

**UNIVERSAL PRIMARY EDUCATION AND SCHOOL ENROLMENT IN
BUYENZI COMMUNE (DISTRICT), BURUNDI**

A Thesis

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In Partial Fulfillment of the Requirements for the Degree

Master in Public Administration and Management

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DECLARATION A

This thesis is my original work and has not been presented for a degree or any other academic award in any university or institution of learning.

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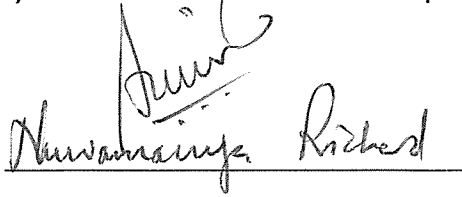
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DECLARATION B

We confirm that the work reported in this dissertation thesis was carried out by the candidate under our supervision.



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APPROVAL SHEET

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DEDICATION

To my parents Selemani Ramadhani and Nzikoruriho Yollande

and

To my brothers: Mbuchu, Ramadhani, Aziz, Akbar and Adhwim

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List of Abbreviations and Acronyms

ACSS	: Advanced Certificate of Secondary School
B.C	: Before Christ
CSS	: Certificate of Secondary School
EFA	: Education For All
GER	: Gross Enrolment Ratio
KIU	: Kampala International University
NDOE	: National Department of Education
NER	: Net Enrolment Ratio
SPSS	: Statistical Package for Social Sciences
UNDP	: United Nations Development Programme
UNESCO	: United Nations Educational, Scientific and Cultural Organization
UNICEF	: United Nations Children's Fund
UPE	: Universal Primary Education
Usd	: United States Dollar
WCEFA	: World Conference on Education For All

Abstract

This thesis is a result of an academic research entitled "Universal Primary Education and School Enrolment in Buyenzi Commune (District), Burundi". The study was guided by the four research questions: (i) What is the demographic characteristic of respondents as to: gender, age, Educational level, Qualifications Other Than Academic Discipline and Number of years teaching experience? (ii) What is the level of Universal Primary Education? (iii) What is the level of School Enrolment? (iv) Is there any significant relationship between Universal Primary Education and School Enrolment? A sample of 112 of teachers of primary school in Buyenzi commune was selected from a target population of 122 employees. Participants were selected through purposive sampling process. A questionnaire addressed to teachers was constructed to gain more information to the subject. SPSS was used to analyze all data. The data were processed using frequency distribution, mean, interpretation, and Pearson's linear correlation coefficient. The findings of the study revealed that there is a significant relationship between the Universal Primary Education and School Enrolment in Buyenzi Commune, Burundi. Therefore, the null hypothesis has been rejected. The researcher concluded that there was a fair level of Universal Primary Education in Buyenzi Commune. Also level of School Enrolment is relatively fair. It recommends that there should be changes in Universal Primary Education and also birth control so that the pupils can receive a good quality education.

CHAPTER ONE

THE PROBLEM AND ITS SCOPE

Background

One of the United Nations' Millennium Development Goals (MDGs) is the achievement of universal basic education (UBE) by the year 2015. In most poor countries UBE is synonymous with Universal Primary Education (UPE). The rationale of UBE/UPE lies in the belief that young people form a human resource and are the wealth of a nation. Moreover basic education is held as a strong factor in the economic growth of a country, and is seen as a necessary condition for development due to its empowering nature (Kuroda 1996). Therefore, provision of primary education to children in poor nations is seen as the best means of addressing these countries' economic problems. The conviction is that even at the basic level, education has the potential to equip children with the necessary cognitive skills to render them socially, economically and politically self-reliant.

In light of compelling evidence that links expanded education systems and socioeconomic development while highlighting the importance of policies to balance inequality in access (UNESCO, 2007), and encouraged by the donor community and such initiatives as the Millennium Development Goals and Education for All, governments in African nations are, to varying degrees, making efforts to increase school enrollment and equitable access to education.

In Burundi, school education was introduced by the White missionaries mainly for the children of chiefs and to provide for functionaries needed by the colonial government. So right from the onset, this school system was not for all and it therefore grew to become highly selective and competitive with fewer and fewer students continuing to the next level of education. That means, the children of peasant did not have a right to join school.

In 1962, when Burundi got her independence; the country had a very small number of education institutions and were largely not responding to needs of the people. During the period of post independence the government made too much effort and there was an increase of education institutions. In 1973, there was a reform in

primary education where the government removed school fee. This resulted in a big enrolment of pupils.

During the 1970's Burundi was characterized with a series of social political crises that have led to civil wars. These instabilities have largely affected whatever progress had been achieved in the education sector. With the destruction of school infrastructure and the loss of numerous teachers, the rate of primary attendance declining from 70% in 1993 to 45% in 2003.

After the cease fire in 2003 as a result of Arusha negotiation, the Burundi government went through democratic elections. With a new government in 2005 headed by President Pierre Nkurunziza, government embarked on reforms in education system. As part of its programs, the new government reaffirmed free primary school education in order to attain its objective of universal primary education; that is, up to year 2025 all children with school age should go to schools.

The Statement of the Problem

On March 1990 Jomtien World Conference on Universal Education, this expression was defined as the acquisition by every individual, whatever his age and his physical, social or cultural situation, of a minimum of knowledge, aptitudes and attitudes enabling him to understand his environment, to interact with it, to pursue education and training within society and to participate more efficiently in its economic, social and cultural development. (UNDP et al., 1990:47)

The Universal Education is thus a general multidimensional concept that includes formal elementary schooling, adult literacy, special education and early childhood education and development.

In line with the ideals proclaimed in the Universal Declaration of Human Rights, and other International Resolutions, Burundi, like other African countries, has been striving, since independence, to achieve the objective of elementary universal primary education.

The Universal Primary education in Burundi has met many obstacles that hinder to reach its objectives. One of the obstacles is enormous number of pupils that are enrolled in primary schools. Each year the number of pupils who are starting primary

school increase. The mean number of pupils that a teacher has per class is 100 (Ndimurukundo, 2010); which is big number for an instructor to handle. The government has to build more schools, hire more teachers and provider more school equipment in the light of providing a quality education in a short interval of period.

This paper will intend to show the relationship between the Universal primary school education policy and the school enrolment. Will the government be able to respond to the needs of pupils in order to receive a quality primary education? What should be done in order to control the ratio of teachers pupils so that the Burundian youth can have a good quality education that can help in the development of the society.

The Purpose of the Study

The study showed how Universal Primary Education has caused the big number of pupils to be enrolled in primary schools. Also it proposed the ways of controlling the teacher pupils' ratio in order to provide a quality primary education to the Burundian youth.

The Objectives of the Study

General

This study determined the relationship between Universal Primary Education and School Enrolment.

Specific

Further more this study wanted to determine the following:

1. To identify the demographic characteristics of the respondent in term of:
 - 1.1 Gender.
 - 1.2 Age.
 - 1.3 Educational level.
 - 1.4 Qualification other than academic discipline.
 - 1.5 Number of year of teaching experience.
2. To determine the levels of Universal Primary Education.

3. To determine the levels of School Enrolment.
4. To establish the significant relationship between Universal Primary Education and School Enrolment.

Research Questions

1. What are the demographic characteristics of the respondent as to:
 - 1.1 Gender?
 - 1.2 Age?
 - 1.3 Educational level?
 - 1.4 Qualifications other than Academic discipline?
 - 1.5 Number of years of teaching Experience?
2. What is the level of Universal Primary Education?
3. What is the level of School Enrolment?
4. Is there any significant relationship between Universal Primary Education and School Enrolment?

Null Hypothesis

1. There is no significant relationship between Universal primary Education and School Enrolment.

Scope

Geographical Scope

This study was conducted within the boundaries of Buyenzi Commune (District). It was carried out in primary schools found in Buyenzi commune.

Content Scope

The study intended to determine the levels of Universal Primary Education and school enrolment. Also the significant relationship between Universal Primary Education (independent variable) and school enrolment (dependent variable).

Theoretical Scope

The Universal Primary Education theory by Mohandas Karamchand Gandhi (1869-1948) was proved or disproved in this study.

Significance of the Study

Buyenzi Commune/ District

The commune will understand more about the negative impact of high population growth-one of them being poor quality education for their children. So, then they will have to do more campaign for the control of population growth in order to allow their children to have a quality education.

Ministry of Education and other stakeholders

Ministry of Education will have the proportion of the number of pupils and the amount of school utensils, classrooms and teachers. Then it will provide them according to the number of children available; to ameliorate the quality of education they receive.

Definition of Key Terms

Universal Primary Education

This term means that every person should have attain a full primary education and gain skills and knowledge that are useful in his or her everyday life.

School Enrolment

The total number of students properly registered and/or attending classes at a school.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Concepts, Opinions, Ideas from Authors/ Experts

Universal Primary Education

UPE as a concept is a chameleon, taking on expanded meanings as more is understood about the nature of the problem. It is seen, examined and explained by different people from various disciplines using different perspectives for different reasons. The UPE goal post continues to shift and change as the concept of UPE is redefined and as one set of strategies lead to new problems. The way UPE has been defined has also influenced the way its status and progress has been measured and the choice of strategies adopted to pursue the goal. From a goal of simply increasing numbers in the 1950's, the targets have since expanded to include enrolment ratios, efficiency measures and, more recently, learning outcomes. The term UPE has also been used interchangeably and often confused with other terms such as Basic Education, Schooling for All, and Education for All. This is partly due to the problematic nature of developing suitable indicators for measuring the status and progress of universal primary education as the definition changed.

Furthermore, our understanding of the definitions, the perceived constraints, and the strategies recommended is complicated by the way in which researchers, policy analysts and commentators bring their own disciplinary views to bear on it. Economists tend to perceive constraints in terms of supply and demand factors (Allison 2010), sociologists in terms of participation with regard to gender, social class and ethnicity factors (Kelly 1987) and educators from the perspective of in school and out of school factors (Postlethwaite 1982). The multiplicity of perspectives on the one hand allows for meaningful insights but on the other hand, may confuse the untrained policy implementer. The choice of strategies that emerge, and those that get implemented may vary with the receptiveness of those who actually implement them.

This part firstly examines the term UPE and looks at some of the issues surrounding the literal interpretation of the term and at the way it is measured. Next the current status of UPE is considered world wide with a brief overview of changes in concepts, measures and strategies over time. Finally, the main issues considered in the literature and strategies proposed for improvement especially in the light of the Jomtien Conference, are highlighted. While there is an abundance of international literature on problems and strategies for UPE with regard to access, retention and quality of learning, only the main concepts and issues are discussed given the limitations of space and length of the dissertation.

Meaning of the Term Universal Primary Education

Universal Primary Education in the literal sense would mean everyone in a population having full primary school education. However, when examined closely, difficulties emerge over what is meant by the terms Universal, Primary and Education (Smith, 1979). It therefore needs closer examination.

Universal

Universal means all children of the target population have access to school and participate. In most instances, poor population census and school enrolment data collection techniques in developing countries mean that it is difficult to know at any period how many children are in school and how many are not. Even where all children are enrolled in school, actual attendance rates may vary. Where countries have adopted compulsory education policies, many have not enforced the policy stringently (Colclough and Lewin 1993).

There are also problems with measures of the notion and the accuracy of its application. The actual age range of children in primary school is often much wider than the officially stated school age group. This is attributed to flexible first grade intake rules that allow children of varying ages to enroll, ranging from less than five years to fourteen plus years (UNESCO 1993), and to repetition policies permitted in many

developing countries. As it is difficult to collect data on the exact age of pupils enrolled, estimates are made calculating the population in school as a proportion of the total official school age population with the gross enrolment ratio (GER) as the resultant measure. Some countries may have a GER of more than 100%, but given the wide age range, the real enrolment ratio may be far lower.

Such problems in measuring the status of UPE have led to proposals for changes. (Colclough and Lewin, 1993) argue for instance that the GER measure is inaccurate and a misnomer and that Schooling for All should be used to capture the true sense of a much wider age range. This however would simply change the tag without improving the measure. UNESCO has attempted to compute the Net Enrolment Ratio (NER) by extrapolating the age composition of primary school children and using the range of ages found in first grade enrolments. This is an improvement over the GER measure, but still an estimate that could be grossly inaccurate. The GER is also generally misconstrued as a measure of access capacity (UNESCO 12, 1993 and World Bank 33,1995a) and this affects the perceived constraints and strategies considered for UPE, a key issue discussed in the final chapter. It is a measure of participation; affected by access capacity and student drop out rates. Both initial entry to first grade and cohort completion rates would need to be used to give a clearer picture. It would be grossly inaccurate to assume that, because a country has a 70% GER, 30 percent of the school age population have not yet got access to a school. It may well be that all children do have access to a school but only 70% participate. The thirty percent not enrolled may either not have enrolled at all or they may have dropped out. On the other hand, while a country may have a GER of 70%, this can be an inflated figure if a large proportion of the children enrolled are outside of the official age range used for calculation. In this instance, the real enrolment ratio may be far less than the 70% stated.

Primary

Primary education denotes and implies that this is the first level of education leading on to higher levels of education. The term basic may be taken by some to show

changes in emphasis and indicate that primary education is a complete and terminal phase of schooling in itself (NDOE, 1991). The Jomtien Conference adopted basic education under what was coined the expanded vision to include education for out of school youth and adults in literacy and other basic skills training through non formal education, a view theoretically supported by the World Bank (Verspoor, 1991). The concept had first been proposed in a UNICEF supported document of 1973, where minimum threshold skills seen as essential for individuals to participate in social, economic and political affairs were spelt out. This embraces the notion of basic skills for lifelong learning in tune with the basic needs approach to development as seen in major documents produced on education by UNESCO (Faure 1972) and in the World Bank's first policy sector working paper on education. This perspective stems basically from a concern that cost factors would inhibit many countries from providing primary education via the conventional mode that is length, curriculum and delivery mode, and therefore alternative cost effective forms of delivering basic education were encouraged. Article 5 of the Jomtien declaration states that; "the main delivery system for the basic education of children outside of the family is primary schooling" (WCEFA, 1990b), and that all countries should push for universal basic education by the year 2000.

For comparative statistics, UNESCO uses the age range, 6-11 years, as primary school age. However, the length of the primary school cycle varies from five to ten years. Some countries have all children going from one level to the next level of education (secondary) thus making the period of basic education available to all children more than that actually reflected in the phrase, primary education.

Education

What sort of education then is basic? The Jomtien Conference resolved that basic education should meet what was defined as "Basic Learning Needs" (UNESCO 1992). These were to constitute those areas comprising both essential learning tools such as literacy, oral expression, numeracy and problem solving and the basic learning content such as knowledge, skills, values and attitudes, required by human beings to survive, to

develop their full faculties, to live and work in dignity, to participate fully in development, to improve the quality of their lives, to make informed decisions, and to continue learning. Each country would determine the specifics of what went into the basic education curriculum and offer this education through the conventional primary school or through alternative cost effective forms. The statement masks the wide diversity of views on the aims and purposes of education, issues of curriculum, the debates on vocational education and on education for rural and urban contexts.

The practical attainment of the targets set in skills and knowledge content is questionable. First, a high level of student dropout is resulting in as many as 50% of children in some countries not completing the full basic school cycle. This means that many have dropped out of school without acquiring fully the learning content set out in the curriculum. Secondly, even if all children did complete the basic school cycle, many would not have learnt or acquired the knowledge and skills covered in the school curriculum. International comparative statistics indicate poor achievement levels by children from developing countries in tests. Participating without having learnt anything could be equated to not having attended

School Enrolment

The enrolment in primary schools was low compared to the total number of school going age children in the in most of African countries. This has been attributed to a number of factors notably war, internal displacement, poverty, ignorance and the child's background, especially the level of parents' education. Enrolment also differed for boys and girls. More boys were enrolled in primary schools as compared to of girls. This has been due to the attitude of the community towards girls' education. Girls were also required to stay at home to assist their mothers with domestic chores. For instance, even those going to school, were sometimes required to stay at home and look after their younger siblings. This was reinforced by the culture that girls were married and taken away from their homes to another clan. Therefore, there was no need to waste scarce resources on them.

For Burundi; when government declared free primary education in 2005, enrolment in primary schools increased to a high level. Also the return of Burundian refugees from neighboring countries as a result of cease fire agreement in Arusha is one of the factors that caused increase in school enrolment.

The table below shows the evolution of primary schooling rates in Burundi from 1964 to 2006.

Table 1: Evolution of Primary Education Enrolment Rates in Burundi (1964 to 2006).

YEAR	Gross Enrolment Rate	Net Enrolment Rate
1964-1969	36	24
1970-1971	41	20
1976-1977	23	16
1980-1981	28	18
1982-1983	41	32
1988-1989	71	53
1995-1996	41	22
1999-2000	63	44
2002-2003	77	56
2005-2006	101	72

Source: (Rwantabagu 2010)

Theoretical Perspective

Several theories have been propounded to avail a justification to the relevance of inclusive basic education which is commonly known as universal primary education. Outstanding among others include those propounded by the ardent thinkers like Plato, Socrates, Rousseau, Dewey and Gandhi.

This study is hinged on the Ghandian theory of basic education (1869-1948) cited by Pani S. et al (2008). Education is backbone of society and is largely responsible for is

upliftment. Gandhi was a critic of traditional education and viewed that "By education, it meant an all-round drawing of the best in child and man in body, mind and spirit." Gandhi further observed and inferred that in a country where the rate of illiteracy is very high, such illiteracy leads to grant poverty and ignorance. Gandhi advocated for free and compulsory education for all-boys and girls between 7 and 14 years. He emphasized that education has to be imparted in primary level in the student's mother tongue. A free primary universal education is to be imparted to all the children in the village. This will make the backbone of a country strong. Gandhi's basic education is broad based. He wanted education to be free from the narrow limitations of the formal classrooms. He envisages universal and compulsory education for all boys and girls. Education according to Gandhi should cater for the needs of the whole personality: head, heart and hand.

Gandhi's concept of education was based on ethics. He wanted education to promote morality. Character buildings, refinement, behavioral change, development of personality were the socio-ethical aims of education for Gandhi. He says, real education consists not in packing the brain with so many facts and figures, not in passing the examinations by reading numerous books but in developing character. His character building concept in education included truth, purity, fearlessness and integral development of mind, body and spirit. He had also emphasized "Sthitaprajna" equanimity in both favorable and adverse conditions. In this way he advocated for the personality development. Body, mind and spirit with equanimity should develop. The major concepts, which Gandhi stressed on, included social aspects of education. According to him the aim of education is both social and individual. He tried to implement his ideals on society and considered these aspects as vital for creating a good society.

Gandhi emphasized on the introduction of productive handicrafts in the school curriculum. The idea was not simply to introduce handicrafts as a compulsory subject, but to make the learning of a craft as the central axis of the entire teaching program. Through this teaching program he wanted to disseminate the knowledge of the production processes involved such as; crafts, spinning, weaving, leather work, pottery,

metal work, basket making and book binding etc. In real sense, Gandhi's proposal intended to introduce manual labor in education system. In this way he wanted to implement a program of social transformation. In other way he says, .you have to start with the conviction, that looking to the needs of the local areas; our education ought to be made self supporting, if it is to be compulsory. He thought that manual labor was the only tool which can bring prosperity to the country.

Gandhi advocated mother tongue to be best medium of instruction. Gandhi emphasized vernacular medium of instruction. He always favored education through mother tongue. He stated that; I must cling to my mother tongue as to my mother's breast, in spite of its short comings. It alone can give me life by giving milk. Mother tongue should be treated as the birth right of our students. He observed the foreign medium has caused brain tag, put an undue strain upon the nerves of our children, made them crammers and imitators, unfitted them for original work and thought and disabled them for filtrating their learning to the family on the masses. The foreign medium has made our children practically foreigners in their own land. Gandhi always advocated for vernacular in place of English.

He did also not ignore the education of women. He said that; women must cease to be our servants and objects of enjoyment as they are at present and become, instead our life companions, equal partners in the battle of life, sharers in our happiness and unhappiness. All our efforts seem utterly futile as long as this is not accomplished.

For Gandhi the ideal was the education that brings development in all aspects of human life. It must liberate people from poverty, social inequality and such other undesirable bondages that hinder development.

Having examined Gandhi theory of education, below is a summary of some other theories:

Plato (428 BC - 347 BC) as referred to Muhammad (2008) was the earliest most important Greek Philosopher and educational thinker. Plato thought of education as a key for a society and he stressed on education. For this purpose he wanted to go to the extreme level even removing children from their mothers and raise them by the state. He wanted to identify the skills of the children and give them proper education for

those particular skills which they have so they could be become suitable members of the society and fulfill their duty in society. Plato searched for intelligent and gifted children in the whole society, Plato did not believe that talents belonged to a limited class, therefore he stressed on education for all so that the talented children could get the chance to shine. Plato wanted every boy and girl to be educated to the limit. He stated that, "No man should bring children into the world, who is unwilling to persevere to the end in their nature and education."

Education should be provided by the state not by parents. Plato curriculum consisted of gymnastic and music, where in gymnastic included physical training and music used in broad term for dram, history, oratory and music in real term, he defined different stages for the organization and curriculum which consisted of: Elementary school; co-education at elementary level and teach them mathematics, poetry, music and literature till the age of eighteen years, Military Training; after elementary education two years of Physical education should be given to them and select best of them for higher education; to prepare for the future guardians of the state, Higher education should be given from twenty to thirty-five years of age, the students who performed well in the subjects mathematics, literature and philosophy at this stage. Later on he or she would be appointed to a minor administrative position to get experience

Objective of education is to turn the eye which the soul already possesses to the light. The whole function of education is not to put knowledge into the soul, but to bring out the best things that are latent in the soul, and to do so by directing it to the right objects. The problem of education, then, is to give it the right surrounding. Nothing was more important to Plato in human life as education. He considers education the greatest thing in human life as he mentioned in his book "The One Great Thing".

Plato's theory of education was an indispensable necessity for mankind. It was a positive remedy for the problems and operation of justice in an ideal state. Plato also emphasized on women education, he considered the same kind of education for women. Women should get the same physical and educational training; they should

know the art of war. The main aim of Plato was that each member of the society should undertake his work and responsibilities. Plato believed that women are equal to men and that, although some women are physically smaller or weak, some women are physically equal to men therefore those women who are physically strong should be allowed to learn the same skills that men do. In his book "Republic" Plato described how male and female received the same education and how women could be given the same duties in society as given to the male member. These people are the ones who will be in charge of his republic which would be an ideal society, where philosophers are kings. In other words, who knew what is good for the people and for the mankind and take their decisions based on that knowledge.

Next is the Education Theory of Socrates (469 B.C - 399 B.C) as stated by Brickhouse and Smith (2000). Socrates believed that there were different kinds of knowledge, important and trivial. He acknowledged that most of us know many trivial things. He stated that the craftsman possesses important knowledge, the practice of his craft, this is important only to himself, the craftsman. But this is not the important knowledge that Socrates was referring to. The most important of all knowledge is how best to live. He posited that this was not easily answered, and most people live in shameful ignorance regarding matters of ethics and morals. Through his method of powerfully questioning his students, He sought to guide them to discover the subject matter rather than simply telling them what they needed to know. The goals of education are to know what you can; and, even more importantly, to know what you do not know.

Socrates did not believe that any person or any school of thought is authoritative or has the wisdom to teach things. Socrates repeatedly disavowed his own knowledge and his own methods. However, this appears to be a technique for engaging others and empowering the conservator to openly dialogue. Be that as it may, Socrates was widely regarded as one of the great teachers of all time. The Socratic method was one in which a teacher, by asking leading questions, guides students to discovery. It was a dialectical method that employed critical inquiry to undermine the plausibility of widely-held doctrine. Socrates devoted himself to a free-wheeling discussion with the

aristocratic young citizens of Athens, insistently questioning their unwarranted confidence in the truth of popular opinions, even though he often offered them no clear alternative teaching.

Socrates made the claim that there are two very different sorts of knowledge. One is ordinary knowledge. This was of very specific and ordinary information. He claimed that to have such knowledge did not give the possessor of said knowledge any expertise or wisdom worth mentioning. The higher knowledge could possibly be described as definitional knowledge. Socrates was extremely interested in defining words and concepts. He accepted the pursuit of definitional knowledge as a priority to philosophical discussion. Socrates devoted much thought to the concept of belief, through the use of logic. He argued with students early in his career and later with his accusers, at his trial, on the nature of his belief regarding the gods. To define belief, according to Socrates, was to use naturalistic explanations for phenomena traditionally explained in terms of Divine Agency. His belief in the wisdom and goodness of gods was derived from human logic and his natural skepticism. Any person who knows what goodness, or truth is, will live that way. The only lie or evil comes about when one is ignorant of good. Man will never knowingly lie even if he thinks he is. It is his ignorance of goodness and truth that prevents him from being a wise and honest man.

Rousseau (1712-1778) had his own theory of education as explained by Christopher Bertram (2010). Rousseau advanced the idea of negative education, which is in a form of child-centered education. His essential idea was that education should be carried out, so far as possible, in harmony with the development of the child's natural capacities by a process of apparently autonomous discovery. This was in contrast to a model of education where the teacher is a figure of authority who conveys knowledge and skills according to a pre-determined curriculum. Rousseau depended here on his thesis of natural goodness, which he asserted at the beginning of the book, and his educational scheme involved the protection and development of the child's natural goodness through various stages, along with the isolation of the child from the domineering wills of others. Up to adolescence at least, the educational program comprised a sequence of manipulations of the environment by the tutor. The child is

not told what to do or think but is led to draw its own conclusions as a result of its own explorations, the context for which has been carefully arranged. The first stage of the program started in infancy, where Rousseau's crucial concern was to avoid conveying the idea that human relations are essentially ones of domination and subordination, an idea that could too easily be fostered in the infant by the conjunction of its own dependence on parental care and its power to get attention by crying. Though the young child must be protected from physical harm, Rousseau was keen that it not be used to the exercise of its bodily powers and he therefore advised that the child has to be left as free as possible rather than being confined or constrained. From the age of about twelve or so, the program moves on to the acquisition of abstract skills and concepts. This is not done with the use of books or formal lessons, but rather through practical experience. The third phase of education coincides with puberty and early adulthood. The period of isolation comes to an end and the child starts to take an interest in others (particularly the opposite sex), and in how he or she is regarded. At this stage the great danger is that excessive amour propre (personal love) will extend to exacting recognition from others, disregarding their worth, and demanding subordination. The task of the tutor is to ensure that the pupil's relations with others are first mediated through the passion of pitié (compassion) so that through the idea of the suffering others, of care, and of gratitude, the pupil finds a secure place for the recognition of his own moral worth where his amour propre is established on a non-competitive basis. The final period of education involves the tutor changing from a manipulator of the child's environment into the adult's trusted advisor. The young and autonomous adult finds a spouse who can be another source of secure and non-competitive recognition. This final phase also involves instruction into the nature of the social world, including the doctrines of Rousseau's political philosophy.

Another theory of education is propounded by John Dewey (1966) as stated by Akinpelu (1984). Dewey looked at education as fundamental method of social progress and reform and lauded intelligently guided development that is inherent in ordinary experience. Therefore, to Dewey education is the reconstruction or re-organization of experience which adds meaning to experience and increase the ability to direct the

course of subsequent experience. The words such as experience, reconstruction, reorganization, growth, development, reform, progress, intelligence and others are key concepts in Dewey's education. He criticized educational methods that simply amused and entertained students or were overly vocational. He advocated education that would fulfill and enrich the current lives of students as well as prepare them for the future. The activity program of education, which derived from the theories of Dewey, stressed the educational development of the child in terms of individual needs and interests. He, therefore, saw education as a process of living. It is life itself and not a preparation for future life. It is a continuous process of growth with the purpose of developing the intellectual capacity of the individual.

For Dewey education was of any value only in as far as it enables the individual to contribute to society's growth. He was conviction that education and social structures are interrelated and must be treated simultaneously. And the theme of education as a factor of empowering individuals to shape and adapt to their environment cuts across his discourse.

Related studies

School enrolment and Universal Primary Education

Long before the 1990 Jomtien Conference, the Government of Burundi had set a target of Universal Primary Schooling by the year 1988. To back up this policy, specific measures were adopted namely: the double shift system, collective promotion and the building of school infrastructures with parents' participation. This explains how between 1980 and 1991 the Gross Enrolment Rate rose from 28% to 71%, which is a 43% increase within 10 years (Rwantabagu, 2010).

The socio-political crisis, characterized by an armed conflict, which lasted for over a decade since 1993 has destabilized the school system in many ways and has annulled whatever gains that had been achieved. Hence, the Gross Enrolment Rate plummeted from about 71% in 1990 to 41% by 1997. Indeed, all along the civil war period, the government has concentrated its resources on Defense rather on Education, devoting 43% of the State Budget on the former and 13% on the latter during the 2002-2003 period. At the same time, the international donors have focused their

interventions on humanitarian assistance and conflict resolution activities, neglecting education all together. The excessive destruction of school facilities and equipments, the loss and flight of many teachers, and the deplorable conditions in which parents and children lived have forced the latter to abandon their schooling. Hence, the dismal state of the national education system by 2005 (Rwantabagu, 2010).

The implementation of the peace process from the 2004-2005 periods has created favorable conditions for the steady reconstruction of the educational edifice and the massive return to school. The latter was enhanced by the improvement of the security situation nationwide and the governmental determination to rehabilitate the national education system. By 2005, an inter-ministerial team elaborated a document; *Strategic Framework for Economic Growth and the Fight against Poverty*. The document highlighted the necessity for Burundi to enhance its human resources as a condition for the achievement of the Millennium Development Goals. To this end, the government adopted a policy aimed at restoring the pre-conflict level of performance of the school system. The objectives of that policy may be summarized as raising the rates of enrolment at all levels, promoting girls' access to education, suppression of regional disparities and elimination of illiteracy (République du Burundi, 2006).

At the elementary level, the government has resolved to attain universal primary education by 2015 while improving quality at that level. To realize this objective, the decision was taken in 2005 to provide free primary education in all public schools. The back up measures to the above policy have been the building and rehabilitation of school infrastructure with particular emphasis on disadvantaged areas, the provision of books and other teaching materials, the training and retraining of an adequate body of teachers, the encouragement of private education as well as the streamlining of the education planning and management structures for better efficiency of delivery, while a national task force has been set up to coordinate the program.

The mobilization of resources for the UPE objective has been both internal and external. On the one hand, local populations have been encouraged to contribute in different ways to the construction and equipment of their own schools with assistance from the government. On the other hand, foreign bilateral and multilateral donors have

given a hand by pooling their contributions within a common fund for the promotion of education in Burundi. It is through such measures that the enrolment rates have been rising: from 260,000 in the 2004-2005 academic year to 500,000 in 2005-2006.

Concerning, the gender balance in the UPE impact, convergent sources indicate that the gap between boys and girls with regard to primary schooling has been narrowing over time. By 2006, the Net Primary Enrolment rate stood at 72%, boys and girls accounting for 76% and 73%, respectively (UNESCO, 2009). The sensitization programs targeting parents as well as such motivating factors as the World Food Program supported school feeding initiative have contributed to this remarkable increase in girls' school attendance.

CHAPTER THREE

RESEARCH METHODOLOGY

Research design

This study employed the *descriptive correlation* design. This research as a descriptive study is a *non-experimental* investigation that describes the characteristics of a particular individual or of a group. It deals with the relationship between variables (independent: Universal primary education; dependent: school enrolment), testing of hypothesis, development of generalizations and use of theories that have universal validity. It also involves events that have already taken place and may be related to present conditions (ex post facto).

Research Population

Target Population

The target population included a total of 122 teachers who are teaching in primary schools in Buyenzi commune.

Sample size

In view of the nature of the target population where the number of teachers is big, a sample was been taken from the primary school teachers of Buyenzi commune using the Sloven's formula to arrive at the minimum sample size. Table 2 shows the respondents of the study.

Table 2: Respondents of the Study

Primary School	Target Population	Sample Size
Bassin 1	30	28
Bassin 2	32	30
Comibu	30	28
Foreami	28	26
Total	122	112

Sampling procedure

The purposive sampling was been utilized to select the respondents based on these criteria:

Male or female respondents in any of the primary schools included in the study

Teaching staff with teaching experience ranging from zero year and above

Research instruments

Research instruments that was been used to conduct this study will be the questionnaires including: (1) face sheet to gather data on the respondents' demographic characteristics (gender, age, education level and Work experience), (2) Research Questionnaire to determine the levels Universal Primary education consist of 9 items and (3) Research Questionnaire to determine the levels on school enrolment which consist of 10 items.

Validity and reliability

Content validity was been ensured by subjecting the researcher devised questionnaires on resource availability and utilization to judgment by the content experts (who shall estimate the validity on the basis of their experience) such as professors (3), associate professors (3) and senior lecturers (3) in educational management and public administration.

The test-retest technique was been used to determine the reliability (accuracy) of the researcher devised instruments to ten qualified respondents from different primary schools teachers in Bujumbura. These respondents were not included in the actual study. In this test- retest technique, the questionnaires will be administered twice to the same subjects. If the test is reliable and the trait being measured is stable, the results will be consistent and essentially the same in both times (Treece and Treece, 1973).

Data Gathering Procedures

Before the administration of the questionnaires

An introduction letter was been obtained from the School of Post Graduate Studies and Research for the researcher to solicit approval to conduct the study from respective heads of secondary schools.

When approved, the researcher secured a list of the qualified respondents from the school authorities in charge and select through systematic random sampling from this list to arrive at the minimum sample size.

The respondents was been explained about the study and was been requested to sign the Informed Consent Form.

Enough questionnaires was been produced for distribution.

Research assistants was been selected who assisted in the data collection; brief and orient them in order to be consistent in administering the questionnaires.

During the administration of the questionnaires

The respondents was been requested to answer completely and not to leave any part of the questionnaires unanswered.

The researcher and assistants emphasized retrieval of the questionnaires within five days from the date of distribution.

On retrieval, all returned questionnaires was been checked if all are answered.

After the administration of the questionnaires

The data gathered was been collated, encoded into the computer and statistically treated using the Statistical Package for Social Sciences (SPSS).

Data analysis

The frequency and percentage distribution will be used to determine the demographic characteristics of the respondents.

The mean and standard deviations was been applied for the levels of school enrolment and Universal Primary Education. An item analysis illustrated the strengths

and weaknesses based on the indicators in terms of mean and rank. From these strengths and weaknesses, the recommendations was been derived.

The following mean range was been used to arrive at the mean of the individual indicators and interpretation:

A) For the levels of school enrolment

Mean Range	Response Mode	Interpretation
3.26-4.00	Strongly agree	Very satisfactory
2.51-3.25	Agree	Satisfactory
1.76-2.50	Disagree	Fair
1.00-1.75	Strongly disagree	Poor

B) For the extent to which Universal Primary Education is derived

Mean Range	Response Mode	Interpretation
3.26-4.00	Strongly agree	Very satisfactory
2.51-3.25	Agree	Satisfactory
1.76-2.50	Disagree	Fair
1.00-1.75	Strongly disagree	Poor

A multiple correlation coefficient to test the hypothesis on correlation (Ho) at 0.05 level of significance using a t-test was been employed. The regression analysis R² (coefficient of determination) was been computed to determine the influence of the independent variables on the dependent variable.

Ethical Considerations

To ensure confidentiality of the information provided by the respondents and to ascertain the practice of ethics in this study, the following activities will be implemented by the researcher:

Seek permission to adopt the standardized questionnaire on school effectiveness through a written communication to the author.

The respondents and schools will be coded instead of reflecting the names.

Solicit permission through a written request to the concerned officials of the secondary schools included in the study.

Request the respondents to sign in the *Informed Consent Form*

Acknowledge the authors quoted in this study and the author of the standardized instrument through citations and referencing.

Present the findings in a generalized manner.

Limitations of the Study

In view of the following threats to validity, the researcher claimed an allowable 5% margin of error at 0.05 level of significance. Measures are also indicated in order to minimize if not to eradicate the threats to the validity of the findings of this study.

Extraneous variables which was beyond the researcher's control such as respondents' honesty, personal biases and uncontrolled setting of the study.

Instrumentation: The research instruments on resource availability and utilization are not standardized. Therefore a validity and reliability test was done to produce a credible measurement of the research variables.

Testing: The use of research assistants can bring about inconsistency in the administration of the questionnaires in terms of time of administration, understanding of the items in the questionnaires and explanations given to the respondents. To minimize this threat, the research assistants were oriented and briefed on the procedures to be done in data collection.

Attrition/Mortality: Not all questionnaires may be returned neither completely answered nor even retrieved back due to circumstances on the part of the respondents such as travels, sickness, hospitalization and refusal/withdrawal to participate. In anticipation of this, the researcher reserved more respondents by exceeding the minimum sample size. The respondents was also been reminded not to leave any item in the questionnaires unanswered and will be closely followed up as to the date of retrieval.

CHAPTER FOUR

PRESENTATION, INTERPRETATION AND DISCUSSION OF FINDINGS

Demographic identification of respondents

The demographical identification of respondents consisted gender, age, educational level, qualifications other than academic discipline and number of years teaching experience. The results of demographic characteristics of respondents were presented in the following table.

Table 3: Demographic Characteristics of the Respondents

Category	Frequency	Percentage (%)
Gender		
Male	9	8.04
Female	103	91.96
Age		
20-39 (Early adult hood)	39	34.82
40-59 (Middle adult hood)	73	65.18
60 and above (Late adult hood)	0	0
Educational Qualifications		
Certificate	1	0.9
Diploma	111	99.1
Bachelors	0	0
Masters	0	0
Qualifications Other Than Academic Discipline	1	0.9
Number of Years Teaching Experience		
Less than 2 years	0	0
2 years - 4 years	0	0
4 years - 6years	2	1.79
6 years - 8years	10	8.93
More than 8 years	100	89.28

Source: Primary data, 2012

According to gender, the majority of the respondents were female that represents 91.96% against 8.04% of the male. This can be justified by the fact on which the primary school teachers' field is pursuing by female than male.

Regarding the age distribution of respondents of this study, most of them were of the age group between 40-59 (65.18%) while rest were from age group 20-39 (34.82%) which explain the fact that the recruitment of new teachers in primary schools is at low level.

Regarding the highest educational qualifications, the results show that nearly all respondents of this study have diploma level (99.1%) and only one with certificate level (0.9%).

Concerning other qualification other than academic discipline only one respondent possess another qualification in this study (0.9%).

Finally regarding the number of teaching experience, the results indicate that the majority of respondents of this study are those with teaching experience of more than 8 years (89.28%), followed by those who have between 6years-8years of teaching experience (8.93%), while the rest of the respondent have between 4years-6years of teaching experience (1.79%).

Level of Universal Primary Education

The independent variable in this study was Universal Primary Education. The second objective of this study was to determine the level of Universal primary Education in Buyenzi Commune, Burundi. It was measured using qualitative questions in the questionnaire and each of the questionnaire item was Likert scaled using four points, where 1 =strongly disagree; 2 = disagree; 3 = agree; 4 = strongly agree. Their responses were analyzed using SPSS's summary statistics showing the means and standard deviations, as indicated in table.

Table 4A: Level Universal Primary Education

Indicator (Universal Primary Education)	Mean	Interpretation	Std. deviation	Rank
Government employed sufficient numbers of teachers.	2.04	Fair	0.7219	2
Government vote adequate funds to Universal Primary Education program.	2.02	Fair	0.7226	2
The funds voted meant for Universal primary Education are released as when due.	1.74	Poor	0.5812	1
The Government is sincere with Universal Primary Education financial policy.	1.78	Fair	0.6536	2
There is transparency in disbursement of Universal Primary Education fund	1.80	Fair	0.7692	2
The school is not short fund in executing projects of Universal Primary Education	1.76	Fair	0.7134	2
The objectives of Universal Primary Education are well elaborated	2.79	Satisfactory	0.9244	3
The science laboratories are staffed with specialist	1.51	Poor	0.4289	1
Teachers recruited are qualified	3	Satisfactory	0.9202	3
Average mean	2.05	Fair	0.715	2

Source: Primary data, 2012

Results in the above table show that the respondents state that the level of Universal Primary Education is fair (mean=2.05). Six questions have been rated as fair, two as poor and two as satisfactory.

Level of School Enrolment

The dependent variable in this study was School Enrolment, it was measured using qualitative questions in the questionnaire, with Likert scaled between one to four, where 1 = Very dissatisfied; 2 = Dissatisfied; 3 = Satisfied; and 4 = Very satisfied. Their responses were analyzed using SPSS's summary statistics showing the means and standard deviations, as indicated in table

Table 4B: Level of School Enrolment

Indicator (School Enrolment)	Mean	Interpretation	Std. Deviation	Rank
Number of pupils per class	1.93	Fair	0.7011	2
Number of classrooms in the institution.	2.06	Fair	0.7264	2
Size of Classrooms.	2.1	Fair	0.7937	2
The classrooms are in commensuration with the enrolment.	1.97	Fair	0.7648	2
There are adequate furnitures for pupils.	1.84	Fair	0.6605	2
There are enough furniture for teachers	1.96	Fair	0.7465	2
The libraries are equipped with library facilities.	2	Fair	0.7941	2
Adequate toilets	2.19	Fair	0.8546	2
Adequate playground	2.11	Fair	0.7982	2
Number of teachers is adequate	2.13	Fair	0.7119	2
Average mean	2.03	Fair	0.7552	2

Source: Primary Data 2012

Results in the above table show that the respondents state that the level of School enrolment is fair (mean=2.03). All questions have been rated as fair.

CHAPTER FIVE

FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

Findings

Characteristics of respondents

The first objective of this study was to determine the characteristics of respondent respondents in terms of gender, age category, educational qualification, and other educational qualification other than academic discipline and number of years of teaching experience. The results on this objective indicate that the majority of respondents were women (91.96%) and few men (8.04%). Concerning the age group the big number of respondents is found in the group age 40-59 which is 65.18 percent of respondents. Concerning educational qualification in educational discipline nearly all respondents have obtained a diploma level (99.01%) and only one with certificate level. About other qualifications than educational discipline only one respondent has got them which is 0.9 percent. According to the number of years of teaching experience, results indicated that a big number of respondents 89.28% have of more than 8 years experience followed by those with experience between 6years-8years (8.93%) and the last were those with experience with experience between 4years-6years (1.79%).

Level of Universal Primary Education

Universal Primary Education is the basic education that every person has to obtain and gain skill that can help her or him in the every day life. It is also the second objective of Millennium Development Goals' with the target of ensuring that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling.

Data analysis using SPSS's descriptive statistics showings means indicated that on the overall nine questions of Universal Primary Education the level was fair (mean=2.05).

Level of School Enrolment

School enrolment is the total number of students properly registered and/or attending classes at a school. The results of this study indicate that the level of school enrolment was fair (mean= 2.03).

Relationship between the level of Universal Primary Education and School Enrolment

The findings of the study indicated that there is a significance relationship between Universal Primary Education and School Enrolment. It was discovered that since the sig. value (0.263) was greater than 0.05 (or 5%), which is the minimum required level of significance in social sciences. The study rejected the null hypothesis and affirmed that there is a significant relationship between the level of Universal Primary Education and School Enrolment in Buyenzi Commune, Burundi.

Conclusion

In Chapter one a brief outline of the research study is given. This includes the purpose of the study which was stated that, "To show how Universal Primary Education has cause a big number of pupils to be enrolled in primary schools. Also it will propose the ways of controlling the teacher pupils' ratio in order to provide a quality primary education to the Burundian youth". Also, the objectives of the research and a brief look of what is intended in the literature study. Chapter two focuses on the literature study, which includes the main areas under research, namely: Universal primary Education and School Enrolment. Chapter three describes the methodology used in the research and Chapter four gives a detailed interpretation of the data obtained form the survey. Summary of findings of the study regarding Universal Primary Education and School Enrolment, recommendations and conclusion are given in chapter five. Significant information was achieved that Universal Primary Education and School Enroiment have positive and direct relationship. Furthermore the results showed that Universal Primary Education is not the only factor which affects School enrolment.

Recommendations

According to the research findings, the researcher suggests the following:

To the Buyenzi commune, people have to understand that the high population growth can affect the service delivery in the sector of education by causing the increase of number of pupils each year. This fact demands the government to increase sizes of schools in the short period of time, which it may be difficult to afford due to the low economic status of the country. The researcher is calling the population of Buyenzi to collaborate with the government in the support of family planning policy in order to have children that the government can be able to handle. This can allow the children to study in the good environment and hence to receive a quality education. In Buyenzi commune where the study was conducted, there is no more spaces for building schools so the emphasis should be put on the birth rate control to manage the small teacher pupils' ratio which is one handicap for children to receive good quality education.

The ministry of education is advised to train enough teachers in order to increase the number of teachers in primary schools and also to augment school material that can satisfy the needs of pupils.

The ministries education and finance together with the parliament have to coordinate and press for the increase of resources in favor of the policy of Universal Primary Education.

The available resources should be used efficiently, optimally and with transparency by the government.

A constructive partnership should be built among political leaders, technical and financial partners and civil societies based on the coordination of supporting national objectives in favor of Universal Primary Education.

The United Nations need to help the Burundian government in the realization of the Universal Primary Education objective since it is among three first poorest country in the world.

Areas for Further Research

Other researchers can take opportunities to research on:

Universal Primary Education and School Enrolment in other communes of Burundi.
Comparing Universal Primary Education vis a vis School Enrolment in urban and rural communes.

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APPENDIX 1 A
TRANSMITTAL LETTER



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**OFFICE OF THE HEAD OF DEPARTMENT, ECONOMICS AND
MANAGEMENT SCIENCES
COLLEGE OF HIGHER DEGREES AND RESEARCH (CHDR)**

Date: 9th May, 2012

**RE: REQUEST FOR SELEMAN AISHA MPA/33491/1111/DF TO CONDUCT
RESEARCH IN YOUR ORGANIZATION.**

The above mentioned is a bonafide student of Kampala International University pursuing Masters in Public Administration.

He is currently conducting a research entitled "**Universal Primary Education and School Enrolment in Buyenzi Commune (District), Burundi**".

Your organization has been identified as a valuable source of information pertaining to her research project. The purpose of this letter is to request you to avail her with the pertinent information she may need.

Any information shared with her from your organization shall be treated with utmost confidentiality.

Any assistance rendered to her will be highly appreciated.

Yours truly,

**Mr. Ramadhan Malinga
Head of Department,
Economics and Management Sciences (CHDR)**

NOTED BY:

Dr. Sofia Sol T. Gaito
Principal-CHDR



"Exploring the Heights"

APPENDIX IB
TRANSMITTAL LETTER FOR THE RESPONDENTS

Dear Sir/ Madam,

Greetings.

I am a Master in Public Administration and Management student of Kampala International University. Part of the requirements for the award is a dissertation. My study is entitled **Universal Primary Education and School enrolment**. Within this context, may I request you to participate in this study by answering the questionnaire. Kindly do not leave any option unanswered. Any data you will provide shall be for academic purposes only and no information of such kind shall be disclosed to others.

Thank you very much in advance.

Yours faithfully,

Ms. Seleman Aisha

APPENDIX II
CLEARANCE FROM ETHICS COMMITTEE

Date _____

Candidate's Data

Name: SELEMAN AISHA

Reg: MPA/33491/111/DF

Course: MASTER IN PUBLIC ADMINISTRATION AND MANAGEMENT

Title of Study: UNIVERSAL PRIMARY EDUCATION AND SCHOOL ENROLMENT IN
BUYENZI COMMUNE (DISTRICT)

Ethical Review Checklist

The study reviewed considered the following:

- Physical Safety of Human Subjects
- Psychological Safety
- Emotional Security
- Privacy
- Written Request for Author of Standardized Instrument
- Coding of Questionnaires/Anonymity/Confidentiality
- Permission to Conduct the Study
- Informed Consent
- Citations/Authors Recognized

Results of Ethical Review

___ Approved

___ Conditional (to provide the Ethics Committee with corrections)

___ Disapproved/ Resubmit Proposal

Ethics Committee (Name and Signature)

Chairperson _____

Members _____

APPENDIX III
INFORMED CONSENT

I am giving my consent to be part of the research study of **Ms. Seleman Aisha** that will focus on Universal Primary Education and School enrolment.

I shall be assured of privacy, anonymity and confidentiality and that I will be given the option to refuse participation and right to withdraw my participation anytime.

I have been informed that the research is voluntary and that the results will be given to me if I ask for it.

Initials: _____

Date _____

**APPENDIX IV
QUESTIONNAIRE**

FACE SHEET: DEMOGRAPHIC CHARACTERISTICS OF THE RESPONDENTS

Gender (Please Tick):

(1) Male

(2) Female

You belong to the following age range

A) 20-39

B) 40-59

C) 60 and above

Qualifications Under Education Discipline (Please Specify):

(1) Certificate _____

(2) Diploma _____

(3) Bachelors _____

(4) Masters _____

Other qualifications other than education discipline _____

Number of Years Teaching Experience (Please Tick)

Less than 2 years

2-4 years

4-6 years

6-8 years

more than 8 year

QUESTIONNAIRE TO DETERMINE UNIVERSAL PRIMARY EDUCATION

Direction: Please write your preferred option on the space provided before each item.

Kindly use the rating guide below:

Response Mode	Rating	Description	Legend
Strongly Agree	(4)	You agree with no doubt at all.	SA
Agree	(3)	You agree with some doubt	A
Disagree	(2)	You disagree with some doubt	D
Strongly disagree	(1)	You disagree with no doubt at all	SD

1_____Government employed sufficient numbers of teachers.

2_____Government votes adequate funds to Universal Primary Education program.

3_____The fund vote meant for Universal primary Education is released as when due.

4_____The Government is sincere with Universal Primary Education financial policy.

5_____There is transparency in disbursement of Universal Primary Education fund.

6_____The school is not short of funds in executing projects concerns Universal Primary education.

7_____The objectives of Universal Primary Education are well elaborated.

8_____The science laboratories are staffed with specialist.

9_____Teachers recruited are qualified.

QUESTIONNAIRE TO DETERMINE SCHOOL ENROLMENT

Direction 1: Please write your rating on the space before each option which corresponds to your best choice in terms of **school enrolment** in your school. Kindly use the scoring system below:

Mode	Rating	Description	Legend
Very Satisfied	(4)	You agree with no doubt at all.	VS
Satisfied	(3)	You agree with some doubt	S
Dissatisfied	(2)	You disagree with some doubt	D
Very dissatisfied	(1)	You disagree with no doubt at all	VD

1_____ Number of pupils per class.

2_____ Number of classrooms in the institution.

3_____ Size of Classrooms.

4_____ The classrooms are in commensuration with the enrolment.

5_____ There are adequate furniture for pupils.

6_____ There are enough furniture for teachers.

7_____ The libraries is equipped with library facilities.

8_____ Adequate toilets.

9_____ Adequate playground.

10_____ Number of Teachers is adequate.

APPENDIX V
PROPOSED BUDGET

Particular	Quantity	Amount
Stationary	Printing	50Usd
	Binding materials 10	30Usd
Research Assistants	2 @ 30 Usd	60Usd
Transport costs		40Usd
Data Analysis		50Usd
Up keep		50Usd
Miscellaneous		40Usd
	Total	320Usd

APPENDIX VI

TIME FRAME

Activity	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Conceptual Phase												
Chapter 1												
Design & Planning Phase												
Chapter 2-3	XX											
Dissertation Proposal												
Empirical Phase												
Data Collection												
Analytic Phase												
Chapter 4-5												
Journal Article Dissemination Phase												
Qua Voce Revision						XX						
Final Book Bound Copy												
Clearance												
Graduation												

APPENDIX VII
RESEARCHER'S CURRICULUM VITAE

To document the details of the researcher, her competency in writing a research and to recognize her efforts and qualifications, this part of the research report is thus meant.

Personal Profile

Name: Seleman Aisha

Gender: Female

Nationality: Burundian

Educational Background

Bachelor of Social Work and Community Development

(Université Espoir d'Afrique) (2009)

ACSS (Ubungo Islamic High School) (2005)

CSS (Tabora Girls Secondary School) (2003)