abuse in Makindye division, Kampala district in Uganda.

5.1 Summary

During the study it was observed that, the extent to which primary school children abuse drugs in Makindye division was 6% and the reason being that this is a protected age group since the children are young as the narcotics desk at Katwe police Headquarters observed. The existing printed graphics with in Makindye division that were sensitizing the primary school children against substance abuse, were not very clear as most of them had the number 18 and a plus in a circle that implied that the substance was only for sell to adults and not children. This was not significant enough in sensitizing primary school children against substance abuse because children who are visual learners as Levin and Mayer, (1993) observed that, pictures enhance attention and comprehension in

children. This therefore, encouraged the researcher to produce graphic cartoons that could be used as a medium of sensitizing primary five to seven school children against substance abuse in Makindye division which would reduce the numbers of substance abuse and eventually kept at 0%.

5.2 Conclusion

Having established that the prevalence of substance abuse among primary five to seven school children was 6%, the researcher produced graphic cartoons for boys and girls to show the cause and effect of substance abuse. The information that was printed in small books, educational posters and other items like t-shirts, was line with Evans and Saint-Abun (2005) who assert that pictures, especially story cartoons, captured children's attention to information and facilitated their understanding. Consequently, the produced graphic cartoons would aid the sensitization process among primary school children in Makindye division and elsewhere who are visual learners.

5.3 Recommendations

Substance abuse being a worldwide phenomenon, the government of Uganda and other developmental partners should not only spread the gospel to the already converted but also the not yet converted and are vulnerable to being converted into the substance abuse vice.

The government of Uganda and other developmental partners should support mass production of the produced graphic cartoons through the researcher, so that the gospel is not only spread through Makindye division but also other places in the country.

Institutions of higher learning and other academicians can take on further research from where this study has stopped. For example, an action oriented research for the produced graphic cartoons in this study to see how effective they are; substance abuse among young adults; substance abuse among the religious and different work places.

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APPENDICES

APPENDIX A: Introductory letter from Kyambogo University



KYAMBOGO UNIVERSITY

P. O. Box 1 Kyambogo, Phone: 041-285001/2 Fax: 041-220464

www.kyambogo.ac.ug

FACULTY OF VOCATIONAL STUDIES

DEPARTMENT OF ART AND INDUSTRIAL DESIGN

Dear Sir/Madam

RE: RESEARCH PROJECT

This is to introduce Kiconco Martha

Registration Number: 7u/14740/AMID/PE

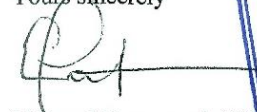
a student of Kyambogo University, Department of Art and Industrial Design pursuing a

Masters in Art and Industrial Design.

He / she intends to carry out research in your organization / community. The research is purely academic and ethical issues are strictly observed.

Kindly accord him / her the assistance he / she requires.

Yours sincerely


Mutungi Emmanuel, PhD
Head of Department



APPENDIX B: Introductory letter from the Uganda police

TELEGRAMS: "GENPOL"
TELEPHONE: 0414-233814, 0414-250613
FAX NO. (0414)255630



UGANDA POLICE FORCE
POLICE HEADQUARTERS
P.O. BOX 7055
Kampala
Uganda

DIRECTORATE OF RESEARCH, PLANNING AND DEVELOPMENT

Our Ref:

Research Form

1. Particulars of Researcher

- a) Name: Kionco Martha Sex: Female
b) Address: Zana Tel: 077968964
c) Age: 26 email: mkionco2@gmail.com
d) Designation: Student
e) Nationality: Ugandan

2. Subject Particulars

- a) Name of Organization carrying out the research: Student of Kyambogo University
b) Subject of the study: Substance Abuse
c) Introductory Authority: Kyambogo University
d) Name and Address/Contact of Supervisor: Dr. M. Kenyong Tel: 0777208212

3. Details of Information/Data required/Location of Research Centre e.g. Police Station and/or Dept

- Staff of children who abuse substances.
Native police station (Makindye division)

4. Benefits of the Research to Uganda Police Force

- Widens the ~~more~~ information about substance abuse - Makindye division
- Help in mitigating substance abuse especially through the graphic illustrations produced

5. Undertaking

I promise to provide a copy of my research report to the resource centre of the Uganda Police by (Date) Nov. 2019
Failure to do so, the Uganda Police Force should liaise with my supervisor and render my paper null and void.

Name and Signature: Kionco Martha AD Date: 02/04/19

6. For Official Use

Remarks:
RPC Kampala South and DPC Mutebe to provide necessary information substance abuse by children. CAPU asks to give an input. The researcher to give a copy of the research paper to Directorate of R, P & D.

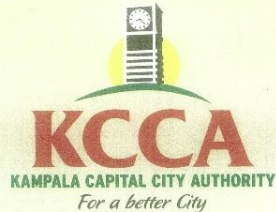
Authorizing Officer: ACUP Oton O. Edward

Signature:  Date: 03/04/19

Note: Information obtained for the research should be used exclusively for the intended purpose.

Developing, coordination, Monitoring & Reviewing of Strategic Plans and Policies for effective protection of life and property

APPENDIX C: Introductory letter from Kampala capital city authority (KCCA)



**MAKINDYE DIVISION URBAN COUNCIL
OFFICE OF THE TOWN CLERK
TEL: 0204660063**

MKD/KCCA/201/17

4th April 2019

The Division Medical Officer
The Ag. Supervisor Education and Social Service

INTRODUCING KICONCO MARTHA

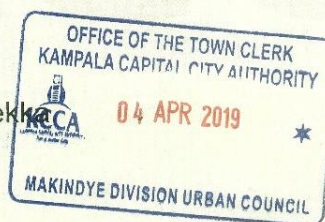
This is to introduce to you the above named student of Kyambogo University, currently pursuing a Master's in Art and Industrial Design.

She is carrying out a research project, as partial fulfillment of the requirements for the study program, and would request to get information from your Office.

The purpose of this letter is to request you help her get the information she requires.

Any assistance rendered to the student is highly appreciated.

Godfrey B. Kisekka
TOWN CLERK



P.O. Box 7010 Kampala - Uganda
Plot 1-3 Apollo Kaggwa Road
Tel: 0204 660 000
WhatsApp: 0794274444, Toll free line: 0800990000
Web: www.kcca.go.ug, Email: info@kcca.go.ug
[f:facebook.com/kccaug](https://www.facebook.com/kccaug), t: @KCCAUG

APPENDIX D: Interview Guide

Thank you for agreeing to participate in my research titled: **Production of graphic cartoons as a medium of sensitizing primary five to seven school children against substance abuse: a case study of Makindye division, Kampala district.**

The purpose of this study is to produce graphic illustrations that will mitigate substance abuse amongst primary school children in Makindye division, Kampala district in Uganda.

Questions for the interviewee

1.0 Extent to which primary school pupils abuse substances. *(Primary school children in Makindye division)*

1. Do you know any thing about substance abuse?
2. What type of substances do you know?
3. Have you ever used any substances in your life?

*** If no: -**

1. Would you consider trying these substances?
2. Do you know anyone who uses these substances?
3. How often do they use these substances?

***If yes: -**

1. How often do you use substances?
2. Why do you use these substances?

2.0 Extent to which primary school pupils abuse substances. *(Stake holders – Police and selected primary school head teachers in Makindye division)*

1. Do you know any thing about substance abuse?
2. What type of substances do you know?
3. Do you ever get Cases of primary school children involved in substance abuse?

***If no: -**

1. Do you think that there are any primary school children involved in substance abuse?

***If yes: -**

1. To what extent would you say that primary school children are involved in substance abuse? (in terms of percentage)

APPENDIX E: Observation check list

1. How many primary schools are in Makindye division?
2. Are there any bars or clubs within Makindye division?
3. Is there any printed graphics in primary schools that is sensitizing primary school children about substance abuse?
4. What graphics is displayed at the police station and what message does it portray?
5. Are there any printed graphics advertising any substances in terms of price, brand/product or event with in Makindye division?