

**STRATEGIES UGANDA IS TAKING TO ACHIEVE MDG TWO;  
UNIVERSAL PRIMARY EDUCATION.  
A CASE STUDY OF SELECTED PRIMARY SCHOOLS IN ANAKA  
SUB COUNTY, NWOYA DISTRICT**

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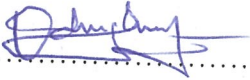
**A RESEARCH REPORT SUBMITTED TO THE COLLEGE OF EDUCATION OPEN  
AND DISTANCE LEARNING IN PARTIAL FULFILLMENT OF THE REQUIREMENT  
FOR THE AWARD OF A BACHLOR E OF ARTS WITH EDUCATION DEGREE.  
KAMPALA INTERNATIONAL UNIVERTY**

**KAMPALA INTERNATIONAL UNIVERSITY**

**NOVEMBER 2012**

## DECLARATION AND COPYRIGHT

I **Odong Isaac** do declare that this research report is my own work; it has not been and will not be presented to any other university for similar award.

Signed.....

Date .....1/10/2012

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## APPROVAL

I the undersigned certify that I have read and hereby recommend for acceptance by Kampala International University, college of education open and distance learning **strategies uganda is taking to achieve millennium development goal two** ; in partial fulfillment of the requirement for the award of bachelor degree in arts with education of Kampala international university.



Supervisor Mrs. Taligoola Lydia

Date 3<sup>rd</sup> October 2012

## DEDICATION

This research is dedicated to all the people who have in one way or another helped and are helping in promoting the idea of Universal Primary Education in order for it to be achieved by 2015 Millennium Development Goal target.

It is also dedicated to my parents and brothers who have supported me at all time that enabled me to complete my course successfully. I could not have been what I am today without them. May God bless them abundantly?

In the same vein, I dedicate this piece of work to all students of education in the entire country, most especially, my colleagues at Kampala International University. They should know that we are the people to change this appalling situation of backwardness in Uganda.

Special thanks go to my supervisor, Mrs Taligoola Lydia for her exceptional guidance, dedicated attention, suggestion and encouragement that sustained my motivation to accomplish the research.

## ACKNOWLEDGMENT

Completion of this work is as a result of both explicitly and implicitly support of many people to whom I owe acknowledgement. First and foremost I would like to thank the Almighty God for enabling me do this. I am greatly indebted to my fellow students and friends for their support, encouragement and understanding accorded to me during the entire course of this program and most so, during the critical difficult times of the program.

More thanks goes to all my fellow students of education especially those I discuss with who have helped me in one way or another towards the completion of this study and my course at large.

Special thanks go to my hard working supervisor, Mr. \_\_\_\_\_ for her exceptional guidance, dedicated attention, suggestion and encouragement that sustained my motivation to accomplish the research.

In a very special way, I am grateful to my dedicated mother Mrs. **Natalia Okullu**, father Mr. **Okullu Charles** and lovely brothers **Akena Richard**, **Ojok Denis** and **Wamimbi Jimmy Opobo** without whose financial and moral support, I would have never made it through Kampala International University.

## LIST OF PHOTOGRAPHY

**PHOTOGRAGHY** 4.1. Child being labored instead of being at school

### LIST OF ABBREVIATIONS

**MDG** Millennium Development Goal

**UN** United Nation

**IDP** Internally Displaced People

**LRA** Lord resistant army.

**UPE** Universal Primary Education

**DIP** District Inspectors of school

**PTC** Primary Teachers College

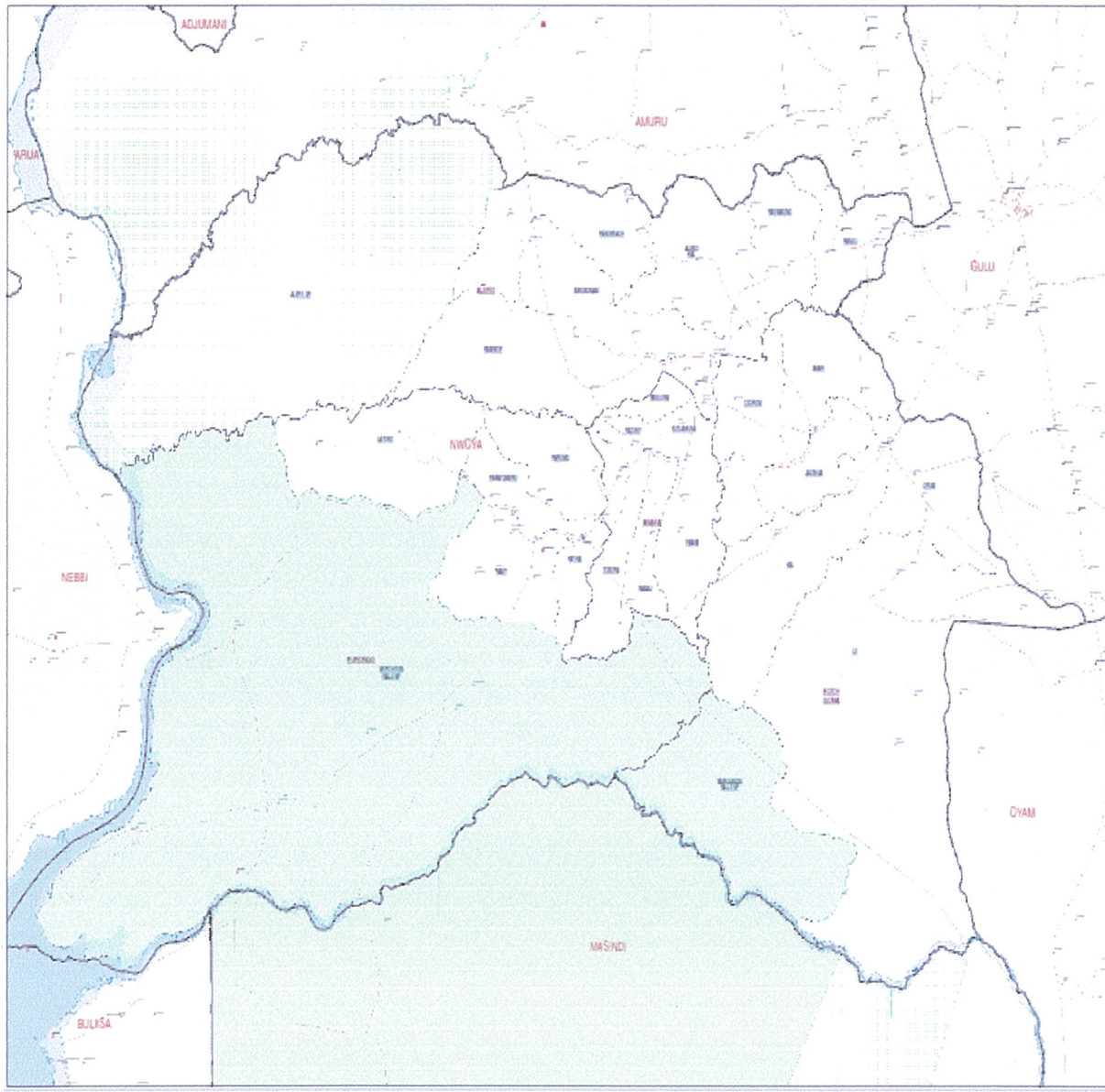
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## Map of Nwoya District



## CHAPTER ONE

### 1.0 INTRODUCTION

In the year 2000, all the member states of UN convened in a declaration summit and their resolution were the Millennium Development Goals (MDG). It was unanimously agreed by all heads of state and governments who attended the summit that these goals which includes eradication of poverty, reduce child mortality rate, empowering women, improve maternal health, combat HIV/AIDS, malaria and other diseases, ensuring environmental sustainability, developing global partnership and **achieving Universal Primary Education** which is at the center of our study be achieved by the year 2015 and indeed all countries are striving to attain these goals by the set target.

### 1.1 BACKGROUND OF THE STUDY

It was in 2000 at Dakar, Senegal, that 164 governments who attended the United Nation Declaration Summit pledged to transform the lives of tens of millions of children across the world with no access to education. Nowhere was the need more acute than in Sub-Saharan Africa where four out of ten children were not even enrolled in primary school.

Twelve years on from that historic conference, much has happened. Many actors; nations and individuals have done a tremendous job towards the achievement of these goals so far and one of the men leading the way is Yoweri Museveni, the president of Uganda, who became one of the first to abolish school fees and pave the way for a policy of "Universal Primary Education". Many more have followed suit.

Kenya, Malawi, Tanzania and more recently, Liberia, are just some of the countries that have now pledged free primary schooling for children. It is a politically popular promise which carries much weight at the ballot box, but the reality of coping with the huge numbers of children flooding into schools is not so simple.

"Suddenly, schools became congested, classrooms that were designed for a maximum of 25 or slightly more children now accommodate over 200 pupils, the number of enrolled pupils has become overwhelming causing shortage of classrooms, books and teachers," According to the report published by education advisor to Save the Children UK, "The challenge has been to make sure the ratio of teachers to children and textbooks to children is maintained."

In Uganda, Dr Martin Alike explained; so many families wanted their children educated that they introduced a two-shift system in schools, with some pupils studying in the morning and others taking afternoon slots.

In country side such as north which was driven by war, there are no such success stories, educational infrastructure had completely collapsed, according to Alikee. Despite suffering conflicts, Uganda has made some great steps when it comes to schooling.

"It was one of the first countries to announce free primary education and that led to a surge in enrolment," said Dr Martin, United Nation International Development officer a Department for International Development. "But once there are huge numbers in school, the question is: how do you improve the quality of what they are learning? Uganda is grappling with that problem. It is all about getting the balance right." As well as improving the quality of what is taught, the Ugandan government faces another common challenge: the fact that "free education" still carries a number of hidden costs.

Museveni may have abolished fees, but he could not pay to feed every child in the country at school, nor provide pens, science equipment, transport or even clothing. Despite the fact that the Ugandan government has stressed that no child should be kept from school because of lack of uniform, many head teachers insist on the outfits.

Perhaps that is why, despite huge steps in the right direction, primary education for all is still not a reality in Uganda, with over 75,000 primary-aged children still out of school, according to reports.

"Many of these would include children displaced by the activities of the Lord's Resistance Army (LRA) in the north." The researcher's area of study, Nwoya District is one of those districts in the Northern region that were heavily devastated by the activities of LRA that among others included abduction of children, conscription of children as child soldiers, forcefully turning young girls into wives of commanders, burning of school premises and therefore affecting the effective implementation of the UPE. However with the silence of Guns and the eventual return and resettlement of people to their homes from Internally Displaced People's Camps (IDPs), there is a gleam of light because children have started going to school and teachers are available and active in schools which is an indicator of progress. There is huge pressure across Africa for governments to reduce the burden for families to pay for primary and secondary education, but it can be very difficult to implement."

In places such as where poverty is rife and providing food and clean water is a priority, some parents find it difficult to send their children to school – both because of the hidden costs of doing so and also because those children can be valuable workers. This is one of the challenges to UPE.

Apparently, one out of three children who go to some selected schools primary school in Anaka sub-county were the research was done drop out before finishing their time due to the failure of their parents to meet the hidden costs and partly due to the effects of the war that has affected their psychosocial being.

## **1.2 STATEMENT OF THE PROBLEM**

During the United Nation Declaration of Millennium Development Goal summit, all member countries who attended; Uganda inclusive unanimously agreed that by 2015, these goals be achieved and indeed all countries are striving to attain these goals by the set target. According to this study we are concerned with achieving Millennium Development Goal two which is ensuring that all boy and girls complete a full course of primary schooling and this can be achieved through Universal Primary Education, this tremendous program initiated by the government of Uganda has attracted donor support which has been through NGOs.

### **1.3 RESEARCH OBJECTIVES**

#### **1.3.1 PURPOSE OF THE STUDY**

The purpose of this study was to investigate and analyze the strategies laid by government in order to attain Millennium Development goal two with specific reference to some selected schools in Anaka sub county Nwoya district. This rises with the pressure from the United Nation that all member countries must achieve these goal by the year 2015.

#### **1.3.2 SPECIFIC OBJECTIVES**

**The following objectives guided the study;**

The study specifically seeks to,

1. Examine the basic universal primary education support policies and establish the extent to which those policies have been implemented.
2. Assess the effectiveness of primary education in child psychosocial development.
3. Identify some NGOs who have supported Universal Primary Education in Uganda.
4. Examine the impact of political influence on universal primary education in the country.

#### **1.4 Research questions**

1. To what extent has Uganda in his bid to achieve millennium development goal two meet the target.
2. What are some of the problems associated with universal primary education and what is being done to cube the problem?
3. Uganda as a country has been a role model in abolishing school fees why are they allowing donor support with shift interest.
4. Why are NGOs having vast interest in the UPE program?
5. Has universal primary education increased the number of people enrolling in our primary schools? If yes what changes have they brought in the lives of the people.

#### **1.5 SCOPE OF THE STUDY**

This research focused on the extent to which government has played in achieving Millennium Development Goal two and its impact on the people who have benefited from the scheme with samples from people of Anaka Sub County found in Nwoya district.

#### **1.6 SIGNIFICANCE OF THE STUDY**

The research is filled with worthwhile information, useful analyses, and thoughtful recommendations for action.

Given the fact that government has increased its expenditure in primary education, the findings of this study provide information to clarify the role played by government in

achieving Millennium Development Goal two in Uganda. This will help all the concerned parties in an effort to streamline and control the activities of the government.

The research identified the problems associated with Universal Primary Education in Uganda and provided possible solution to it.

The study also contributed to deeper understanding of the effect of government activities on education. This was very useful in assessing government contribution and its effort of improving the Universal Primary Education.

The findings also provided an up to date literature for academicians, researchers and policy makers.

The study also helped check on the position of Uganda in as far as achieving of MDGs particularly MGD two is concerned.

## **1.7 DEFINITION OF KEY TERMS**

### **Education:**

The term Education is broad with different meanings to different people. It has been defined in terms of training, skill acquisition of knowledge and formal school attendance. From this prospective it can be viewed as encompassing, processes and concept

### **Universal Primary Education**

This is ensuring that all boys and girls attend full course of primary schooling.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 INTRODUCTION**

The purpose of this section is to review any available literature regarding Universal Primary Education in Uganda.

#### **2.1 ROLE OF PRIMARY EDUCATION IN CHILD DEVELOPMENT**

Primary education typically means the time period that elementary school spans: from pre-kindergarten or kindergarten to fifth or sixth grade. Primary education is a child's first step into academic learning, and often into a usual daytime schedule which includes both things for child: time to work or learn on one's own, as well as time to socialize and learn with one's peers.

Primary education is the most important step in a child's educational career. It can make or break your child's educational career. It is a crucial stage in child's formative development and will shape your child into a learner, thinker and a social being. Primary schools provide children outlets for their energy, their creativity, and their emotions, and they will find adults and peers who they can talk to and who will help them verbalize and cultivate the imagination and ideas that are running through their young, developing minds. Read on further to know about the importance and significance of primary education in your child's education development

Primary Schools can offer children a safe environment in which to grow, even if their world beyond the school walls is less than stable. Primary education provides children with skills and motivation that can help them cope with their individual circumstances. It provides children with better chances to explore new ideas, spend time with children of same age group and to develop their individual skills and personality.



Children who effectively develop during their primary education will be emotionally and socially healthy. They are eager to take on new challenges and tasks with the firmness and energy that young children are often known for. They become more focus on schoolwork and progress in their intellectual development, while also learning to empathize with others and form real friendship relations with peers.

Researches have proved that primary education is really important in child's educational development. The center of Applied Linguistics (CAL) emphasizes the importance of primary education and encourages parents to enroll children in pre-kindergarten programs and then to primary schools in order to hold on to their successful educational development.

Here you learned about the significance and importance of primary education in child's development. You might have been planning for child's home schooling. Surely, you can give your child book knowledge through home schooling but it will lack your child with social interaction with the outer world. So, plan for your child's primary education to give him/her a successful education

## **2.2 BASIC UNIVERSAL PRIMARY EDUCATION SURPORT POLICIES**

### **Reduce the Wastage in Teacher Training**

**The problem.** According to records of the principle Bulera Primary Teachers College (PTC) Hoima, roughly half the young men and women who enter the two-year pre-service and the three-year in-service teacher training programs fail to pass the qualifying examinations. The reasons for this wastage are complex. Essentially, in spite of dramatic recent improvements in teachers' remuneration and conditions strongly supported by government, primary school teaching still fails to attract students meeting minimum qualifications O-levels in math, English, and science. Living conditions in many non-Core PTCs are poor. In many PTCs, there is a shortage of tutors actually at the college though there is currently a surplus on the payroll. In-service tutors are spread thin. The curriculum seems still to be in flux, and pre-service teaching methods in most colleges

have not been revitalized for decades. Primary Teachers College and the Ministry's Office of Teacher Training are looking more closely at the root causes of these problems and possible solutions, though coordination between these two organizations seems to be weak.

From an institutional perspective, teacher training is still suffering from the transitions affected by the recent restructuring of the Ministry, which separated functions formerly unified under the leadership of the temporary Teacher Development and Management System. Although TDMS functions have been incorporated into the Ministry, unfilled posts limit its capacity to manage all former TDMS activities. The decentralization of primary education has also created a cleavage between the still-centralized teacher-training system and the teacher-related functions of the district education offices.

**Suggested** Solutions to this problem range from rethinking teacher training policies to improving both pedagogical and non-pedagogical inputs and processes at Primary Teachers Colleges.

Help Core Primary Teachers Colleges better integrate their pre-service and in-service outreach training programs.

Help the Ministry continue to offer Refresher Courses to in-service teachers, Continuous Professional Development courses, and to produce materials in response to need.

Improve primary teachers colleges capacity to continually improve the teacher-training curriculum, to train Primary Teachers College staff in implementation of the curriculum, and to provide materials in support of the curriculum.

Improve primary teacher college's capacity to continually align curriculum with examinations, to enhance continuous assessment in Primary Teachers College classrooms and on-the-job training, and to supervise primary teacher tutors.

Continue to computerize the teacher-training curriculum and related materials so that it is easier to deliver to Primary Teachers Colleges. Use the computerized curriculum to enhance supervision of Primary Teachers College tutors.

Conditions for budgetary support might include: (1) an increasing percentage of teacher training candidates qualifying for teacher positions, or (2) improved ratio between trained teachers and pupils.

### **Improve Teachers' Performance in the Classroom**

**The problem;** Over the past eight years, the Ministry has developed the Teacher Development and Management System to improve teachers' performance in the classroom. Although the Teachers Development Management System has become part of the ministry's institutional framework, much remains to be done before teachers, administrators, and communities of all schools are receiving adequate training and support. As a result of Universal Primary Education policies, teachers have class sizes that are difficult to manage, and many of them still do not know how to make the best use of limited instructional materials or to use other effective teaching methods. The Ministry continues to need assistance in using the former Teachers Development Management System channels, now integrated into the Ministry, for improving teachers' performance.

**Suggested activities;** Ministry can work at both central and district levels to help education officers improve teachers' performance.

Help take to scale in some districts selected classroom-based pilot interventions in equity and/or quality for example, New School practices, Straight Talk. Many such interventions have proven to be effective on a small scale. Nongovernmental organization could work with central and/or district education staffs to disseminate those that meet a broader demand.

Help implement the sections of the new Teacher Development and Management Plan intended to improve the supervision of teachers.

### **Improve Pupils' Health and Safety**

**The problem;** Children learn inefficiently and drop out more frequently when their physical readiness for learning is impaired by poor health and/or hunger, and when the physical conditions of schools are not healthy or safe. Girls, even more than boys, suffer from lack of clean facilities and from psychologically distressing conditions, such as vulnerability to teasing and even predators. While the Ministry has made great strides in improving the quality of teaching and the terms and conditions of teachers, it has done much less for the quality of school life for pupils. The primary curriculum includes units at every grade level on health and safety, but this instruction is not complemented by

other actions required to change behavior, rendering it largely ineffective. A health and safety condition of pupils goes beyond what school officials can do. They are also a community problem.

**Suggested support.** Solutions to these problems range from helping schools meet existing requirements such as for separate latrines for girls and boys to more challenging interventions such as enforcing regulations that limit teachers' sexual advances to students, or treating malnutrition and poor health problems of primary school children.

Treat nutritional deficiencies and health problems with treatments delivered at school or in cooperation with schools example: vitamin A dosages, immunizations; school feeding

Change pupil's health and safety behaviors such as HIV/AIDS prevention behavior through strategic interventions that combine instruction, social marketing, and needed supplies (example: curriculum units, radio dramas, and availability of condoms

Improve the physical health and safety conditions of schools example: latrines and/or clean water)

**The government's decentralization of social services** is a serious effort that, in the long run, should improve the quality of primary education. It has high priority on the agenda. In the short run, however, the government can use the technical expertise of external funding agencies. USAID has had experience supporting decentralization in Ethiopia, South Africa, and Ghana. In addition, as the United States is a federal government of "decentralized" state governments, it has experience and advice to offer Uganda, particularly in the education sector. Finally, USAID/Uganda has an ongoing decentralization project, which is a natural partner for these activities.

## **2.3 ROLES OF NGOs IN PROMOTING UNIVERSAL PRIMARY EDUCATION.**

### **CARE**

CARE, one of the largest private international humanitarian organizations, works in more than seventy countries around the world to find lasting solution to poverty, including improved global education. CARE's education projects operate in over fifty countries to improve education and opportunities for children. In Uganda, for example, CARE has provided access to quality basic education to more than three thousand pupils in more than three hundred project-assisted community-managed schools. It has also constructed fifty community schools and has help train teachers to become better educators.

### **SAVE THE CHILDRN**

Save the children's village schools are established in areas where access to schools or education is either limited or nonexistent. These schools' curriculums are based on culturally relevant material and are taught in local languages. Ninety percent of every save the children contribution goes directly to program service.

### **UNICEF**

The United Nation Children Fund (**UNICEF**) is committed to equal education for girls, and encourages donor support from numerous sources to achieve the end. **UNICEF** not only provides financial support but also help build capacity in many countries to ensure that education reforms are implemented.

### **AMREF**

In December, a number of the AMREF team met with officials to talk about what their core goals were in supporting universal primary education. Their conversation, in the spacious office of the district education officer, highlighted just how many areas could be improved.

Changing in teaching techniques to more child-centered strategies were discussed, plans to introduce lessons about reproductive health and hygiene and the promise of more basic resources and a stronger inspection regime.

As they spoke, in front of posters encouraging parents to keep their daughters in school, they covered the issue of how to know which children were in school and how often. Registers and records that were held and maintained are key, they agreed, to tracking how the lives of children in the area were changing. Moreover, they wanted to hear more from the pupils themselves, with the formation of school councils.

Some issues were of the type rarely discussed in the UK, such as a target for the "desk to pupil" ratio of three-to-one, and the hope of providing textbooks for all children.

But other conversations were not so alien. One ongoing debate was about whether schooling should be more focused on the 3Rs of reading, writing and arithmetic, or less. Drama and sport, all agreed, needed a higher priority, as they could help motivate children and ensure they enjoyed their school days.

So while it is true that Museveni and Uganda have led the way in Africa when it comes to universal primary education, there are still many gaps to be filled. The Katine project hopes to start doing that.

AMREF's Grace Mukasa says that Katine is not unique; like many parts of Uganda, many parts of Africa and many parts of the rest of the world, its children still desperately need support to help provide them with lives less marred by poverty than those of their parents and grandparents.

## **2.4 CHALLENGES TO UNIVERSAL PRIMARY EDUCATION.**

Barriers to schooling in some selected primary school in Anaka sub county include access to scholastic material – such as text books needed for the teachers to deliver lessons – pens, paper, and resources for science, “A report released by head of programs and advocacy for Amref, the NGO delivering the project in the sub county primary school.

A report released by PTA members of one of the schools that is to say Kinene shows that as result of free education it has increased the number of pupil enrolling in Kinene primary schools and the schools has become congested, classrooms that once had 25 children have 200, there is a shortage of classrooms, books and teachers.

The government will always promise resources but there is a limit and there is a gender issue. In a patriarchal society many families put their boys into school first.

.Every initiative is being carried out in co-operation with the local government. Although the majority of schools in the area are government-funded, which fall under Museveni’s Universal Education promise, others have been set up by parents who feel their children have too far to travel. These community schools also have their needs.

Though the head teachers claim that the government takes long in sending the universal primary education fund, there has been poor auditing by the head of schools which has cost the government much money and this has hindered the development this schools.

The schools are too scattered mostly in rural area this make some children fail to accesses universal primary education.

So the promise of free education is not enough, that is why schooling is at the heart of the anaka primary project. Already essential teaching materials have been purchased through the Anaka project. Work has also begun on improving sanitation in schools and materials for building new classrooms have been purchased.

## **CHAPTER THREE**

### **STUDY METHODOLOGY**

#### **3.0 INTRODUCTION**

This chapter spells out generally the methodology employed in the research which included selecting the respondents and the methods used in data collected, processed and analyzed. The research is base on the argument of fact finding in spite of the several challenges encountered in the field.

#### **3.1 RESEARCH DESIGN**

The study used a case study design to analyze the factors hindering the implementation and progress of Universal Primary Education in Uganda specifically primary school in Anaka Sub county, Nwoya District.

Strictly speaking, it was a descriptive research because the study vividly showed how the local people within Anaka and the educators of these primary schools are facing these problems or impediments as far as Universal Primary Education is concerned.

The study was also exploratory because it necessitated the researcher to go on a fact finding mission on the ground to ascertain these factors hindering the progress of Universal Primary Education in Uganda specifically primary school in Anaka.

#### **3.3 STUDY AREA**

The study area was Anaka Sub County geographically located in Nwoya district, one of the districts of northern part of the country. This area is predominantly occupied by the Acholi. However, there are many other tribes in this area other than the Acholi and this includes the Langi, Baganda among others.



### **3.4 STUDY POPULATION**

The study population targeted persons actively involved in education particularly primary education irrespective of age and sex. The study population among others included the PTA members of these primary school, pupils and teaching staff.

The study population also included the very much knowledgeable people in the field of education, who were not actually in the area of study but rather in the Ministry of Education and Sports.

### **3.5 METHODS OF DATA COLLECTION.**

These are the techniques the researcher used in the collection of relevant information to the study.

For being more empirical, the researcher obtained information from the primary source.

He also looked at the secondary sources that had information relevant to the study to substantiate the primary data he got right from the field.

The following are some of the other methods that the researcher used to obtain concrete data relevant to his study.

#### **a) Interview**

This was in form of a one on one interview which involved conversations between the researcher and the respondents for the purpose of getting particular data. This was the most favorable method the researcher used to collect primary data; the researcher appreciated the fact that most of the respondent these primary school were fairly informed people which saved time since they had other commitments to attend to.

The interviews the researcher conducted included personal interviews where different individuals that among others included teachers, pupils were interviewed, elite interview which were with the key informants and the local leaders.

The result of this section was derived from the instruments administered to four categories of respondents who provided background information about their occupations

and responsibilities. This background information was considered essential for the purposes of making reliable interpretation and conclusions.

**b) Observation**

The researcher observed scholastic materials, their various types, the quality of the materials, methods of teaching and the transport net work among many others.

**c) Content analysis**

This was through collecting data from the already available documents on Universal Primary Education.

All documents relevant to the study, that's at Universal Primary Education, were reviewed and the relevant data collected helped the researcher to achieve the aims and objectives. This included getting data from the text books, News papers, magazines, articles, reports, minutes of meetings, Television and Radio programs to mention but a few.

Such documents were found in the libraries, Non Government Organization (NGO) offices, and schools.

**3.6 DATA PROCESSING**

Data processing is the process of reducing data from the general form as it has been collected from the field to that suitable for analysis and this helped the researcher during his analysis.

**3.7 EDITING**

This was done during and after data collection. It involved checking for errors and omissions like spelling mistakes, recorded mistakes, completing the incomplete statement and sentences to ensure accuracy of the data or information.

### **3.8 DATA ANALYSIS**

The data got from the field was analyzed quantitatively. It is in this section where the researcher sorted out the relevant information for study. While analyzing data, the researcher disentangled what he considered good and relevant to the study from the rest of the collected data and this gave the research more meaning and simplicity.

### **3.9 PROBLEMS ENCOUNTERED**

There is no doubt that different research encounters its own challenge that might evolve around all spheres of life that are social, economical, political and religious. This particular research was not exceptional; the researcher encountered a number of problems as may be seen below;

There are situations where respondents were not very much willing to spare some time to be interviews which delayed the whole process and it led to some time wastage.

The illiterate farmers who formed part of the PTA were not willing to contribute on the study since the whole processes of the study was seen to be quite expensive inter of their time.

Financial constraints in one way also was among them since I had to travel a little longer distances to come to the centre where I can easily access the respondents.

## CHAPTER FOUR

### DATA PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDINGS

#### 4.0 Introduction

This chapter sets out to assess the extent to which the government has played their role in promoting Universal Primary Education in some selected schools in Anaka sub county Nwoya district though during the study some NGOs were also found supporting the UPE program.

The research findings in this section are presented as deduced from the questionnaires and interview guide from different categories of respondents, key informants ( senior official from the district education office, heads of schools, local people who formed members of the PTA, LC 1 chairman)

#### What are some of the qualification of teaching staff in your school please?

Table 4.1

Qualification	Kinene P/S	Anaka P/S	Unifat P/S	Pece P/S
certificate	17	21	15	19
diploma	5	7	4	6
Bachelor	1	1	2	0
Total	23	28	21	25

Source: Field research

Table 4.1 above concerns the qualification of the teaching staff from the selected schools from where the research was done. It shows different levels of education acquired such as certificate, diploma and degree.

**What are some of the sources of funds for universal primary education in your school?**

Table 4.2

Sources of funding	Frequency	percentage
Government	8	80.0
NGOs	2	20.0
<b>Total</b>	<b>10</b>	<b>100</b>

**The table 4.2 above shows the source for founding for universal primary education.** The result in the table shows that the biggest source of funds is from the government. The statistic reveals that 80% of the funds come from the government and other development agency is giving in 20%.

This means that government funds play a very big role in as far as universal primary education is concern.

**Does the government encourage the teaching staff to go for further training.**

Table 4.3

Responses	Frequency	Percentage
Yes	10	100.0
No	0	0.0
<b>Total</b>	<b>10</b>	<b>100</b>

Source: Field research

The above table shows whether the government encouraged the teaching staff to go for further training. The result of this table indicates that 100% of the respondents anonymously agreed that they are allowed to go for further studies. This shows how the government is fighting to improve the quality of education in UPE schools.

**Is the government providing support to the teaching staffs who wants go further studies?**

Table 4.4

Responses	Frequency	Percentage
Yes	10	100.0
No	0	0.0
<b>Total</b>	<b>10</b>	<b>100.0</b>

Source: Field research

Table 4.4 above show that though the government has encouraged teaching staff to go for further training but has never put initiative to support once who would wish to train.

**Do you have plans to go for further training?**

Table 4.5

Responses	Frequency	Percentage
Agree	4	40.0
Disagree	4	40.0
Not sure	2	20.0
<b>Total</b>	<b>10</b>	<b>100</b>

Source: Field research

The table 4.5 above shows different opinions of staff who opt to go for further training, others who don't and the once who are not sure of whether to go or not. To those who agreed was found out that they did not much responsibility to cater for so the could save some money but the once who totally disagreed were people with a lot and the money they got only cater for their daily needs which could not be extended to education however the unsure people they seems to be too religious in nature saying it is only God which knows what is ahead of them.

When asked whether or not the government was providing health services to the selected schools, respondents disagreed, an indication that the government has not done much in that direction of improving health of the pupils a factor hindering consistence in attendance due to various health problems.

The study recognized that food is a basic need for human survival and asked the respondents if the government was providing food to the pupil. They strongly disagreed saying that the government does not provide food to pupils. This has affected education in the selected schools given the fact that most parents are poor and therefore cannot afford to pack food for the pupils meaning that most pupils go on an empty stomach, a factor that hinders concentration and subsequently performance.

However, those who stay near the schools are given opportunity to go home for lunch. This is a good gesture but there is a lot of time wastage as many of them delay coming back yet others do not come back at all, a factor affecting education in these areas.

The study also revealed that there is no education ordinance policy in Nwoya District and particularly in the selected sub county and the selected schools.

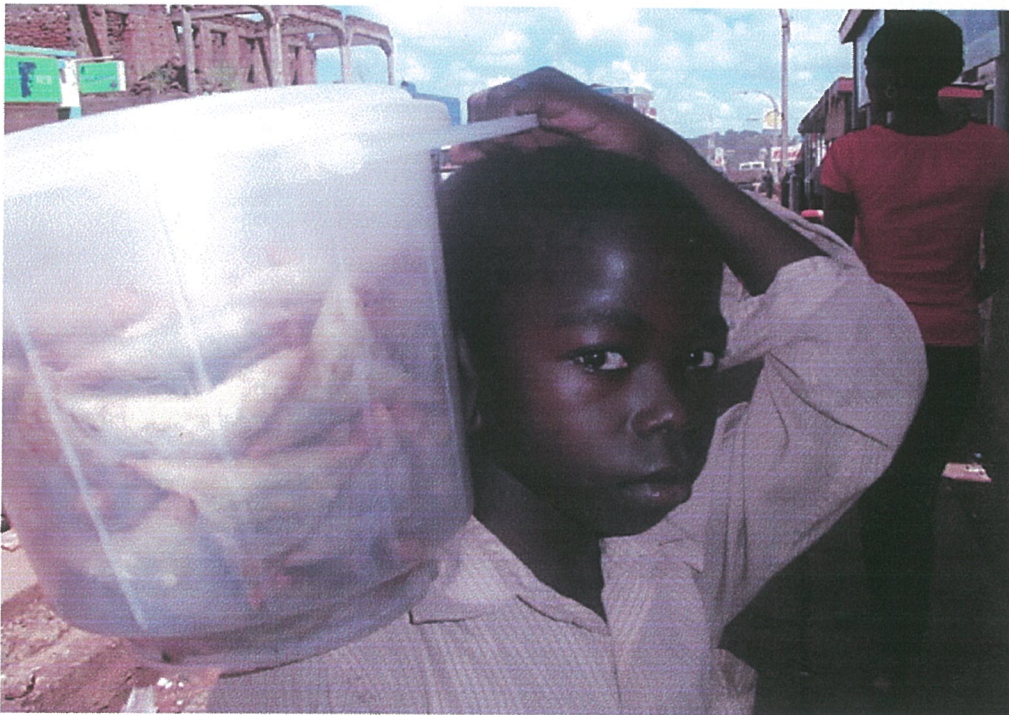
**On top of the quantitative data collected from different respondents, a number of key informant interviews to generate some qualitative literature to enrich the study.**

In addition to the instrument used in the study, the researcher had a face to face with three key informants to the study. The LC III chairman, local member of Anaka Sub County who formed members of the PTA and LCI chairman of the areas as these were considered very resourceful people as far as the study was concern. The interviews were intended to tap more information from them since the questionnaire limited their expression. Though they didn't have much for me but they gave me some response which guided the study.

It was revealed by a number of the respondents that poverty is widespread making it hard for parents to provide food and clean water, some parents find it difficult to send their

children to school – both because of the hidden costs of doing so and also because those children can be valuable workers. This is one of the challenges to UPE. Many parents have let their children to engage in small enterprises like vending small items along the streets at the time when they should be at school. This has affected education in these areas an indication that the government has a lot to do if it's to achieve the goal of millennium development two by the set target by 2015.

.The photograph below shows a child who was to be at school being labored to sell bread within the town centre.



**A child being labored instead of education**



## CHAPTER FIVE

### 5.0 CONCLUSION AND RECOMMENDATION

#### 5.1 CONCLUSION

In the discussions, analysis were made on role played by government in achieving Universal Primary Education, the following conclusion was drawn.

Although the rural citizens of Anaka Sub County have presented their children for Universal Primary Education in Kinene Primary School and other schools in the sub county, the statistic is still low compared to the number of children we have in the sub country this has been mostly worsen by the insurgencies that have affected the region for the past twenty years..

In spite of the fact that government is investing some good money in the primary education it has never been enough because of the large number of primary school pupils enrolling making heads of this school charge some money from the parents and this has forced many children out of school because their parents cannot afford.

Donor's assistance seemed to be ineffective in helping the government to improve the Universal Primary Education. It only proved detrimental because it had shifted attention to educational issues to serve the interest of the donors.

No negative political influence by government was reported during the time of the study. The political influence was rather indirect and positive as it helped Universal Primary Education to be carried out. This was demonstrated by the returning peace after guns going silent which is a positive step towards having a conducive political environment characterized by stability and cooperation from political leadership.

## 5.2 RECOMMENDATION

The promotion program which is not based on merits makes some pupils to study from primary one to primary seven without achieving the goal of UPE which is attaining literacy and numeracy which is knowing how to read and write. To achieve the Millennium Development Goal two, the government should play the following roles

(a) Establish a baseline from a national sample, reporting student learning attainment on key competencies of literacy and numeracy

Assessment of Learning Achievement of Primary Four Pupils in universal primary in Uganda.

The Achievements of Primary School Pupils in Uganda in English and Mathematics.

Develop a framework of minimum school quality indicators, linked to sustainable unit costs within the Medium-term Budget Framework, for use at community, district, and national.

Initiate a baseline survey of schools in the district to determine the percentage of schools meeting the minimum standards as a basis for a plan of action by communities and the district.

Appropriate actions be taken by the central government to increase accountability of public expenditures to primary education.

Parental and community support is required for improving educational quality in universal primary school increases, Specifically, the government will prepare and implement a dissemination strategy to encourage community Development and distribution of brochures on educational quality issues in regional languages for school management committees, local leaders, community members and parents, utilizing results from participatory educational research at the community level.

Enhance management of districts and schools for improved universal educational quality specifically, the government should prepare and implement a process for annual

assessment of the professional performance of district inspectors of schools (DIS) and head teachers for tracking improvement in pupil learning. Indicators for this assessment will include:

(a) Development of minimum performance standards for both positions

The roles and responsibilities of District Inspectors will not be clear until the Education Standards Agency has been fully designed. The issue is whether DISs report to the ESA or to district officials. The process has been stalled by the large amount of work entailed in analyzing data from the National Inspection Initiative

(b) Development and implementation of an annual calendar of specific actions to be performed by those carrying out the assessment

(c) Development and implementation of training and materials needed by the supervisors of those being assessed

(d) A random sampling of DIS and head teachers to reveal trends in performance as affecting learning.

Final Accounts show the amount allocated to instructional materials to be more than 3.1 percent of the recurrent budget though there is much embezzlements by the head of schools. Efforts should be undertaken by the central government to improve education in the universal primary schools through quality enhanced performance monitoring and financial planning specifically.

Though goal of universal education is for one to attend a full course of primary education which can be achieved through primary education but this universal education in Uganda looked to be a sham though in the urban areas there are some progress as far as the program is concern. In the rural areas the parents sees their daughters as source of income this girls are subjected to marriage at a teenage age before finishing primary education this renders the achieving of this goal in Uganda difficult.

It is in places such as Anaka, where poverty is rife and providing food and clean water is a priority, that some parents find it difficult to send their children to school – both

because of the hidden costs of doing so but also because those children can be valuable workers. Government should extend soft loans to poor parents through micro finance institutions to allow parents empower themselves and become self reliant which will put them in a position of ably complementing the government program of UPE by meeting the hidden costs.

### 5.3 REFERENCE BOOKS

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