

**CHALLENGES TO THE IMPLEMENTATION OF UPE IN UGANDA IN MBARARA
DISTRICT**

BY

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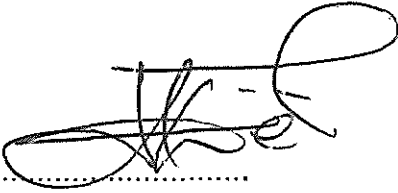
**A RESEARCH REPORT SUBMITTED TO THE FACULTY OF
SOCIAL SCIENCES AS A PARTIAL FULFILLMENT FOR
THE AWARD OF A BACHELORS DEGREE IN SOCIAL
WORK AND SOCIAL ADMINISTRATION
OF KAMPALA INTERNATIONAL
UNIVERSITY**

AUGUST, 2011

DECLARATION

I Katwire James declare that this is my original work. It has never been previously submitted in any Academic institution for any academic or other awards.

Signature:

A handwritten signature in black ink, appearing to be 'Katwire James', written over a dotted line.

Date:

20th.08.2011

APPROVAL

This research report has been submitted to the department under the approval of my supervisor.

Signature:

Otanga Rusoke

OTANGA RUSOKE

Ph.D

Date:

20 August

DEDICATION

This research report is dedicated to my mother and father who has been very supportive. This is in appreciation of their honesty, morally, physically and financially. I also dedicate this piece of work to my supervisor Dr Otanga Rusoke for his guidance and supervision.

ACKNOWLEDGEMENTS

During the process of carrying out my research and through the production of this report, many people have assisted me. I therefore wish to express my sincere gratitude to all those who helped me materially and morally.

Let me start by thanking the faculty of social sciences Kampala International University for organizing this exercise that has exposed me to the practical part of my course.

I again would like to thank my supervisor Dr. Otanga Rusoke who invested much of his valuable time in doing this noble exercise. I will not forget the different people I interacted with and offered me assistance in different ways among them are students of Makerere University in Uganda who also offered help mostly morally during the tough times of my exercise. I cannot forget my family which offered the greatest support financially during the process of carrying out my research.

LIST OF ACRONOMYS

CBOs	Community Based Organizations
GOU	Government of Uganda
GDP	Gross Domestic Product
MOE	Ministry of education
MOGLSD	Ministry Of Gender, Labour and Social Development
NGO	Non Governmental Organization
OVC	Orphans and other Vulnerable Children
UPE	Universal Primary Education
USE	Universal secondary education
UNICEF	United Nations International Children Education Fund
UN	United Nation

ABSTRACT

This study was on the challenges to the implementation of UPE In Uganda with a case of Rutanga subcounty Mbarara District. The study was carried out for a period of one month.

The need for the study arose due to the failure of the UPE programme In the area. The researcher used in-depth interviews, key formants, and documentary review during the study based on the objectives such as establishing how the existing physical facilities affected UPE implementation, annalysing the levels of motivation among teachers and how they affected UPE implementation, and the possible measures to the problems. The researcher used a sample size of 60 people and used Statistical package for social sciences for easy analysis.

The research study had the following findings, as far as sex was concerned, the male respondents with 66% were the most being followed by female respondents with 40%. This was because the females were always absorbed with domestic chores hence could not be easily approached. Basing on age, majority of the respondents were between the age of 19-20 (37%), 22-35 were 33% while between the age of 30-40 were 18%. The last group was between the age of 45-56 with 11%.

The marital status showed that 60% of the respondents were married, 25% were singles while 15% had divorced. To them they claimed that their husbands failed to provide school fees to their daughters. The educational levels indicated that 35% were primary dropouts , 26% studied up to institution level while 18% had attained degrees. .

According to the occupational levels, 53% indicated that they were not employed and perhaps the husbands could not afford the school requirements, 30% were self employed while 16% were employed.

The study also found that as far as the measures to the UPE implementation were concerned, sensitization of the masses about the role of education since parents play an important role in education was the most 38%, provision physical

facilities 20%. The last category was setting up committees to monitor such programmes with 11%.

Recommendations such as the government increasing on the finance meant for such social problems, and setting up strict policies were given. The civil society and Non Governmental Organizations involved should cooperate with the grass root people so as to increase on education provision, as well as the community leaders revising their current policies against social problems that affect the people.

The information obtained from this study may help actor's Human resource departments, ministry of Education to initiate out policies that can be used to implement the programme . The research study was limited by the inadequate financial services that limited the researcher's movement and finishing the research

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CHAPTER ONE

THE PROBLEM AND ITS SCOPE

1.0 INTRODUCTION

The research focused on the challenges to the implementation of Universal Primary Education in Uganda. A case of Rutanga sub county Mbarara district emphasis was put on the education sector and how best these challenges can be eliminated.

1.1 Background

According to Marlaine E. Lockhed et al (2003), primary education serves several purposes one is to teach students basic cognitive skills to develop attitudes and skills that children need to function effectively in society and to advance nation building. It also serves a foundation on which further education is built.

It improves the productive capacity of societies and their political, economic and scientific institutions it further helps to reduce poverty by mitigating its effects on population health, nutrition and by increasing the value and inefficiency of labour offered by the poor given the scenario, its therefore important that every individual should acquire basic education to live as a good and useful citizen in society.

The view is further argued by the fact that economies world wide are transformed by technological advances and new methods of production that depend on a well trained and intellectually flexible labour forces education becomes even more significant of economic and social economic development hence the head for universalisation of primary education.

The issue of primary education systems began as early as 1960 when schools of former colonies and traditionally independent countries served capacity. This arouse the concern of the United Nations and therefore set the stage for expanding mass

“Every one has a right to education. Education shall be free at least in the elementary stages, elementary education shall be compulsory.”

UNESCO took over in implementing on declarations by sponsoring regional meetings to discuss the future of education for instance in 1956, a meeting to was held in Lima on free and compulsory education in Latin America and the Caribbean which was again later discussed in Santiago in 1963. the Addis Ababa Conference was set up in for Africa in 1961 on the universalisation of primary education by 1980. From 1965 to 1966, the total number of primary schools in developing countries, doubled and that of teachers tripled but many countries did not achieve universal enrolment of school age children in primary schools mainly because of unexpectedly high population growth that filled many school places with average children.

Some countries which have had success in UPE include Korea, Hongkong, Israel, Japan and Singa Pore. A number of African which have tried to ensure education for all but lacked the capacity to enroll at 80% of the primary age group such as Ivory Coast, Nigeria and Ghana. UPE in Uganda traces its origin from the Kajubi Education Policy Review Commission Report (1989) which set up the frame work for UPE. According to the Report, the goals of UPE, were to be achieved in phases. By the year 2000 AD, the goal should to ensure that all the children aged 6-10 years are enrolled and secondly, they complete at least 5 years of schooling in order to be equipped with essential literacy. Numecracy and other skills, envisaged in the package of basic education. The next stage would be achieving the target of full universalisation of primary education, covering all the children of the age group 6-13 years corresponding to grades I-VIII by the year 2010.

1.2 Statement of the problem

Prior to the declaration of universal primary education at the end of (1996), fewer pupils were in primary schools with its implementation and panelled population explosion was experienced and children poured out in schools presenting the greatest differences in age, size and experiences. In this regard given the explosion of children populations in primary schools, the media has always questioned the moral of the poor teachers in executing their work and responsibilities for which they are too few since their number was not increased, least prepared all ill equipped. There have also been doubts about the level of infrastructural in puts to accommodate the high children population. It has also been widely believed that the work load of teachers as school managers has increased. There is therefore need for sound administered among other things personnel financial, time and material resources, management to cope with increased enrolments.

It's therefore against the background that this research was conducted to gather empirical data to address the constraints of UPE implementation in Mbarara.

1.3 Objective

General objective

The general objective of the study was to investigate the challenges to the implementation of universal primary education in Uganda, a case of Rutanga Sub county Mbarara district.

1.3.2 Specific objectives

- i) To gather and analyze information on how the existing physical facilities or infrastructures affect UPE implementation.
- ii) To analyze levels of motivation of teachers under UPE and how this affects its implementation in schools.
- iii) To suggest possible measures to the constraints to the implementation of UPE.

1.4 Research questions

- i) What are some of the challenges that you have faced while implementing the programme?
- ii) How have the existing physical facilities affected the implementation of UPE?
- iii) What do you suggest to be the levels that can motivate teachers to implement the programme?

1.5 Scope of the study

i) Geographical scope

The study was carried out in Rutanga sub county Mbarara district. It entailed all the primary schools in the district. Rutanga sub county was chosen because its one with the highest UPE enrollment in the district. The area is located 25km from Mbarara town and with a total population of the majority who are agriculturalists as their main economic activity.

ii) Content scope

The study analysed the challenges to the implementation of universal primary education in Rutanga sub county Mbarara district. The participants included the teachers, government officials and other study respondents who provided the information.

iii) Time scope

The study covered a period of 4 weeks because this is the allocated time for any field work activity that was to be carried out. The study also took into practice the period between 2000 to 2010 following the birth of UPE and its growth.

1.6 Justification of the study

The study intended to find out the challenges to the implementation of UPE in Mbarara district Uganda.

The study was intended to provide knowledge to the already existing literature about universal primary education implementation.

The study will to assist the Ministry of Education come up with better strategies on how to implement universal primary education.

The study will to find how much effort the Ministry is putting in place in order to satisfy the education sector in Uganda.

It's a partial fulfillment for the Award of a bachelor's degree in social work of Kampala International University.

CHAPTER TWO

LITERATURE *Review*

2.0 Introduction

Education is a way of acquiring knowledge that is formal and informal. Formal knowledge is acquired from education institution and under here, classes are conducted under streamlined timetables which are followed basing on the type of school. Skills acquired under here are more theoretical compared to the informal which entails the development of ones skills. Informal skills are got from home from one person to another.

A good number of researches have been carried out in the area of education and its related problems. However in the researchers view, few works have directly addressed themselves to the constraints of UPE implementations since its inception.

Reports, journals, texts, newspapers, dissertations and many others are all sources of information regarding UPE the researcher drew information from the available literature was reviewed under the following titles levels of motivation of teachers, physical facilities, instructional materials and administration demands under universal primary education.

2.1 Levels of motivation

Teaching quality and teaching time are key determinants is largely determined by teachers motivation. Provision of quality education requires teachers who are well trained and motivated yet the teaching force in many Ugandan primary schools especially in rural areas in neither motivated nor trained reflecting the poor performance the fundamental prequisites for proficient teaching. According to Marlaine et al (1987), are:

“A broad grounding in the liberal arts and science, knowledge of subjects to be taught, of the skills to be developed and of the circular arrangements and materials those organize and embody that content, knowledge of

general and subject specific methods for teaching and evaluating student learning.”

Provision of trained teachers is in short supply in other (Areas), rural are more in other (urban) most prospective teachers lack adequate general academic preparation, both, new and experienced teachers under UPE lack many pedagogical skills and motivations yet the number of pupils are high hence the professional commitment to teaching is low.

According to Atkinson W. John and et al (2008) contends that when expectancies of attaining several different kinds of incentives are equally salient in a situation the determination of motivation to perform an Act is very complex. Performance is then over determined in the sense that its strength is now function of the several different kinds of motivation which have been aroused...”

Atkinson W. John et al goes on to say that motivation has a significant impact on the performance of individual they stress that performance is positively related to the strength of a particular motive only when an expectancy of satisfying that motive through performance has been aroused and when expectancies of satisfying other motives through the same action have not been sufficiently aroused.

Mweru Samuel (2006), in his study about persistent deteriorating standards of performance in primary schools reveals that inadequate incentives for the teachers affected pupils performance. This is due to the fact that their effectiveness deteriorated of the time spent in other activities.

2.2 Physical facilities

Infrastructures like classrooms, teachers houses, furniture and equipment are important inputs in an education system. Implementation of UPE has led to increased enrolment of school going children to high figures and this has consequently led to shortage of physical facilities.

In a Report on aid responses in Africa (2001) held at Cumberland USA, physical infrastructures was used as an indicator of education quality. The quantitative decline in educational standards in Africa was partly attributed to school buildings, furniture and equipment lacking or being poorly maintained. According to the Kajubi Education Policy Review Commission Report of (1989) asserted that:

“There should be a better planned and more equitable distribution of education facilities interms of school buildings, textbooks and trained teachers in line with the most buildings, the applying lack of essential equipment and facilities and poor staffing, cannot but include that financial provision has been, if any thing inadequate.”

In a Report of Common Wealth Regional Seminar on UPE (3.4) December 1990) Ferdussie Kan in his speech observed that an formally embarking upon UPE, it is necessary to go on creating every year additional facilities required for accommodating the additional number of children expected in schools.

2.3 Instructional materials

Implementation of UPE has resulted into increased enrollment of pupils in primary schools. This has consequently caused a shortage of instructional materials in those schools yet they are very essential in the teaching learning process.

Marlain E Lockheed et al (1993) supports this when they say that:

“Instructional materials can facilitate the teaching and learning process. Some materials such as posters, dictionaries, audiotapes, help the teachers to communicate knowledge, some such as pencils, and paper

enable the students to practice what has been taught. There is general lack of textbooks and instructional materials entirely on students share them.”

They go ahead to state that in Uganda in 1989, the percentage of students with out textbooks was 40% being provided by the state and 3400 schools still did not have next books often a world bank project supplied texts to 54,000 schools.

According to Apolot and Martha (2007), in her study about declining standards in Bukedea found out that the situation as regards scholastic materials was really threatening in schools she studied it was also found that children provided their own scholastic materials. Those whose parents could not afford studied with out. Implementation of UPE escalated the problem further she also observed that laboratory, library facilities, blackboards, dusters, stationery among others were also in short supply.

Ivork K. Davis (2000) also supports the view that instructional materials play a major role in the teaching learning process:

“Instructional facilities influences teaching and learning. They can help or hinder. The instructional environment is also a resource. It contributes to teachers personal power, views props/audio visual aid class hand outs and other special materials should be used in the drama of teaching and learning.

Ivor also contended that audio visual aids confer a number of benefits to the teaching learning process. When they are used sensitively, they attract and hold attention. They also supplement verbal information as well as reduce the amount of verbal information required. Instructional materials make extra ordinarily difficult, easier feeling, testing and smelling certainly easies the teaching.

According to Kamukama 2006, he asserts that the lack of sufficient text books and other instructional materials in schools not only affects parents by over stretching their financial budgets even more seriously affects the academic performance of pupils in schools.

Kanunura J.R (2004) points out that the lack of necessary books and materials, is bound to have a very bad effect on the standard of achievements expected of children during and at the end of their primary course.

To Tiffen B. (2002) supports the above when he observes that:

“A great deal of many people come to secondary schools with inadequate reading background because of lack of reading materials available in primary schools.

It should be however be noted that no system can function well with out a regular supply of effective, attractive and interesting teaching materials. Instructional materials are therefore vital in provision of quality education under UPE programme.

2.4 Administrative Demand

In education, its important to ensure effective administration both at local and ministry levels. At local levels, encouragement can be given to local community leaders and parents to take greater responsibility for their schools. At government level, the inspectorate should be strengthened in quality and machinery should be established for the collection and retrieval of essential data. The whole of school system should be organized to facilitate both access and delivery.

The Common Wealth Regional Seminar Report December (1989) further observed that UPE is seen by parents as a gift from above requiring little local initiative or care in expenditure. He further observed that local participation is

fundraising will promote interest in schools. He acknowledged that a substantial part of the recurrent cost of education the more genuine will be the local community's interest in the school.

Gordon P.H.J.H (2001) points that administration plays various roles, one of the function of the administration is to ensure an adequate supply of school buildings, teachers, books and so on. This is a function which can only be discharged through the provision of finance and it is possible to look on the system of educational administration as a system created for bringing finance to schools.

The UPE Report of a common wealth regional seminar (2000) pointed out the following factors to be considered for effective administration, schools organization for delivery or access, parents and local leaders involvement in schools administration and support, financial arrangements such as salary payments, orders and prequisition, adequate machinery for gathering accurate statistical data and the level of numecracy and training of the inspectorate and extent to which its supported by advisors and coordinators.

The Report further out lines the administration implications of UPE as being primary concerned with enrolment project, the creation of required facilities, the production and distribution of text books the training of teachers and arrangements for proper administration and supervision.

Implementation of UPE requires an effective government machinery to monitor the programme. Lack of which may result into misappropriation of UPE funds at all levels. This is in line with Mark Brays observation (2001) that

“Although the Eastern Region had marked impact on “Enrolments, insufficient planning led to serious difficulties religious and political rivalries, altogether with administrative inexperience and corruption, were

later singled out as having dragged the name of universal primary education to the mod.

He further observed that embarking on a programme of UPE is a big affair which virtually concerns every village of the country and as such every now and then mult farious local problems are bound to raise which will call for immediate attention. Hence it requires the involvement of the local community.

The New Vision (3rd January 1997) under the heading of tracking public expenditure in primary education and Primary Health Care (PHC) reported that: "Nevertheless, diversions and other financial abuses are not rampant at districts but seriously appear to be negating, the governments effort to provide essential services through decentralization for example central government contribution per student was 21449 during 1991-1994 of which only 36% that is 791 was received by schools."

The Report further notes that there is a no coherent policy on the usage of 50% government contribution to the districts and the tuition collected from parents resulting in wide variations in funds that become available to schools. Schools collect fees paid by parents and depending on systems in use. In different districts schools either retain a percentage or amount permitted by district education officers account and later either receive a portion of it or not at all.

Achievement of universal Primary Education has been as an educational goal. Administration ism seen as a major component of achieving the goal since its reknown to determine the level of academic performance.

In conclusion, this chapter has reviewed literature related to motivation, physical facilities, in structure and administrative aspects. UPE being a new aspect of investigation, literature directly related to it is rather scarce. However the researcher advent to use reports, newspaper among others. What has to be taken into account is that the implementation of this programme call for a combined effort in order to register success.

CHAPTER THREE

METHODOLOGY

2.0 Introduction

This chapter presents the methodological aspect that was used while the study is being carried out. It looks at the research design, sample selection. Area of study, study population, methods of data collection, sample size, sampling technique, data analysis processing and ethical consideration.

3.1 Research Design

In order to acquire the needed data, the study employed a descriptive design, which was barked up with quantitative and qualitative designs that got data through the questionnaires while the quantitative used the statistical data. It was be basically to investigate the challenges to the implementation of UPE in Rutanga sub county Mbarara district.

3.2 Area of study

The study has been carried out in Rutanga sub county Mbarara district. The Area is located in Western Uganda with a total population of 156990 according to the local government census 2001. The main economic activity is agriculture and trade varying from small shops to big whole sale shops. The area was choosen due to high numbers of UPE schools but facing a number of challenges.

3.5 Sources of data

The researcher gathered information from 2 sources that is primary and secondary source.

(a) Primary source

This entailed data collected from people's opinions, ideas, through oral questioning and interviewing the study respondents.

(b) Secondary data

Secondary data was from journals, Newspapers and other literature that had the study topic.

3.6 Methods of Data collection

While in the process of collecting data in the field, the researcher employed quite a number of methods and these varied depending the type of respondents to be interviewed and these included in-depth interviews, key informants, focus group discussions and documentary review.

(a) In-depth interviews

This method was applied to gather information mainly from the staffs of Rutanga Sub County on what are the challenges to the implementation of UPE. An in-depth interview guide comprised of questions that were systematically designed in the way that one question followed another depending on the study topic and intended objectives. Questionnaires were developed which are both structured and unstructured with intention to provide guide lines to the research questions so as to help the researcher be orderly while asking questions. A pretest of the questionnaires was made to ensure that they are free from ambiguity. While employing this method qualitative data was got.

(b) Focus Group discussions

A focus group discussion was conducted with the community so as to real establish what were hindrances to implementation of UPE are. Under here, the

discussions and documentary review.

(a) In-depth interviews

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(b) Focus Group discussions

A focus group discussion was conducted with the community so as to real establish what were hindrances to implementation of UPE are. Under here, the researcher conducted discussions comprising of 6-12 people and acted as a moderator. The focus group discussion was conducted on free and fair so as to give each discussant an opportunity of giving out his or her own view about the challenges to the implementation of UPE. while employing this method, both quantitative and qualitative data was gathered.

c) Key Inforiants

Key informants has been used with the help of an interview guide and face to face interview will be applied on the staffs from Mbarara district so as to get hidden information on what are the challenges to the implementation of UPE. Key informants are ideally a good method of data collection because it provides information which may not be known by other respondents; both quantitative and qualitative data has been gathered.

3.7 Data Processing

Data processing was done after every data collection. To ensure completeness and uniformity, it necessitated editing that involved checking data errors, gaps and omissions. This helped the researcher to detect and eliminate errors that could influence the study. Qualitative data was presented by use of statistics using graphs and frequency tables. While Qualitative data while was presented using paragraphs and columns that tried to review the study objectives.

3.8 Data Analysis

Data from the field was tabulated to show the frequency of responses to the questionnaires and these were used to compute percentages in different attributes under the study. The similarities in the percentages were deduced to arrive at conclusions.

Ethical Considerations

Before going to the field for data collection, the researcher first gost a letter of introduction from the Department head of faculty of social sciences commissioning him to go and carry out the study with a purpose.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND DISCUSSION OF THE FINDINGS

4.0 Introduction

This chapter introduces and discusses the findings in relation to the topic. The findings in this chapter have been based on the study that was carried out in Rutanga sub county Mbarara district. However, it should be noted that the policy of UPE implementation is still a great concern that calls for a combined effort of all the intended and concerned people mostly the community people, the grass root civil society, stakeholders and the service providers since they stay and work with these local people from time to time. The rate of distribution of schools in Uganda is still low and unbalanced and the justifications behind it vary from : geographical among others.

This chapter perhaps shows the findings and analysis out the data which was collected in relation to the challenges in implementation of UPE in Rutanga sub county Mbarara district.

4.1 Socio-Demographic

Table 4.1.1 showing Age According to respondents

Category	Frequency	Percentage
20-25	16	37
26-28	14	32
30-40	8	18
45-50	6	11
Total	48	100

Source: Field surveys

With reference to table above, the highest number of respondents were between 20- 25 (37%) and the next category was 32% who were between the age of (26- 28) between the age of 30-40 (18%) came next and the last was 11% which comprised of the elderly between the age of (45-50). However it was noted that different respondent had different ideas so these varied according to their ages.

Table 4.1.2 showing the Sex According to respondents

Category	Frequency	Percentage
Male	40	60
Female	20	40
Total	60	100

Source: Field surveys

According to the table above, the male comprised of the biggest number of respondents with 60% since the study topic needed more male to give their views on what have been the leading challenge hindering the implementation of UPE. The female came next with 40% because they stayed at home all the time. Besides these could not be easily accessed due to their busy schedules with domestic work together with agriculture.

Table 4.1.3 showing religion according to respondents

Category	Frequency	Percentage
Catholics	36	72
Protestant	10	20
Moslem	6	8
Total	60	100

Source: Field surveys

Basing on the research findings, the Catholics were the majority with 12%. The researcher noted that most of the people she came across belonged to the Catholics. This was followed by Protestants with 20% the Moslems came next with 8% and these comprised of the least respondents. However despite their differences in religion, these study respondents showed enough knowledge about the challenges to.

Table 4.1.4 showing marital status according to respondents

Category	Frequency	Percentage
Married	23	46
Single	18	36
Divorced	9	18
Total	60	100

Source: Field surveys

Basing on the study findings in table 5 above the married were the biggest with 46%. Most people that the researcher came across, had families to take care of which manifested that they were married. These who are single came next with 36% and this category had more of students still at school. According to those that researcher interviewed claimed that they had goals to finish so it was not necessary to get married. The divorced ones were the last with 18% who gave reasons such as poverty that they could no longer manage to stay in absolute poverty but only preferred to go back to their original parents. Others claimed that drunkenness of their husbands characterized by family battering compelled them to divorce.

Table 4.1.5. Showing education levels according to respondents

Category	Frequency	Percentage
Primary	18	36
Secondary	13	26
Diploma	10	20

University	9	18
Total	60	100

Source: Field surveys

According to the findings, most respondents especially the parents were the majority with 36% as they claimed that their original parents had stopped in lower primary so it was a waste of time to educate their children. The next category were these of secondary with 26% who said that it was due to poverty and social problems like unwanted pregnancies that they dropped out. Those in tertiary institutions were the least with 20% followed by those that had been to the University with 18%. However no matter of the level of the level of education, majority of respondents showed that they understood the study topic since some of them had children under UPE.

4.2 How existing physical facilities affected UPE implementation

Table 4.1.6 showing how existing facilities UPE implementation

Category	Frequency	Percentage
Strongly agreed	26	43
agreed	14	23
Strongly disagreed	11	15
disagreed	9	18
Total	60	100

Source field survey

4.2.1 Strongly Agreed

The study showed that, 43% of the respondents strong agreed that the physical facilities affected the implementation of UPE.

4.2.2 Agreed

According to the data from the questionnaires, 23% also agreed that physical facilities played a critical role towards affecting the implementation on UPE

4.2.3 strongly disagreed

The study further showed that 15% of respondents disagreed and said that it was corruption that had hindered the programme.

4.2.4 Disagreed

The findings revealed that 18 disagreed and attributed it to lack of serious official toimplement the programme.

Table 4.3.0 showing the level of motivation of teachers under UPE

Category	Frequency	Percentage
Accommodation provision	20	33
Salary increment	16	26
Provision of allowances	131	15
disagreed	9	21
Improve on teachers conditions through workshops	9	15
Having suitable pupils in a class	2	4
Total	60	100

Source field survey

4.3.1 Accommodation provision

Basing on the study carried out, many respondents mostly from the schools asid that providing accommodation to the teachers would foster the implementation since teachers will be actively involved.

4.3.2 Salary increments

According to the interviews carried out with the teachers there was need to increase on salaries 26% so as to motivate them stay in schools and support the programme.

4.3.3. Provision of allowance

The findings showed that provision of allowances 21% mostly to teachers would make the implementation of the programme very easy.

4.3.4 Improving on teachers conditions.

Improving on teachers conditions 15% came as the next category since most of them had quiet a number of problems that always led them to continued absetism

4.3.5 Having manageable numbers of pupils in school

The study further revealed that having a sizable number of pupils 4% was the last category that would help to foliate the implementation of UPE.

4.4 possible solution to the challenges of UPE implementation

Table 4.4.0 showing possible solutions to the challenges of UPE implementation

Category	Frequency	Percentage
Increasing in the finance for education	18	30
Sensitizing the local people about education	16	26
Provision of instructional materials in schools	12	20
Increasing on the number of schools	10	16
Increasing on the number of teacher	4	6
Total	60	100

Source: Held surveys

4.4.1 Increasing on the finance for education

The study showed that increasing on the finance meant for education 30% was the best solutions that help to implement UPE programme

4.4.2 Sensitizing the local people about education

This came as the next category since parents of children play an important role in the education system 26%.

4.4.3 Provision of instructional materials

Accounting to the study findings, provision of instructional materials 20% came next since this would enable pupils stay in school.

4.4.4 Increasing on schools provision

The study carried out leveled that most areas did not have schools which at times played a critical role towards the implementation of the UPE programme

CHAPTER FIVE

SUMMARY OF THE MAJOR FINDINGS, AND CONCLUSION

RECOMMENDATION

5.1 Introduction

The findings out of the study in relation to the challenges in the implementation of UPE reveals that the responses have not been to a great extent so as to help the local community some education. Families that have children in such schools have not had access to quality education due to the poor performance of the programme.

This chapter however involves a summary, conclusion and recommendations to the key actors in this drive as well as the future strategies that can be used to improve on the programme.

5.3 Conclusion

Many studies have been carried out about the UPE programme in Uganda but the critical actions towards its implementation continue to remain inadequate as most of the service providers are limited in terms of scope. Lack of accessibility to schools has continued to affect the community differently and has had tremendous impacts on the lives of people. According to the Ministry of Education annual Report (2004) its estimated that 60% of the children in rural areas in the country have not had access to education. However the researcher draws a conclusion that there is need for strenuous efforts that are aimed at improving on the UPE programme since it benefits all children of school going age mostly from poor families.

5.2 Recommendations

5.2.1 To the government

The government needs to increase on the finance injected and meant for such social problems that affect people in the community. This can be through getting support from other donors who may be interested to help people from such education programmes.

There is need for the government to set up strict policies that can govern the implementation of UPE programmes.

5.2.2 To the civil society and non governmental organizations

The civil society and non governmental organizations should cooperate with the grassroot people so as to ensure that programmes that benefit people like education are properly implemented and followed up. Besides this can be through the formation of association that are aimed at advocating for education

5.2.3 To the local community

Basing on the findings from the study that was carried out, the researcher found the following recommendations centered to the local community.

First and fore most, the current policies education need to be adjusted. The community policy makers need to make social problems affecting communities a first priority on their policy agenda.

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APPENDIX 1

Dear respondents,

I am a student of University pursuing a bachelor degree in SWASA conducting Research on challenges to the implementation of UPE in Uganda.

Questionnaire guide for the staffs from the Ministry of Education on the challenges to the implementation of UPE in Rutanga Secondary Mbarara district.

Instructions

Answer all questions. The information you give will be solely for the study.

Respondents No. _____

Date: _____

Village: _____

SECTION A: Background Information

1. Category of respondents

Male

Female

2. Age

19-20

22-26

27-30

40-50

3. Religion

Moslem

Catholic

Protestant

None

4. Tribe

- Banyankole
- Bakiga
- Hahima

5. Level of Education

- Primary
- Secondary
- Diploma
- University

6. Marital Status

- Single
- Married
- Divorced
- Widow

7. Occupation

- Employed
- Unemployed
- Self-employed

3. What challenges have encountered while trying to implement universal Primary Education in Rutanga Sub County?

4. Do you think the existing physical facilities can facilitate the implementation of universal primary education?

5) Show how?

5. Level of Education

- Primary
- Secondary
- Diploma
- University

6. Marital Status

- Single
- Married
- Divorced
- Widow

7. Occupation

- Employed
- Unemployed
- Self-employed

8. What challenges have encountered while trying to implement universal Primary Education in Rutanga Sub County?

9. Do you think the existing physical facilities can facilitate the implementation of universal primary education?

b) Show how?

10. How do you think teachers under universal primary education are going to be motivated to go on with the programme?

11. What are some of the instructional related constraints to the implementation of UPE that you might have faced?

12. How best do you think this programme can be implemented?

13. Do you think this programme will help to ensure that all children of school going age access education?

14. What future plans do you have as far as implementation of universal primary education is concerned?

15. Has there been any support from any other body apart from the ministry of education?

16. How best do you think the rest of the people can participate in the implementation of the programme?

Thanks for your cooperation

APPENDIX II

Questionnaire guide for the head teachers in schools on the challenges to the implementation of UPE in Rutanga Secondary Mbarara district.

Instructions

Answer all questions. The information you give will be solely for the study.

Respondents No. _____

Date: _____

School: _____

SECTION A: Background Information

1. Category of respondents

2. Sex

Male

Female

3. Age

19-20

22-26

27-30

40-50

4. Religion

Moslem

Catholic

Protestant

None

5. Tribe

Banyankole

Bakiga

Bahima

6. Highest of level of Education

- Primary
- Secondary
- Diploma
- University

7. Marital Status

- Single
- Married
- Divorced
- Widow

8. Occupation

- Employed
- Unemployed
- Self-employed

9. What challenges have you encountered in your school while trying to implement the programme?

10. Do you think your school has enough facilities to implement the programme?

b) Show how?

11. How do you think teachers under universal primary education are your school are going to be motivated to go on with the programme?

12. What are some of the instructional related constraints in your school towards the implementation of UPE that you might face?

13. How best do you think this programme can be implemented in your school?

14. What challenges have you as a head teacher faced while trying to implement the programme?

15. Is your school mixed or not

16. In your own opinion do you think all children in the village will embrace the programme?

17. Is there any support that you have got from the community people?

18. How has the government supported you while trying to implement the programme?

19. How many children do you have in your school?

20. Have the all children in the school embraced the programme?

21. What future plans do you have as per as the implementation of the programme is concerned?

Thanks for your cooperation