STRATEGIES INFLUENCING SUSTAINABILITY OF UNIVERSAL PRIMARY EDUCATION IN UGANDA: A STUDY OF RWENZORI REGION

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DECLARATION

Declaration by the Candidate and Supervisors

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DEDICATION

I dedicate this work to Almighty God for His strength, provision and inspiration in my endeavour to carry out the research. I also dedicate it to my dear parents, Mr. & Mrs. Andrea Mugisa Adyeeri and Mary Cleophas Kabatalesa Adyeeri, who nurtured my education and who have been a source of my support – God bless you.

ABSTRACT

The provision of primary education in Uganda is the primary responsibility of government. Universal Primary Education was introduced in Uganda in 1997. This study sought to examine the strategies that influence sustainability of Universal Primary Education (UPE) in Uganda, particularly in the Rwenzori Region. Uganda has struggled to meet the requirements for sustainable quality primary education since the 1970s. To date, no clear stability has been realized in most sectors of Uganda's basic education. From 1972 to January 1986 Uganda experienced severe political turmoil and insecurity that devastated educational systems, structures and services. Rwenzori is one region in Uganda that has been extremely affected by civil and tribal wars, diseases and poverty among other social problems in the country. These problems have greatly impeded the efforts to achieve sustainability in the UPE programme in Uganda in general. Therefore, this study sought to shed light on the challenges and opportunities for attaining sustainability for Universal Primary Education in Uganda. The study was guided by the Systems Theory as propounded by Ludwig Von Bertalanffy in 1969. The objectives of the study were: to identify the challenges and achievements of UPE in Uganda; to establish the strategies put in place for the sustainability of UPE; to establish the performance of UPE, and to assess the quality of education under the UPE policy in Uganda through verifiable indicators. The target population for the study was primary school teachers, head teachers, school management committee members (SMCM), quality assurance officers, District Educational officers, District Inspectors of Schools and Officials from the Ministry of Education and Sports of Uganda. The study sample was selected using probability and non-probability sampling techniques. Across sectional survey design was adopted in all sampled schools in the Rwenzori region. Key informants were relied on to give information. Thus, qualitative and quantitative methodology was used in guiding the researcher to collect reliable data. The tools used to collect data included interview guide, observation checklist, questionnaire, document analysis and focus group discussions. Data was analysed using inferential and descriptive statistical methods. The findings of the study established that strategies had been put in place in some schools, especially those in semi urban areas, to ensure the sustainability of UPE. These included provision of funds, recruitment of qualified teachers, provision of good learning environment, good infrastructure, enlisting parental support, working to enhance students' interests in education, provision of good supervisory services, good administration, and accommodation and feeding programmes. These factors were not found to be sufficient enough to guarantee sustainability of UPE in the Rwenzori region and perhaps other regions in Uganda that experience similar challenges. In addition, the study found that adequate funding is very paramount to the success and sustainability of UPE in Uganda. The study further established that the supervision of the UPE programme has been effective to date. Furthermore, pupils' attitudes were found to be very critical in ensuring the sustainability of UPE in Uganda. The researcher recommended to the Ministry of Education and Sports to work on equally recruiting sufficient qualified teachers of both genders and give them good incentives to motivate them work satisfactorily. In addition, all stakeholders should work together to ensure that there is equity and equality in the implementation of UPE across Uganda and ensuring the general well-being of the Programme in Rwenzori Region especially in distribution of resources.

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LIST OF ACRONYMS

AFR:	Africa Region
CAO:	Chief Administrative Officer
DEO:	District Education Officer
DISO:	District Inspector of Schools Administrative Officer
EFA:	Education for All
ESSP:	Education Sector Strategic Plan
FGDs:	Focus Group Discussions
GER:	Gross Enrolment Ratio
GoU:	Government of Uganda
HIV/AIDS:	Human Immunodeficiency Virus/Acquired Immune Deficiency Syndrome
MDGs:	Millennium Development Goals
MoES:	Ministry of Education and Sports
MOEST:	Ministry of Education, Science and Technology (of Kenya)
NER:	Net Enrolment Ratio
NGOs:	Non-Governmental Organizations
NGP:	National Gender Policy
NRM:	National Resistance Movement
PCR:	Primary Completion Rate
PEAP:	Poverty Eradication Action Plan
PLE:	Primary Leaving Examinations
PTA:	Parents and Teachers' Association
PTR:	Pupil-Teacher Ratio
SMCs:	School Management Committees
SWAP:	Sector-Wide Approach
SSA:	Sub-Saharan Africa
UDHR:	Universal Declaration of Human Rights
UBOS:	Uganda Bureau of Statistics
UNEB:	Uganda National Examinations Board
UNESCO:	United Nations Educational, Scientific and Cultural Organization
UNICEF:	United Nations Children's Fund

UPE: Universal Primary Education

UPC: Universal Primary Completion

UN: United Nations

UNDP: United Nations Development Programme

UNICEF: United Nations Children's Fund

USE: Universal Secondary Education

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CHAPTER ONE

INTRODUCTION

1.1 Introduction

This chapter presents the background to the study, problem of the study, purpose of the study, research objectives, research questions, significance of the study, scope and delimitations, limitations, the theoretical framework, conceptual framework and operational definition of terms.

1.2 Background to the Study

Provision of primary education in Uganda is the primary responsibility of government. The components of quality education include availability of qualified teachers, good curriculum, well supervised teaching, excellent assessment and appropriate infrastructure with management, good partnership with government, good rapport with the community (parental involvement) and adequate financial support both internally and externally (Semana, 2007).

The introduction of Universal Primary Education in Uganda was an initiative that was meant to reduce high levels of poverty and improve human development by encouraging every child to enter school and in the end avoid inequalities and make education affordable to the majority of Ugandans. Universal primary education in Uganda was introduced in 1997 (Agaba.A, 2014)

Universal Primary Education (UPE) is an international initiative first launched in Jomtien, Thailand in 1990 to bring the benefits of education to "every citizen in every society" (Oonyu, 2012). The World Education Forum in Dakar in 2000 reaffirmed and extended the Jomtien commitment, bringing a welcome emphasis on schooling quality while acknowledging that universal primary completion had not yet been reached. Universal primary completion and gender equity in primary and secondary

education were affirmed again in that same year as Millennium Development Goals (MDGs) (Bruns *et al*., 2003). After a decade of slow progress, the international community reaffirmed its commitment to UPE in Dakar, Senegal, in April 2000. This commitment was again voiced in September of the same year, when 189 countries and their partners adopted two UPE goals as Millennium Development Goals (MGDs). Although the MDGs number 2 and 3 refer only to issues of universal primary education and gender parity, respectively, it is generally recognized that achieving the MDGs goes hand in hand with supporting the full UPE commitment since education plays a critical role in their achievement (Oonyu, 2012).

At least 17 countries reduced their out-of-school populations by almost 90 per cent after they invested positive actions like abolishing school fees, introducing more relevant curricula and providing financial support to struggling families. In Nepal, for instance, 24 per cent of children were out of school in 2000, but this rate fell to 1 per cent by 2013. Morocco's out-of-school population fell by 96 per cent over the same period. The UNESCO Institute for Statistics (UIS) produced the new global out of school figures which were released in Brussels during a pledging meeting organized by Global Partnership for Education. In Uganda, there is a significant drop-out rate of pupils from the primary education cycle, especially those under UPE. It is, however, difficult to precisely estimate completion rates; of the 2,159,850 pupils who were enrolled in primary school level one in 1997 at the time UPE was introduced, only 485,703 (23%) reached primary seven in 2003, meaning that around 77% of the pupils drop out of school every ten years. Pupils in Uganda abandon school for different reasons, such as: lack of interest (46%), family responsibilities (15%) and sickness (12%) among others (Inter-Regional Inequality Facility, 2006). This high drop-out rate threatens the sustainability of UPE programme in the country. Uganda

needs to borrow a leaf from countries like Napals and quickly get on track of achieving UPE (Ahimbisibwe, 2014). This can only be done by formulating and effectively implementing strategies to ensure sustainability of UPE.

Uganda, like Tanzania and Kenya, is party to many international conventions and agreements regarding improving access, equity and quality of (basic) education. The UN Millennium Development Goals declared by world leaders, including the East African Presidents, in September 2000 highlight the firm belief of the international community in the key role of achieving universal primary education (UPE) in the developing countries' efforts to alleviate and eradicate poverty by 2015. Poverty can constitute a significant impediment to accessing and acquiring education. Moreover, while governments have long aimed to increase access to education, the UPE campaign remains at the core of Uganda's, Tanzania's and Kenya's determination to achieve (UPE) and sustainable development. The UPE principles of access, equity and quality for all children underpin many of the policies incorporated into the respective countries' plans for developing primary education.

The strategies of sustainability of Universal Primary Education may vary from country to country. This study examined those strategies inherent in Uganda only. It sought to identify these strategies and examine their strengths and weaknesses as regards sustenance of the UPE programme. Experiences in countries such as Nigeria and Kenya show that the UPE programme has been affected by economic crises among other troubles that face most of the sub-Saharan African countries (Obasi, 2000; Sifuna, 2007). In Malawi, the fee abolition policy resulted in low levels of material provision and overall low levels of pupil achievement (Chimombo, 1999; Chimombo, 2005). Even with a number of existing lessons from the past, the current

UPE policy in Uganda is devoid of analytical studies on its impact and challenges beyond school enrolment (Nishimura *et al.*, 2008).

In Kenya, though its Free Primary Education programme (the equivalent of the UPE in Uganda) the government makes provision through per capita grants to schools, but feeding programmes are only government-provided in the arid and semi-arid areas. The government provides facilities, teachers, textbooks and materials. Targets have been set and strategies devised to bring the pupil/classroom, pupil/teacher and pupil/textbook ratios down to a reasonable level so that quality will be achieved to meet increase in enrolment. In these four countries, private schools can co-exist with public schools but the former are not catered for by the UPE system since they raise their own fees from parents (Liang, 2004).

The 1995 constitution of Uganda considers education a right for every child of school-going age. In addition, in its report of 2004, the Uganda Human Rights Commission (UHRC) made it clear that "the state has mandate to establish adequate schools, hire enough and qualified teachers and provide quality education as stipulated in the international right instruments"(Juuko & Kabonesa, 2007, p. 11). Therefore, the government has the obligation to ensure that the UPE programme remains sustainable and improves the lives of Ugandans both in the present and future.

In Uganda, the introduction of UPE in 1997 led to a great increase in gross enrolment. Enrolment in primary schools increased from a total of 3.1 million in 1996 to 5.3 million in 1997, an increase of 73% in one year. This is massive compared to an increase in gross primary school enrolment in the decade preceding the introduction of UPE of just 39% (from 2.2 million in 1986). By 2003, gross enrolment in primary

schools had reached 7.6 million. The national gross primary school enrolment ratio in 2003 was 127%, indicating that children beyond primary-school age had joined the primary education cycle. The equivalent net enrolment ratio was 100% (Ministry of Education and Sports, 2003). The period 1996 to 2003 also witnessed a large increase in the number of primary schools, from 8,531 in 1996 to 13,353 in 2003, an increase of just under 5,000 schools in a period of only seven years. This also compares with an increase in the ten years preceding the introduction of UPE of just over 1,000 schools (from 7,351 in 1986). The number of primary school teachers also increased rapidly, from 81,564 in 1996 to 145,587 in 2003, an increase of 78% compared to an increase in the decade preceding the introduction of UPE of just 12% (Inter-Regional Inequality Facility, 2006). There are schools both in rural and urban areas that are understaffed, with ratios of over 100 pupils per teacher. This undoubtedly compromises the teaching-learning process and subsequently the quality of education (Kakooza, 2003).

While the government has the will and zeal to ensure that UPE succeeds, support by civil society organizations is critical and urgently needed to ensure the sustainability of the UPE programme. These interventions, however, should be spread to all parts of the country. If the collaboration between the government and civil society is ensured, sustainable success for the UPE programme is likely to be achieved more effectively (Kakooza, 2003). It is for this reason that this study sought to examine the strategies for sustainability and performance of UPE policy/programme in Rwenzori Region Western Uganda.

1.2.1 The Education System in Uganda

Uganda attained independence from Great Britain in October 1962 and since then its education system has not changed fundamentally. The educational system in Uganda consists of four levels of institutions: primary level, ordinary secondary level, advanced secondary level and tertiary level. Each of these levels ends with a national selection examination which feeds a centrally administered process of distributing successful candidates among the options available at the next level. Large numbers of students are forced out of the system at each transition stage because of limited capacity at the next level (Ministry of Education and Sports, 1999).

Uganda's formal education system starts with seven years of primary school, followed by six years of secondary education, that is, senior one to senior four (Ordinary Level) and senior five and six (Advanced Level) which has been made free and compulsory. This level is succeeded by three to five years of university or tertiary education depending on the profession selected by the individual (Kakuru, 2003). Primary education is central to the whole system and to the life of citizens in general who embrace basic education in Uganda. It enables individuals to acquire literacy in terms of numeric and communication skills, as well as develop cultural, moral and spiritual values (MoES, 1999). It is for this reason that primary education has been made "free" through the UPE programme in Uganda.

1.2.2 The State of the Education System before Introduction of UPE

From independence in 1962 it is reported that Uganda had a healthy developing economy and education sector for at least a decade. It is further reported that in 1962 there were about half a million pupils enrolled at primary school level education and that this number steadily increased to about 800,000 in 1971 in about 2,900 schools. For a decade and a half, after 1971, primary school pupil enrolment increased to about

2.1 million in about 7,000 schools. This was a tremendous improvement in primary education enrolment levels (Ministry of Education and Sports, 2001). While enrolment increased during this period, no corresponding number of schools or the classrooms was established. During this period (1971-1985), not only did the GDP generally decline because of an armed conflict but the share of the education sector in the national budget also declined from 3.4% to 1.4% of the GDP. By then primary education was reaching only about 50% of the school age going group (Ministry of Education and Sports, 2001)

With two decades of war and civil strife, the education system in Uganda was completely deflated. The lower levels of education, namely primary and secondary, suffered from years of neglect. In truth, education was on its knees, with little hope for its revival. This resulted in poor quality education and poor enrolment. There was 50% enrolment at primary school level and high drop-out rates (7.8% in lower grades); high attrition rate (50%) and a low completion rate, e.g. 35% at primary school (Ministry of Education and Sports, 2001). Everything had virtually collapsed under (former president) Idi Amin and because of the 1979 war with Tanzania. Between 1980 and 1985, education accounted for an average of only 15.6 per cent of recurrent government expenditure, reflecting its continued low priority under the government of Mr. Milton Obote. This, however, began to change after President Museveni took over power in 1986. This brief history shows how Uganda needs a sustainable and effective UPE programme so as not to reverse the country to past misfortunes that befell primary education (Kirungi, 2000).

1.3 Statement of the Problem

Uganda's success in universal primary education is at stake. Despite the $302m spent annually on primary education, almost 70% of children are likely to drop out, with hidden costs proving too high for poorer parents. Mwesigwa (2015), quoting Nicholas Itaaga, a UPE expert and a lecturer at Makerere University's School of Education, says poor parents still struggle to meet requirements for school. "UPE was a good development for any government to implement. Our problem in Uganda [is that] it was not adequately planned. We are losing out." The major setback for UPE is that it is not entirely free, contrary to the general perception that parents are not supposed to pay for anything.

Commencing universal primary education (UPE) in Uganda was not a smooth affair It is said that the program was politicized to the extent that politicians had taken center-stage in policy formulation and monitoring of UPE (Mwesigye A. 2015). The issue of attrition rate was high at primary level. It was recommended that government should put in place measures for efficient completion of universal primary completion. The quality of education is low, because of the high pupil to teacher ratio and low teachers' morale according to (Mwesigye. A, 2015). In that respect the teachers' motivation remains a thorn in the flesh to the attainment of sustainability of UPE in Uganda. Corruption in Uganda remains a big challenge in Uganda and funds are embezzled. Mwesigye A. (2015) asserts that campaigns for household incomes are livid and the majority of the people in Uganda are poor peasants. In Uganda, there is lack of a relevant curriculum to make the school product self-reliant. This makes UPE program to be treated with pessimism by teachers, parents, and the general community at large. A study done by Mwegigye A. (2015) suggested 8 years of skill-based primary education.

According to Mwesigwa (2015), for poorer parents, especially in rural Uganda, the cost of pens, exercise books and clothing is beyond their reach. In practice they still have to buy scholastic materials including pens, exercise books, clothing and even bricks for classroom construction. They also have to provide or buy lunch for their children. For poorer parents, especially in rural Uganda, who live on about $1 a day, the cost is beyond reach. Some schools now ask parents to pay between $2 and $5 a pupil for every three-month term so that they can prepare lunch for the learners, but some parents still cannot afford to pay, and their children end up dropping out.

In a study, Mwesigwa (2015) captures the predicament of Charles Mugerwa, a father of an 11-year-old boy in Kasenyi village, Kalangala District, in central Uganda. Mugerwa's son is unable to go to school because "He has no uniform." Similarly, Guloba, the Head Teacher of Katwe Primary School says: "Do not expect a pupil who comes to school and there is no hope for a lunch time meal to stay in school" (Mwesigwa, 2015).

Itaaga, as cited in Mwesigwa (2015), also observes: "I have been to the deep rural areas and a simple thing such as an exercise book or sanitary pads for the girls is a very big issue (pg 4 of 15)." An estimated 30% of girls leave school when they start their periods, often because of a lack of sanitary pads.

UPE objectives are being implemented by the Government of Uganda with relative success being registered in some areas more than others. For instance, the country has been able to expand overall enrolment at basic education level. However, the situation also presents a number of challenges that are affecting sustainability of the UPE programme. In Rwenzori Region, there are generally poor levels of education.

Coupled with this, the general state of poverty in the region, as in many other parts of the country, further threatens the sustainability of Universal Primary Education.

There is also the other challenge of excessive enrolment in primary schools. Cases of teachers trying to teach a class of over 100 pupils under a mango tree in most parts of Uganda is all too common, and especially in the Rwenzori Region. The explosion of enrolment has compromised the quality standards of education. Although no research has been conducted to assess strategies influencing sustainability and performance of UPE, anecdotal reports suggest that standards have dropped. For instance, Jane Nakityo who has a son in UPE sponsored school remarks: "Kitante Primary School in Kampala used to be among the 10 best schools in the country. Today, it is not even among the top 50 in Country ever since it was taken by UPE programme" (Kirungi, 2000). This demonstrates that the quality of education in this particular school has gone down since the introduction of the UPE programme, ad this is attributed to excessive enrolment.

According to statistics from the Ministry of Education, 1,598,636 pupils enrolled for Primary One in government-aided schools in 2006, but only 463,332(29%) sat for national examinations at the end of seven years (2013). The question is: what happened to the 1,135,304(71%) pupils who dropped out of the UPE system? (Kagolo, 2012)

Another issue that poses a threat to the sustainability of the UPE programme is the reduction of financial aid to basic education from $87 million (about USh 224b) to $34 million (about USh 87b) from 2010 to 2012 (Kagolo, 2012). The dilemma is that the problems facing UPE could be recognized and acknowledged, but no course of action to remedy the situation seems to have been taken by policy makers. It was,

therefore, critical to establish and examine how Uganda is doing in terms of ensuring sustainability of UPE. This study attempted to establish the extent to which Uganda as a country is attaining sustainability for its UPE programme.

The results should inform policy makers, planners and managers of the progress so far made in the UPE sustainability roadmap. The study could also assist the country to re-focus its attention to education and re-invigorate efforts to meet the basic learning needs. The study could further form a basis for discussion and decision-making within and even outside the country.

1.4 Justification of the Study

Reports from the MoES, researchers and other educational stakeholders indicate that, in Uganda, the drop-out rates in schools that benefit from the UPE programme are relatively high. This means that the achievement of basic education as a human right in Uganda is still below average. Something needs to be done to reverse this worrying trend. It is, therefore, important that the Ugandan government resolves the problem of high drop-out at primary level, to enable the country reap the benefits accruing from an educated citizenry. Studies have shown that there is reduced mortality rate among educated mothers, and that educated mothers have high abilities to make informed decisions, reduce poverty through adoption of modern technology and become responsible citizens (Galimaka, 2008).

If the trend of the challenges on the sustainability of UPE persists, the future of many Ugandans is liable to dangers associated with lack of education. To escape such a scenario, continuous studies of the progress made are necessary, so as to identify the possible problems associated with the UPE policy and how they can be curbed to terminate the incidences of school drop-out (MFPED, 2002). There is also need to

identify strategies to facilitate sustainability of UPE to enhance the programme's receptivity. As already mentioned, Uganda had already attempted to implement the UPE policy in the 1960s but it never took stable strides. The same situations that thwarted the full development of UPE must be known and avoided to ensure the programme survives and remains sustainable.

While much has been written on the UPE programme in Uganda, this research endeavoured to find out the strategies put in place to guarantee sustainability for the UPE policy. The findings of this study could add value to existing knowledge on the UPE policy and thus contribute to the overall improvement of education system in Uganda, especially at primary level. Sustainable UPE will be judged by its performance indicators, namely levels of effectiveness and efficiency.

1.5 Purpose of the Study

The purpose of this study was to establish and examine strategies influencing sustainability of UPE in Uganda, specifically in the Rwenzori Region.

1.6 Research Objective

The aim of this research was to establish and examine strategies influencing the sustainability of UPE policy in Uganda. UPE has been in implementation in Uganda for the past eighteen years (1997 to date). The government of Uganda, since the initiation of UPE, has continuously claimed that the policy is a success and has shown this by quoting the increase in enrolment figures, additional books and instructional materials in schools, and the subsequent increase in the government's budgetary allocation towards the education sector. This study, therefore, sought to find out if the UPE programme has indeed been successful, as the government claims. The education system is an open system that depends on the society, government, donors

and well-wishers, teachers, pupils, among others, for financial support and good will. As such, the study targeted all these stakeholders to find answers to its questions.

1.6.1 The Specific Objectives

The specific objectives of the study were:

   i.   To establish the strategies influencing UPE policy sustainability in Uganda

   ii. To identify the levels of achievement of UPE in Uganda

   iii. To identify the priorities to guarantee sustainability of UPE in Uganda

   iv. To establish the challenges facing the sustainability of UPE policy in Uganda

   v.   To establish the policy orientation and actions to address challenges/gaps that hinder the achievement of a sustainable UPE

1.7 Research Questions

The study was guided by the following research question:

   i.   What are the key strategies influencing UPE policy sustainability in the Rwenzori Region Western Uganda?

   ii. What are the levels of achievement of UPE sustainability in the Rwenzori Region of Uganda?

   iii. What priorities are in place to guarantee sustainability of UPE in the Rwenzori Region Western Uganda?

   iv. What are the challenges facing the sustainability of UPE policy in the Rwenzori Region of Uganda?

   v.   What policy orientation and actions should be taken to address the challenges/gaps that hinder the achievement of a sustainable UPE programme?

1.8 Significance of the Study

This study provides grounds for understanding strategies that have fostered universal primary education in Uganda. It gives reason for policy makers to reappraise these strategies if at all they are not meeting their expectations.

The study also intends to underscore how the UPE programme has influenced educational outcomes and outputs, as well as failures. This will help educational stakeholders to gauge the fundamentals responsible for UPE sustainability.

1.9 Scope and Delimitation of the Study

This research was strictly academic in nature. It examined strategies that influenced the sustainability and performance of the UPE programme in Uganda. The study strictly targeted key stakeholders of the UPE programme in Uganda, as elaborated in the target population in chapter three.

This research was conducted in four districts of the Rwenzori region with the main objective being to determine the effectiveness and efficiency of strategies influencing sustainability of UPE and of rural Government aided schools. This was achieved by analysing the impact of UPE across schools in the region to establish the effectiveness of UPE schools in responding to community concerns in educating pupils, identifying perceptions and responsiveness of communities towards obtaining sustainable education for the Ugandan children and making feasible recommendations to improve the UPE programme in order to ensure sustainability.

1.10 Theoretical Framework

The theoretical framework of the study was developed from the Systems Theory as propounded by Ludwig Von Bertalanffy in 1969 (Bertalannfy, 1969). The Theory

assumes that systems bring interdependent units together as an entity to yield a product different from the parts combined.

Nwankwo (1984) Zelvys (2004) describe a system as series of interrelated and interdependent parts such that the interaction of any part affects the whole system. In relation to sustainability of UPE there are many sectors that are responsible for the success of the program. These sectors emanate from the national level to the local levels of UPE program implementation.

LittleJohn (1983) defines a system as a set of objects or entities that interrelate with one another to form a whole. Systems theory is basically concerned with problems of relationships, of structures, and of interdependence, rather than with the constant attributes of object like UPE sustainability. The systems theory views an organization as a social system consisting of individuals who cooperate within a formal framework, drawing resources, people, finance from their environment and putting back into that environment the products they produce or the services they offer. This theory is based on the view that managers should focus on the role played by each part of an organization; rather than dealing separately with the parts (Hannagan, 2002).

The systems approach is concerned with both interpersonal and group behavioural aspects leading to a system of cooperation (Koontz, 2001). Plomp & Pelgrum (1993) noted that an educational system is a complex system comprising of subsystems at different levels. At each of these levels, educational decisions are influenced by different actors, for example, at the school level the school committee, the head teacher, teachers, and parents make certain decisions and give opinions on the management of the school. The system theory emphasizes unity and integrity of the

organization and focuses on the interaction between its component parts and the interactions with the environment. It suggests that organizations must be studied as a whole taking into consideration the interrelationships among its parts and its relationship with the external environment. Schools are open systems hence they respond to the external influences as they attempt to achieve its objectives. The implementation of the Universal primary education is an example of a change from the outer environment.

The education management is responsible for instructional supervision tasks such as ensuring that school administrators are doing the right things in school, and that there is proper planning and utilization of physical resources. It also ensures that the education environment is conducive for learning by making provision of books and other learning materials, ensuring there are sufficient teachers and other relevant staff and giving adequate salaries among other incentives. All this is done with the single goal of ensuring that educational objectives are realized. An education system is a processing unit in which teachers are expected to teach effectively so that learners can perform well and transform their lives and behaviour.

The theoretical framework of this study was, therefore, premised on the concept of sustainability of UPE being a process that takes place in a system. As a process, the sustainability of UPE requires various strategies which, in this study, were clustered into specific selected variables such as government support, sufficient infrastructure, well trained human resource, good management structures, community support and foreign aid, among other factors. In every organization, there is an input process output system. The quality of the input in this case, the entry behaviour of the pupils, and both physical and material resources available and in use will essentially predict the quality of the act.

A system theory explains the existence of different parts which perform different functions in such a way that each part interacts and is interdependent on the other parts. The educational system has similar characteristics with other systems. Therefore, this study is fully grounded on this theory.

A typical system is characterized by an input that is a component which enters from the outside, conversion process and an output component which leaves the system for the outside/environment. This study is hinged on the systems theory. The input in this case are educational resources, the process involves management strategy employed to transform the output which describes skills acquired and quality of the output or graduate. The systems theory maintains that an organization (school) does not exist in a vacuum. It does not only depend on its environment but it is also part of a larger system such as the society or the economic system to which it belongs.

 The envisaged relationships among the various factors in this system are as elaborated in the conceptual framework below.
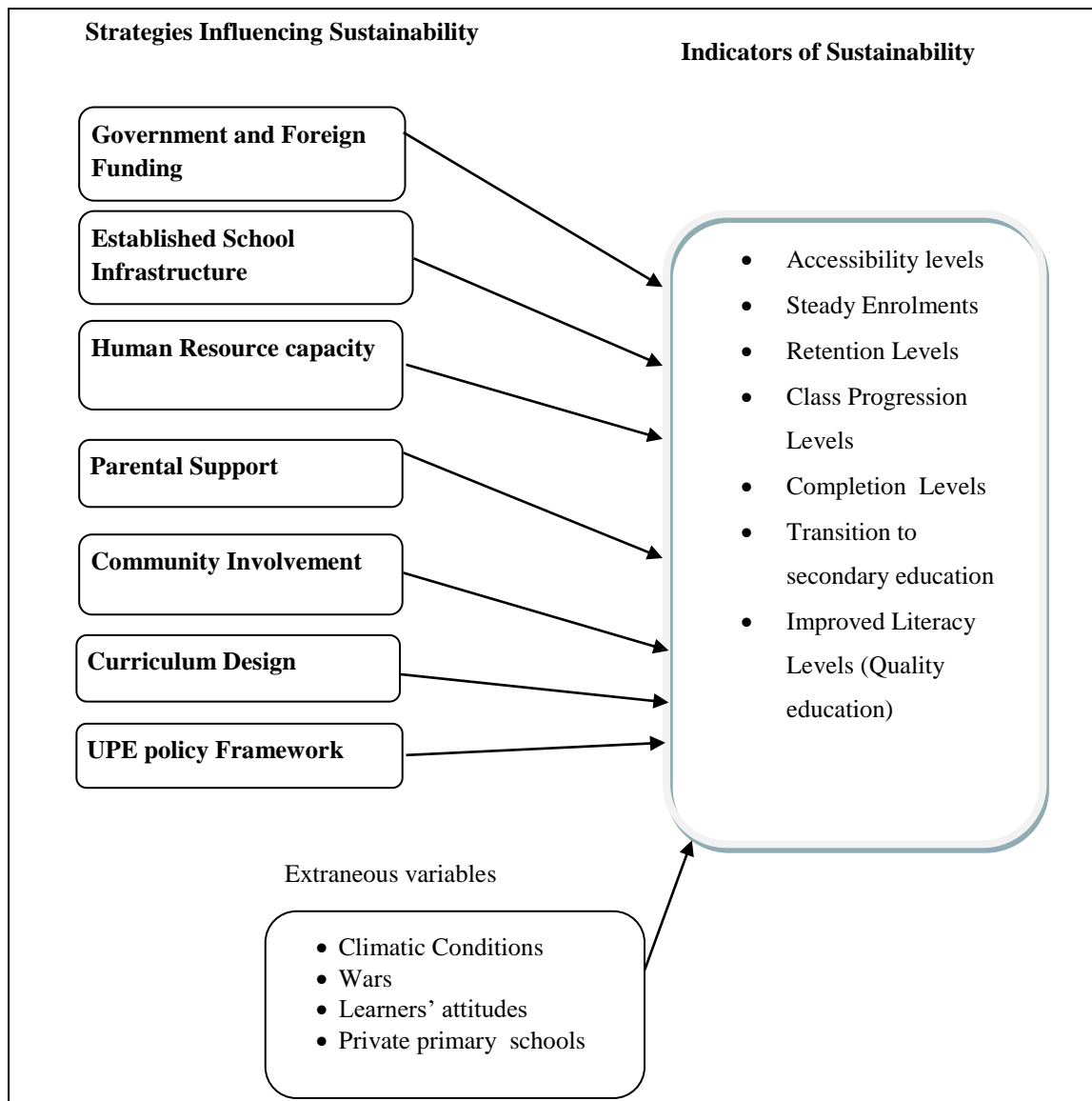
Figure 1.1: Conceptual framework on the strategies of sustainability of performance of UPE in Uganda

As shown above, enrolment and completion levels were key variables in this study. They demonstrate how the UPE policy is attracting more children into the education system. Enrolment levels, attendance, transition and rates of completion of school by pupils are the key indicators of sustainability of the UPE programme in Uganda. This study sought to find out whether enrolment, attendance, class transition and completion levels are stable or not.

One of the main reasons for the low retention rates is the high drop-out levels, which seems to constitute one of the major problems in primary education in Uganda. Drop-out and grade repetition are some of the challenges that UPE is facing. Completion rates are measured by the total number of pupils completing the final year of primary education compared to those who enrolled at the start.

PLE is an examination taken at the end of the primary school cycle. It consists of four compulsory papers, namely English (Literacy), Mathematics, Science and Social Studies (SST). Each paper is graded on a nine-point scale: 1 to 9, where 1 is the best grade and 9 the worst. The grades for each subject are then averaged to obtain the overall grade referred to as Division 1 to 4, in which Division 1 is the best. The Division awarded to a candidate is determined by the average examination result as well as the result for each individual subject. A candidate who fails to satisfy the conditions for the award of Division 4 is considered 'ungraded'. The learning achievements must also show how UPE is fairing on as regards learners' general performance at the end of Standard Seven. Effectiveness of UPE was also understood in this study in terms of literacy levels; the ability of students to read and write, their language and communication and arithmetic skills, progression to secondary levels, and their ability to take personal initiative to improve their own lives

1.11 Operational Definition of Terms

Strategies constitute a set plans of action chosen to bring about desired results, which, in the case of this study, referred to achievement of UPE goals and objectives.

Sustainability focuses on the ability of a project to meet the needs of the present without compromising the needs of the future generations.

Universal Primary Education is a free primary education programme intended to provide access to quality education for all of school age going children, regardless of their background.

1.12 Organization of the Study

This thesis report comprises five chapters. In the first chapter, the researcher has provided a brief background to the study with problem statement, justification, the objectives of the study, research questions, and significance of the study, scope and delimitations and conceptual and theoretical frameworks of the study. The second chapter contains a review of different literature on factors that influence the sustainability of UPE. An empirical review of existing studies has also been conducted and, finally, the existing knowledge gaps have been identified.

The third chapter presents the research design and methodology, the target population, research instruments, validity and reliability of the instruments and finally data analysis procedures. The fourth chapter presents and discusses the research findings. The last chapter presents a summary of findings, conclusion and the recommendations of the study.

CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction

This chapter seeks to highlight how the UPE policy has been implemented in Uganda

and other countries. The review of literature also seeks to give clues on the challenges

and successes of the UPE programme in Uganda and also borrow insights from other

countries. Moreover, the review focuses on the key determinants that have made UPE

sustainable in Uganda. The review further examines the funding sources for the UPE

policy in Uganda. Lastly, the chapter will identify the existing knowledge gaps on the

UPE programme sustainability and performance that this study sought to fill.

2.2 Globally Expected Benefits of sustainable UPE

Federico Mayor, Director-General of UNESCO, EFA Forum, 1994, says the

following in regard to the Universal Primary Education Jomtien dream,

> Jomtien dream of UPE represents a real turning point in population trends,
> in human resource development, in economic growth, in rural and
> international migration patterns, in the formation of a new global vision if
> its targets are effectively attained. And this calls for new priorities in the
> agendas of nations, intergovernmental organizations and multinational
> enterprises. It presupposes a new blueprint for our common future. It
> demands a renewed faith in the UN system. It implies sharing and
> reducing the intolerable gaps and asymmetries of today's world. It requires
> endogenous capacity-building. It means understanding that poverty,
> ignorance and marginalization are the roots of violence, extremism and
> conflict. It means a new dream ¾ the dream UNESCO was created for:
> moral and intellectual solidarity throughout (R, M. Torres 2000, pg 5).

The above statement shows how UPE is crucial to the whole world. The Jomtien

Conference further affirmed that universal primary education is one of the most

beneficial interventions in poverty reduction. It imparts literacy and numeracy, life

skills and a basic general knowledge of health, nutrition and society thereby laying a

foundation for skills training and further education for employment and productivity.

Children, who would otherwise be engaged in child labour or even crime, become positively occupied and empowered through the UPE programme. Finally, the cycle of poverty will be broken through the foundation of a new generation that is functionally literate. Therefore, education is a multifaceted tool to create wealth and improve the general well-being of people and as such it should be supported in all fronts for it to bear necessary fruits.

Due to the rising need for quality training the world over, more research has been carried out on quality education in Europe, America, Asia, Africa and elsewhere by scholars, such as Veerle Hulpian and Kim Walytens (2001) and Boyle and Bowden (1997). Scholars generally agree that quality education is one that gives learners relevant and useful knowledge, attitudes and skills to enable them live good lives full of competence and confidence. It is, however, emphasized that to achieve quality the learning process must be positive and helpful wherever learning takes place. Thus learning should help an individual to get knowledge, attitudes and skills that are relevant and applicable to life situations. Learners should be trained to cope with changes, manage relationships and to be equipped with sufficient information to make good decisions. Therefore, teaching and learning must give learners the tools to enable them cope with complex situations of life. This is the ideal education that needs to be attained and sustained, especially in developing countries like Uganda.

Education, including formal education, public awareness and training should be recognized constitute a process by which human beings and societies endeavour to reach their fullest potential. Education is critical to achieving environmental and ethical awareness, values and attitudes, skills and behaviour consistent with sustainable development and effective public participation in decision-making. Both

formal and non-formal education are indispensable in transforming people's attitudes so that they have the capacity to assess and address their sustainable development concerns (UNESCO, 2002).

Sustainability in education is an emerging but dynamic concept. It encompasses a new vision of education that seeks to empower people of all ages to assume responsibility for creating a sustainable future. It calls for education that will shape the world of tomorrow as the most effective tools through which society can confront the challenges of the future. Human progress increasingly depends upon educated minds: upon research, invention, innovation and adaptation. Educated minds and instincts are needed not only in laboratories and research institutes, but also in everyday walk of life. While education is not the answer to every problem, in its broadest sense, education must be a vital part of all efforts to imagine and create new relations among people and to foster greater respect for the needs of the environment. This underscores the need to have education that is sustainable from the grassroots to ensure people of all generations benefit (UNESCO, 2002).

Sustainability of education depends on resultant changes in behaviour and lifestyles. These changes are motivated by a shift in value systems and rooted in the cultural and moral precepts upon which behaviour is based. Without these changes, even the most enlightened legislation, the cleanest technology or the most sophisticated research will not succeed in steering society towards the long-term goal of sustainable development. Changes in lifestyle must be accompanied by the development of ethical awareness in which the inhabitants of rich countries discover within their cultures a new source of active solidarity, which will make it possible to eradicate the widespread poverty that now besets 80% of the world's population as well as the

challenge of environmental degradation along with its accompanying problems (Benjamin & Hanes, 2001).

Ethical values are shaped through education, in the broadest sense of the term. Education also essentially enables people to make informed and ethical choices based on their ethical values. Fundamental social changes, such as those required to move towards sustainable development, come about either because people sense an ethical imperative to change or because leaders have the political will to lead in that direction and sense that the people will follow them.

Therefore, the effectiveness of education for sustainability must ultimately be measured by the degree to which it changes the attitudes and behaviours of people, both in their individual roles, including those of producers and consumers, and in carrying out their collective responsibilities and duties as citizens (Benjamin & Hanes, 2001).

Proper education in the present sets the foundations for education in the future and contributes to sustainable development in its own right. This lesson has been identified from the work of UNESCO, governments, other international agencies, education systems and many other organizations and actors that seek to relate good education to national strategies and action plans for sustainable development, review national education policies and promote investment in education, all of which constitute three of the key objectives in the CSD's International Work Programme on Education, Public Awareness and Sustainability.

Similarly, basic education provides the foundation for all future education and learning. Its goal, as concerns those in the pre-school and primary school-age population, whether enrolled in school or not, is to produce children who are happy with themselves and with others, who find learning exciting and develop inquisitive

minds that begin to build up a storehouse of knowledge about the world and, more importantly, approaches to seeking knowledge they can use and develop throughout their lives (Orr, 2001).

Basic education is also integral to lifelong learning, especially in increasing the levels of literacy. It is further aimed at all the essential goals of education: learning to know, to do, to be, i.e., to assume one's duties and responsibilities, and to live together with others, as outlined in *Education: the Treasure Within*, the report of the Independent Commission on Education for the 21st Century Report published in 1996 by UNESCO. Basic education is, thus, not only the foundation for lifelong learning, but also the foundation for sustainable development. Access to basic education is, therefore, a major requirement for poverty eradication. Indeed, poverty cannot be eradicated without education (UNESCO, 2002).

2.3 Sustainability of Universal Primary Education

Every nation of the world today has come to an immediate and intuitive awareness of the urgency to build a sustainable future. The world may not be able to provide a precise definition of 'sustainable development' or 'sustainability' yet – indeed, even development experts still disagree over the precise definition of these terms. However, all agree that there is an urgent need for informed actions to attain sustainable development. They smell the problem in the air; they taste it in their water; they meet it in more congested living spaces and blemished landscapes; they read it in the newspapers and hear about it on radio and television (UNESCO, 1997). In the same way, sustainability of UPE is not a minor agenda; it is critical to the survival of basic education in developing countries of Africa, especially countries like Uganda that have in the past been ravaged by wars, diseases and natural calamities among other challenges.

Sustainable education is the best tool for laying a solid foundation for a nation's growth and development. It is also the tool for eradicating illiteracy and imparting knowledge and development of skills. Indeed, human resourcefulness, which is the bedrock of development, meaningful and purposeful living, can only be attained through education. Therefore, basic primary school education is the base needed to enhance economic emancipation (RADF, 2014).

The issue of educational sustainability was addressed in the Dakar Conference on Education for All held in 2000. It was emphasized that the success of the UPE project is to be measured not only in relation to whether or not it is meeting its goals but also by its sustainability. The sustainability of UPE relies upon the national political commitment to the education sector in countries. Political commitment provides an environment conducive to more support in form of financial aid and other factors like community support. UPE should be viewed as a long-term and more predictable commitment projected not just as a human right, but 'as the key to sustainable development and peace and stability' (WEF, 2000, p. 2). Moreover, beyond this much generalized ambition, there were calls for sustainability of UPE from the start, for example in the demand for UPE to be delivered within 'a sustainable and well-integrated sector framework' (WEF, 2000), and also in the emphasis on UPE plans being based on (national) sustainable financial frameworks.

It is noteworthy that discourses on educational sustainability are not aimed at determining how foreign financial aid may be sustained, but are principally about the crucial need for country resources to be available not just to support UPE in the short-term but to also sustain it in the long-term. Equally, UPE has to be a country's responsibility, first and foremost, and as such there needs to be 'real and sustained

ownership' of the UPE goals among local educational stakeholders. The emphasis on 'sustained political commitment' has also been made thus: "No countries seriously committed to education for all will be thwarted in their achievement of this goal by lack of resources" (WEF, 2000, p. 16). In fact, there is more emphasis in the Dakar Conference documentation on the crucial need for 'sustained political commitment' at the country level than at the donor level. This implies that it is up to governments like that of Uganda to find possible avenues to ensure UPE is fully sustainable in the long-term.

The WSSD Report reinforces the two Education MDGs (on Universal Primary Education and Gender Parity), and the Dakar UPE Goals. The reason for this is that "Education is critical for promoting sustainable development" (WSSD, 2002, p. 51). However, little investigation has been done on this assumed relationship. Thus, according to the Delors Report of 1996,"The notion of sustainability further complements that of human development" (UNESCO, 1996, p. 78). The discourse is no longer just about 'sustained long-term' support as was the case in Jomtien, but it includes the terms 'sustainable' and 'sustainability'. This became one of the differences between Jomtien and the World Education Forum (WEF), ten years later, in 2000. Sustainability is a crucial ingredient of stability and perpetuity of any project life.

The environmental, social, cultural and political sustainability of development efforts are essential for the security and well-being of people and the functioning of the complex, interdependent global system now emerging (OECD & DAC, 1996, p. 5). Over twenty years ago, at the World Conference on Education for All in Jomtien in March 1990, the term 'sustainability' was hardly used, except in respect of one of key

concerns in the notion that development agencies should get involved in extended commitment to support national and regional activities in UPE. As such, the meaning of 'sustained', it is married with 'long-term' commitment to provide support for projects. Accordingly, development agencies established policies and plans in the 1990s in line with their commitments *to sustained, long-term* support for national and regional actions and increased their financial and technical assistance to basic education (WCEFA, 1990). However, this 'aid commitment' needs to be set alongside an equally strong focus on the need for 'the long-term commitment of governments and their national partners' to reach the targets they have set for themselves. In other words, Jomtien was far from being merely concerned with aid commitment only; it was also about the sustained political commitment of UPE (King, 2008).

UPE sustainability in some African countries is threatened by cultural values, practices, vices such as corruption, war among other problems. Semana (2007), in a study titled *Addressing Quality Education in Uganda: Challenges and Dilemma in Western Uganda*, observes that there is rampant cheating in examinations at all levels of education because of corruption and the culture of merely teaching and learning to pass examinations. This is evidence that sustainability of UPE is threatened by pressure to appear to perform at the expense of quality. It also means that the struggle to attain UPE sustainability should be equally marched with strategies to curb moral decadence and unprofessionalism among other vices in the educational sector. Problems of corruption, low salaries and poor career mobility have contributed to the uncertainty on sustainability of UPE programme in Uganda (Semana, 2007).

2.4 General View of UPE Programme

According to a United Nations Educational, Scientific and Cultural Organization (UNESCO) (2013) report, Uganda ranks 11th in the world among countries with the highest number of children out of school. UNESCO Director General, Irina Bokova, has expressed concern that many children will never start school while those who do are at risk of dropping out before completing the primary cycle.

The lack of progress in reducing the number of children who are out of school confirms the general fears that developing countries may not achieve the MDG on universal primary education by 2015 (Bokova, 2013). According to Bokova (2013, P.1), "We cannot meet this news with further inertia. On the contrary, we must sound the alarm and mobilize political will to ensure that every child's right to education is respected." Nigeria has the highest number of out of school children at 8.7 million, followed by Pakistan with 5.4 million, Sudan (2.8 million) and India (1.4 million).

The UNESCO (2013) report shows that about 58 million children aged 6 to 11 are still out of school worldwide, indicating little overall improvement since 2007. Yusuf Nsubuga, the Director of Basic Education at the Ministry of Education, says all stakeholders, including the learners, schools, teachers, communities and parents, need to pool efforts to improve the situation (Ahimbisibwe, 2014). Nsubuga further remarks that "If we don't have these areas harmonized, we can't get it right. For us to meet the MDGs and maintain the standard, people should stop looking at government only but also contribute to changing the current situation" (ibid. pg 2). At least 17 countries have reduced their out-of-school populations by almost 90 per cent by investing in positive actions like abolishing school fees, introducing more relevant curricula and providing financial support to struggling families (Ahimbisibwe, 2014).

It is suggested that three areas need to improve rapidly to accelerate enrolments. These are: provision of good infrastructures, textbooks and materials, and teachers. Innovative and interim approaches are needed in all three areas, but they must be directed, especially, at ensuring quality learning. Even with stepped up implementation and innovative approaches to deliver in the informal systems, a variety of complementary educational opportunities would be needed simultaneously to reach the very poor, the marginalized and drop-outs (Eilor, 2004).

According to Avenstrup, R et al (2004) the starting points for Universal primary education in each country were also different. In Kenya, Uganda and Lesotho enrolment and completion rates had been rising in the late 80s, but started declining in the 90s. In Kenya, for example, the GER rose from 50% in 1963 to 115% in 1987, but dropped to 85% by 1995. In 1990-91, the NER in Lesotho was down to 73%, and in Malawi 50%. The decline was mostly due to economic recession , household incomes were decreasing owing to outside influences such as falling prices for agricultural exports, unemployment , and devaluations, all leading to rising prices, and other factors such as civil unrest, drought etc. Nonetheless, some of the organizational structures for education remained in place in Uganda, Lesotho and Kenya as a basis for introducing Free Primary Education, even though weakened by structural adjustment programmes or other factors. Malawi, on the other hand, lacked many of the structures (i.e. a directorate for teacher education, and an EMIS unit) even though it was also gradually increasing enrolment. Just before the onset of Free Primary Education in each country, the net enrolment rates were: Malawi 60%, Uganda 63%, Lesotho 68%, and Kenya 68.5%. Difference in school ownership has been an additional factor to contend with, since Free Primary Education involves greater public investment in education. Christian denominations still have a legacy of

influence in the post-colonial educational systems in all four countries, but in different ways and to varying degrees. In Malawi, the situation was resolved by merging both assisted and unassisted schools into the same category and all financing being taken over by the government. The situation was most difficult and complex in Lesotho, where several different denominations were the actual proprietors of over 90% of the schools; the government paid the teachers' salaries and some materials, but had little say in the running of the schools. Free Primary Education meant that proprietors would lose their source of income from parents grade by grade as it was phased in. At the same time, school committees were to have a greater say in the running of the school, and government would gain more control over the system. In addition, it must be borne in mind that difference between social and cultural contexts within each country are as great as those between the four countries.

However, this study did not go into details in the many contexts which together make up a country, but concentrate on the overall regional perspectives

2.5 Similarities of UPE Features in Eastern African Countries

There are a few key features in relation to free primary education which are common to four Eastern African countries, namely Malawi, Kenya, Uganda and Lesotho. All have been, or still are, emerging from one-party states to multi-party democracies, and free primary education has been a central issue in the political discussions leading up to periodic elections. The UPE programme in all the four countries has faced many challenges such as high poverty rates, high illiteracy rates and low enrolment and completion rates. All the four countries are struggling with the challenge of reaching out to remote areas where poverty is worst and where improving access to education is a major issue (Okuni, 2003). This is very true of upcountry areas of Uganda like the Rwenzori Region.

In all the four countries, there is an acknowledgement of the need for free primary education, but lack of political goodwill and political instability in some cases has prevented its full implementation. Thus, in each case the trigger event has had to be a top-level dynamic political initiative and there has been very little time for planning, what Michael Fullan (2008) describes as the "Ready, fire, aim!" approach. In addition, it has been extremely difficult to work out accurate predictions for planning owing to both unreliable statistics and the unpredictability of educational reform processes (Okuni, 2003). Therefore, in most parts of the Eastern Africa region it would not be feasible to expect a successful UPE policy unless education is absolutely free. Besides, other factors such as cultural beliefs and practices may still continue to keep a number of children out of school.

2.6 Sustainable Quality Education in Uganda

Between 1972 and January 1986 Uganda experienced political turmoil and insecurity that hugely devastated most of its services. Educational institutions and infrastructure, among other public service sectors, were run down. Therefore, sustainability of education in Uganda has remained a pipedream. So far issues of access, equity, corruption, politicization of educatio and quality education have been of great concern to Uganda's government. In the period of political instability, the education system particularly at the primary school level suffered from the neglect. The quality of education deteriorated with drops in enrolment rising to 50% and a high drop-out rate of 7.8% in the lower grades of the primary school level as well as high attrition rate of 50%. The period also registered a drop in completion rate to 50% with big differences among geographical locations and individual schools as well as an overall low efficiency of total cost per child. This resulted in parents having to contribute 50-75% towards school and staff salaries (Ministry of Education and Sports, 2001).

According to the Ministry of Education and Sports (2001) report, soon after the National Resistance Movement (NRM) came into power in 1986, an Education Review Commission (ERC) was set up in July 1987 to appraise the entire existing system of Education in Uganda and recommend measures and strategies for improving the system. The Commission came up with recommendations for implementation beginning in 1992. As a result, major reforms and innovations were affected. Despite these efforts, evidence on the ground show that sustainable quality education is far from being achieved and there seem to be no clear plans and strategies to ensure sustainability of UPE is achieved. This study, therefore sought to investigate the strategies put in place to ensure UPE sustainability in Uganda.

2.7 Implementation UPE Policy in Uganda and Other Countries

The World Conference on UPE held in Jomtien, Thailand, in 1990 and the Dakar Conference in Senegal (2000) brought a paradigm shift to the education system. The two conferences acknowledged that education is a human right. Generally, education quality and gender disparity have been the major barriers to quality education access in most developing countries like Uganda (Boyle *et al*., 2002). As such, the UPE policy has the potential to enable the poor who were initially marginalized to break from their poverty cycle.

UNICEF notes that one out of every five girls in school is unable to finish primary education cycle in Uganda. It is reported that countries charging school fees have the largest number of girls out of school (Save the Children, 2005). The Ugandan government contends that compulsory UPE is the best way to give equal opportunities for boys and girls to attend school and also deal with the national problems of poverty and disease.

In Uganda, enrolment levels hit 70% in 1997, Cameroon saw an increase from 88% to 105% in 1999, in Tanzania the rates increased from 57% to 85% in 2001 and in Kenya enrolment went up to 90% in 2005 (MOEST, 2008). Increase in enrolment is seen as a positive sign of achievement of one of UPE goals in many countries, especially Uganda. This is because greater access to quality education is a means to eradication of illiteracy and subsequently poverty. The Ugandan government continues to pride itself for the great strides it has made it terms of school enrolments. However, the drop-out rates have caused many to relapse to the effects of poverty, child labour; HIV/AIDS which continue haunt the government's educational efforts (Ayieke, 2005). All these issues also pose great challenges to the sustainability of the UPE programme in Uganda.

The introduction and implementation of UPE in Uganda resulted in the abolition of school fees and Parents Teachers Association (PTA) charges. This was a cause of jubilation to many parents, especially the underprivileged. Indeed, the government of Uganda has demonstrated commitment to UPE by increasing financing to the education sector (Bategeka & Okurut, 2006). Nevertheless, according to Kakuru (2006), parents still bear the burden of providing school materials such as exercise books, pens, pencils, building funds and uniforms, all of which in some cases could lead to children from poor backgrounds dropping out of school before completion of the whole primary school cycle. As a result, the sustainability of the UPE programme is under scrutiny.

In an effort to make education accessible to all, the Government of Uganda has also established more schools, employed more teachers and distributed some instructional materials to these schools (Mikiko & Keiichi, 2008). These were meant to respond to

high enrolment rates engendered by the introduction of UPE. Despite government efforts, statistics still show that the available schools, teachers, educational materials are inadequate for the number of pupils, a fact which has further contributed to the existing problem of school drop-out (Tomasevski, 1999).

A domestic household survey in Malawi has shown that household costs are still involved in primary education: 80% of households pay for school materials, 70% for uniform, 60% for a school development fund and 33% for food at school (Avenstrup, Liang & Nellemann, 2004). With a gap of nearly 18% in school attendance between the lowest and highest quintiles of the population, it is probable that for the very poor, direct cost is still a problem (ibid.). This is why this study examined the sustainability of UPE in the Rwenzori Region of Uganda which has a mixture of rural and urban characteristics.

2.8 UPE Policy Progress in Uganda

Although Uganda has, together with its development partners, achieved remarkable results in primary education, massive investments are still needed to realize a sustainable improvement of the quality of education (IOB Impact Evaluation, 2008).

UPE provides "free" education to all primary school-going age (6-13 year old) children in Uganda on a cost-sharing arrangement whereby parents are expected to provide exercise books, pens, uniforms plus lunch at school. Originally, UPE provided for "free" primary schooling for only four children per family (Akim O, 2003).

The introduction of UPE made enrolment in government-aided primary schools in Uganda to almost double within a year from 2.3 million in 1996, and total enrolment has continued rising to approximately 7.3 million in 2002, up from 6.9 million in

2001. Such an increase in UPE enrolment has resulted in high pupil to teacher/classroom/textbook ratios (Akim, O. 2003).

It has been over 17 years since UPE was adopted in Uganda. It is, therefore, important to examine the sustainability and performance of this programme. The Ministry of Education statistics indicate that because of UPE, gross enrolment increased by 73% in one year from 3,068,625 pupils in 1996 to 5,303,564 in 1997; and by 2003, gross enrolment in primary schools was 7,633,314, an increase of 149% (Namulondo, 2008).

Namirembe Bitamazire (2008 p.g 6), the Uganda Minister for Education, remarked that "Education quality as measured by standard indicators such as pupil to teacher ratio, pupil to classroom ratio and pupil to textbook ratio has improved since UPE started UPE has also addressed gender disparity". These were the immediate results of a stable UPE programme in Uganda. This study, however, sought to examine the current problems facing UPE and how the programme can be made to thrive beyond 2015, the deadline for MDG goals. The study examined the factors that influenced UPE programme sustainability in the country. By 2003, Wood (2008) estimates that there were 10,460 government-owned primary schools compared to 1,705 private primary schools and 1,121 community schools in Uganda. Currently, there are over 15,000 primary schools in Uganda (private, government and community schools) (ibid.).

The number of primary school teachers almost doubled from 81,564 in 1996 to 145,587 in 2003 representing a 78% increase, yet in the decade preceding the introduction of UPE, the number of teachers increased by only 8,594 (12% increase). The teacher to pupils' ratio has risen from one to 100 in 1996 to 1 to 50. The UN

Education for All (2000) encouraged nations to dedicate at least 20% of their national budgets to education. The share of Uganda's national budget to education increased from 13.7% in 1990 to 24.7% in 1998. Expenditure rose from Ush 44 billion in 1996 to Ush 136 billion in 1998 (Bategeka, L. and Okurut .N, 2006).

Funding to the sector increased significantly from 2.1% of GDP in 1995 to 4.8% in 2000. In the 2009/2010 budget, funds to the education sector increased from over Ush 800 billion to Ush 1 trillion. UPE took Ush 451 billion of the 2008/09 budget. This research broadly sought to describe the positive and negative changes in primary education since the introduction of universal primary education (UPE) in Uganda. It also endeavoured to make a critique on the general performance of UPE and make recommendations on the bottlenecks of UPE's quality in Uganda (Bategeka L, and Okurut N. 2006).

Uganda has implemented UPE since 1997 resulting into rapid enrolment in primary education. An additional 1.1 million girls and 1.2 million boys enrolled at the time. In 2001, the number of children enrolled was more than double the 1996 number (from 3.4 to 6.9 million) (MEOS 2001). According to the World Bank Education Notes (2002), enrolment ratios have improved dramatically in Uganda: the gross enrolment ratio first rose to 123% in 1997 and then decreased to 117 per cent in 2000. The World Bank (ibid.) further reports that Uganda has been successful in narrowing primary enrolment gaps between the rich and the poor and between boys and girls, which is a great achievement for government of Uganda in its efforts to ensure UPE is sustainable (Okuni, 2003). The World Bank (ibid.) also asserts that the wealth bias that characterized access to primary education prior to UPE had been eliminated by 1999. According to the (World Bank 2002), the success of Uganda's "big bang"

approach rested on the following factors: strong political commitment and placing primary education at the centre of the Government's Poverty Eradication Action Plan (PEAP).

2.9 Decentralization of UPE Services in Uganda

The implementation of decentralization policy in Uganda has in general involved the devolution of functions from the Central Government to Local Government. This is a consequence of the Local Government Statute of 1993 which provides for transfer of power and services to the people in upcountry areas like in the Rwenzori Region. This was made more eminent by the 1995 Constitution and the Local Government Act of 1997 which further fixed the principles of decentralization by empowering the Local Government with responsibilities for local councils, such as sub-counties and divisions. The advantage of decentralization is that it has enlisted the participation of local communities in providing UPE services. The reforms have contributed significantly to access, equity and, to some extent, quality in education to the people in rural areas. In 1997, Universal Primary Education was declared along with provision of free education. It was announced that all children of school going age would from then access education for free. This is meant to enable children from poor families to access education and acquire basic skills necessary for life (Mwesigye A. 2015)

Semana (2007) says that primary school classrooms have been constructed to replace those destroyed during the years of insurgency and to cater for the rapid rise in enrolment. To increase the number of schools at this level, the government has also been taking over community schools, staffing them with teachers and paying their salaries. Between the years 1990 and 2000 over 4000 schools were grant-aided. A total of 767 primary schools were grant-aided in the financial year 1999/2000, raising

the number of primary schools to a total of 10,597, of which 9,060 are government and 1,481 are private, while the rest are considered community schools.

The Education Standards Agency was established to regulate and oversee operations of educational institutions, especially at the basic levels. This was meant to enhance access, equity and quality of education. However, these desired elements have never been met to date. The situation is dire in the rural areas like the Rwenzori Region.

The poor level of education and the general state of poverty in Rwenzori Region, as in many other parts of Uganda, pose a threat to sustainability of UPE. This study sought to understand the state of sustainability of the UPE policy in relation to issues of teacher training, enrolment of pupils, retention, completion and grade transition, infrastructures, government and foreign aid, community support, among other, factors that influence the sustainability of UPE (Semana, 2007).

2.10 Status of Education in Rwenzori Region

Today, Uganda's primary schools are situated in settings that are more conducive to learning than they were twenty years ago. There are fairly well constructed classrooms and textbooks materials are available to more pupils. Teachers are better trained in some parts of the country and enrolments have significantly increased. However, as the national assessments in Mathematics, English and Science have shown the learning outcomes of pupils have not improved significantly, especially in upcountry areas of Uganda like the Rwenzori Region (R.A Semana, 2007). This shows that UPE is facing some challenges that tend to compromise academic achievements of learners. This failure to improve has been attributed to the fact that Uganda's educational system has no clear priorities for UPE sustainability. The system lacks fully grounded strategies and structures to make UPE more stable and

robust. Recognizing such problems, the Irish Aid, as part of its on-going support of UPE in the country, has taken up at task of identifying key root causes of the these problems and then establishing strategies to make UPE stable, especially in the Rwenzori Region in Western Uganda. This region was thus chosen for a case study in order to establish the state of sustainability of the UPE programme and generalize the findings to other parts of the country. Uganda's UPE programme is implemented in the five established Rwenzori Districts of Bundibugyo, Kabarole, Kamwenge, Kasese, Kyenjojo represents the national pattern of issues encountered by UPE programme in the country (ADEA Biennale, 2006).

Existing literature shows that there is a high drop-out rate between Primary One and Primary Two (P1 and P2) in the Rwenzori region. Primary Six and Primary Seven (P6 and P7) are at the pre-UPE levels in Uganda's education system. It is expected that retention rates in primary level in the Western Region will at least reach the levels evident in Kampala and other major towns of the country (ADEA Biennale, 2006). Pupils' performance as measured through SACMEQ6 assessments in 2005 found 26% of P6 pupils illiterate and 39% innumerate. NAPE results for 2009 paint a worse picture: inadequacy amongst P6 pupils is 49% for numeracy and 52% for literacy. Half of Ugandan pupils, who make it through to P6, are in effect failing. This raises a question as to whether or not UPE is actually serving its purpose of improving literacy and numeracy levels in Uganda. Trends of achievement at P6 measured through NAPE, however, show some improvement since 2003 and this took place during a period of continued expansion: proficiency in numeracy improved from 21% in 2003 to 53% in 2009 and in literacy from 20% to 48% in 2009 over the same period. The ESSP recognizes the centrality of teachers to raising educational standards. The capacity to produce and sustain sufficient and appropriately trained teachers, to

deploy them equitably and manage them effectively is challenges being addressed in ESSP (Appraisal Report, 2010).

Educational quality assurance structures, procedures and criteria or indicators are in place but they do not function as expected and planned. In fact the main challenge in Western Region is the large number of untrained teachers in. The educational structures and performance in the five Rwenzori Districts reflect the national patterns of education in general. Enrolments in Bundibugyo District, which is isolated behind the Rwenzori Mountains and next to the Congolese border, have grown almost three-fold since 1996 to almost 65,000 pupils. Because of its isolation, the District has a significant quantity of unqualified teachers and communication is difficult. This District's pupil performance on PLE has been among the weakest in the country in the last few years (e.g. about 21% in Divisions I and II in 2003). Kabarole District's enrolments have increased by nearly 125% in the same period to about 225,000 pupils when the old District boundaries are considered (including Kamwenge and Kyenjojo which separated in 2000). The District, seat of the Toro Kingdom, has mostly qualified teachers, and its PLE pass rate in 2001 was 60% in Divisions I and II of the PLE in 2001. Kamwenge and Kyenjojo Districts' PLE results have been more similar to Bundibugyo's, reflecting the pressures of enrolment growth in underserved areas. In 2003, 33% of Kamwenge's P7 exam takers passed in Divisions I and II, while the same figure in Kyenjojo was only 27.4%. Clearly, the quality of primary schooling in the five districts is in need of attention, and this is the case with other parts of the country (ADEA Biennale, 2006).

With the introduction of the universal primary education (UPE) programme in Uganda, primary school enrolment increased from 3 million in 1997 to 7.6 million in

2003, more than doubling enrolment in a span of just six years. Other achievements of the UPE include increasing numbers of classrooms and latrines, an improvement in the pupil-book ratio, reducing the pupil-teacher ratio and significantly increasing the pool of primary-school teachers. This is a sign that education in Uganda can be sustained despite the challenges (MoES District Performance, 2008).

Despite the progress made, many challenges relating to equitable access and completion remain. Out of the total population of 6- to 9-year-old boys and girls, it is estimated that about 3 in 10 have never attended school. These figures do not take into account the multitudes that drop out before completing the first cycle of schooling. There are indications that more than two-thirds of the children enrolled in primary school may not complete the primary education cycle within the stipulated time. The fact that almost half of the 6-year-olds do not enter school at the officially prescribed age partly contributes to this (MoES District Performance, 2008).

The situation is comparatively worse in the northern and western districts, where access to most social services has been constrained by conflict, poverty, natural catastrophes, tribal clashes, diseases among others. This has led to low enrolment; attendance and retention are affected by quality, among other factors. In the north as a whole, almost 17 per cent of men and 34 per cent of women have never attended school. Bridging gender gaps in basic education also remains a major challenge. Examination (PLE) registration data (2007) indicate that girls perform poorly with only 42 per cent passing well enough to join secondary schools. In terms of staffing, females continue to occupy less than 25 per cent of the teaching posts in primary schools compared to 41 per cent nationally (MoES District Performance, 2008).

Clearly, the achievement of the education-related MDGs in light of these hardship areas is untenable unless urgent, targeted and coordinated interventions are put in place. The campaign to provide a framework for accelerated and coordinated response in targeted areas of the country disadvantaged by armed conflict, floods and epidemics is an important one (MoES District Performance, 2008).

2.11 Factors Influencing Sustainability of UPE in Uganda

The investments made by the Ugandan government in the education sector are facilitated by the introduction of the Sector-Wide Approach (SWAp) and General Budget Support (GBS). SWAp and GBS have helped in pooling of funds and created the conditions for a more focused coordinated and efficient approach. In this way, SWAp and GBS have contributed to the feasibility of free primary education and the large investment programmes needed to support the resulting increase in enrolment (IBO, 2008).

Universal Primary Education (UPE) is one of the paths to attaining MDGs by developing countries. The government cannot steer the UPE project alone. Faced with the huge political and public administration challenges, citizens are needed to ensure UPE is sustained and great strides of performance recorded. There are key factors that determine the sustainability of the UPE programme. This study examined these determinants in order to show whether or not they have worked in ensuring the UPE programme in Uganda is stable and meeting the intended objectives.

2.11.1 Government Commitment

The government of Uganda has made serious strides in the implementation of the UPE programme. Some of these steps include: adoption of the sector-wide approach to funding education in order to maximize benefits; decentralization of governance and management of education; adoption of UPE in 1997; expansion of infrastructure

in schools; introduction of affirmative action towards the education of the girl-child and vulnerable groups; promotion of private-public partnerships, and promotion of guidance and counselling in schools. It is also noteworthy that fourteen (14) Primary Teachers' Colleges, among other initiatives, have been established to meet the increased teacher requirement brought about by the UPE programme. The government has also decentralized the management of adult literacy and both primary and secondary education, although the implementation of the latter has not been fully done. Apart from improving participation, decentralization strengthens supervision. Despite the decentralization drive, some aspects of management remain centralized. The Universal Primary Education has seen a rise in gross enrolment from 2.5 million pupils before the introduction of the programme to the current 9 million. This phenomenal increase in enrolment is all pegged on the government's commitment to ensuring the UPE programme remains a sustainable and successful (Oonyu, 2012).

Makau (2001) reiterates the need for Uganda to proactively consider long-term sustainability of social development initiatives beyond the stated Millennium Development Goals. Therefore, as Uganda struggles to meet the enormous UPE demands, it must think of ways to ensure the programme thrives beyond the year 2015 deadline for MDGs.

The Ugandan government has done a lot on the funding of UPE activities. This is evidenced by the matching of the steadily increasing enrolment with the increase in the UPE capitation grant. Despite this, there are a number of problems that UPE is still facing as regards funding that could still threaten the sustainability of the programme. The monthly pay for teachers, which is still very small (a primary school teacher earns 200,000 Uganda shillings which is an equivalent of USD 100 per

month), needs to be reviewed and improved to help teachers meet their needs (Makau, 2001).

2.11.2 UPE Policy Implications Procedures

It has been established that teacher education, credentials, experience and teaching subject preference can make a difference in student achievements, but these effects are not as systematic as might be expected. This finding is important, given the new financial reality facing most schools as a result of Uganda's large budget deficits (Oluka & Opolot-O, 2008).

Existing literature has also shown that among primary school pupils who are boarders, an individual pupils' rate of learning tends to be strongly and positively influenced by their initial achievement in their cohort and, with somewhat lesser consistency, that of students in his or her classroom who are day-scholars. Clearly, grouping of learners in school or across schools based on ability can positively influence student achievements in major ways if it is carefully done to ensure multiple abilities are incorporated in each group.

2.11.3 External Funding

Since 1999, the government of Uganda, aided by its partners, has mobilized resources to improve the quality of education in general and primary education in particular. Increased financing has enabled the sector to implement programmes such as Universal Primary Education (UPE), to build capacity in MoES as well at district level, and to establish strong partnerships between the public and private sector. The MoES developed two sector plans, the *Education Strategic Investment Plan* (*ESIP 1998-2003*) and the *Education Sector Strategic Plan* (*ESSP 2004-2015*) meant to improve access, quality, equity and efficiency in the delivery of sector services (IBO, 2008).

Together with other international donors, Irish Aid is working with the Ugandan education authorities to improve the education system, ensuring lasting change. The agency assists in educational programmes such as addressing the low levels of basic skills, like numerical reasoning and literacy, through curriculum reform and increasing the number of trained teachers, thereby reducing class sizes. In 2007, Irish Aid contributed over €9 million to the Ugandan education sector and also provided technical assistance (IBO, 2008).

In January 2006, the Netherlands agreed on a new Joint Assistance Strategy for the Republic of Uganda (UJAS) for the years 2005-2009 with seven other development partners. This strategy paper outlines developments within Uganda, opportunities and risks, the strategic principles of the eight partners, financing scenarios and a results-based monitoring and evaluation framework (GoU & EDP, 2009).

In Uganda, donor coordination is making much progress through SWAps. This is evident in every sector and the education sector is said to be one of the front runners of donor coordination along with the health and water sectors. In the education sector, SWAps began in full swing along with the ESIP formulated in 1998 as the first development plan for the sector. The Government of Uganda and donors to the education sector agreed in the form of a MoU on collaboration to achieve the NDP, MDGs and UPE goals (GoU & EDP, 2009).

The education sector in Uganda receives financial aid from Belgium, the Netherlands, the EU and Ireland. The JICA, USAID and international aid organizations provide off-budget project aid along with those that provide financial aid (EDP, 2012). Of the donors providing financial aid, only Ireland contributes to Poverty Action Fund (PAF) in the education sector, while the World Bank and most Western donors provide

general financial aid (or contributions to the general PAF). Those providing financial aid have a strong say and hold a leading position in debates on compliance with the Paris Declaration and partnership principles. However, no attempts have been made to exclude project-type assistance (Arakawa, 2009). The UNICEF is the main player in the pre-school and primary education sub-sectors with the World Bank and the Netherlands being quite active. In the secondary education and BTVET, the prominent donors are the World Bank with Belgium and Ireland (GoU & EDP, 2009).

Netherlands started to devote more attention to basic education in Uganda. In 1992, the Dutch government recognized that its support of basic education was not in line with the problems and needs of developing countries. At the time, several computations showed that a tenfold increase of international support would be required in order to realize the UPE goals. Already, then, the Netherlands had concluded that donors would have to collaborate more effectively and adjust their policies to national priorities. While still mainly implementing its own projects, the Ministry of Foreign Affairs gradually moved in the direction of sector support. The main shift occurred in 1998 when the new Minister for Development Cooperation announced the introduction of the Sector Wide-Approach as the main organizing principle for bilateral aid (IOB, 2006). In accordance with this new policy, the Ministry formulated its policy principles in the document on education as a basic human right, development cooperation and basic education: policy, practice and implementation (Netherlands Ministry of Foreign Affairs, 2000). The Dutch policy on basic education aimed at the sustainable improvement of high quality education systems in developing countries, which are accessible to all and contribute to a more democratic and equitable society (Leliveld, 2006). Foreign aid is paramount to

running of UPE programme in Uganda but alternative means are required to ensure that UPE is sustainable beyond foreign aid.

2.11.4 Community Participation and Commitment towards the UPE Programme

The history of Uganda's formal education shows that parents and community members have tirelessly contributed towards the construction of schools for their children. They make the bricks and tiles, carry the water, roof the buildings and eventually provide finishing for the school buildings. This shows their commitment to making UPE programme grow and develop. Currently, schools rely on community participation for their success. Parents are increasingly more enlightened and are becoming more vocal, demanding accountability on the methods of teaching and the content taught to their children. Parents are also keener on how the fees they pay are being spent by schools. Above all, parents are interested in helping improve the quality of education their children receive. This is as sign that UPE programme can survive beyond political influences among other factors (The Ministry of Education and Sports, 2001)

Uganda's Ministry of Education and Sports, within the Reform, has articulated the need for parents to take interest and get more involved in their children's learning. This is a crucial need. Parents are their children's first and most influential teachers. The Ministry argues that parents must be empowered to actively participate in making learning more effective, qualitative and interesting. The Ministry has, therefore, developed training materials that will guide parents to improve the quality of education. The training approaches are easy to follow; they are participative and capable of generating insightful discussion with parents, drawing on their rich experience. It is interesting to note that Uganda's UPE is thriving regardless the challenges it encounters (The Ministry of Education and Sports, 2001). Nevertheless,

the government also needs to educate the community the benefits of UPE to the society before they give the full support is given. This applies to all other places of the world where UPE is being implemented. It is, therefore, expected that community and parental backing of UPE will enhance ownership, enable the programme to be self-sustaining and ensure it produce the desired results in Uganda beyond 2015 MDGs target.

2.11.5 School Infrastructure

Education is a basic need and a basic right to all citizens of Uganda. In Uganda, performance ranks high on the national agenda, with educators and policy makers focusing on testing, accountability, curriculum reform and teacher quality, school choice and related concerns. Conspicuously, there has been no evaluation of how school conditions affect teaching and learning, even though extensive literature exists that links school facilities to the quality of education and to teacher morale and teacher productivity (Mark, 2003).

Random trials have provided evidence from several developing countries. In Nicaragua, workbooks and radio instruction raised pupils' Mathematics scores (Jamison *et al.*, 1981). Text books raised test scores in the Philippines, but in Kenya text books have had effects only among the best students, perhaps because reading of text books is difficult for most students (Glewwe, Kremer & Moulin, 2006).

Examining Indonesia's school construction programme, Duflo (2001) has found that the large scale construction of (primary) schools led to increase in educational attainment. This programme was designed to place more schools in regions with a relatively low school density. A similar programme focusing on underserved regions such as the North Eastern and rural districts of Kenya could promote increased

secondary school enrolment. In Uganda, between 2000 and 2005, the total number of classrooms increased by 60% as a result of the continued construction of classrooms under the School Facilities Grant (SFG). Approximately 80% of the classrooms are built under the SFG. Between July 1999 and July 2005, the MoES built approximately 33,000 classrooms. Their quality also improved. This implies proper infrastructure is very crucial in creating a good environment for learning. However, in Uganda there some places with proper infrastructures but enrolments and completion rates are still lacking, one example being the Karamoja region.

2.12 Challenges of the Sustainability Universal Primary Education in Uganda
2.12.1 Decline in Quality of Education

According to (Mwesigye A. 2015) there are fears that perhaps with the massive number in primary school enrollment without commensurate expansion in facilities, teachers and teaching learning materials may have compromised the quality of education. The Ministry of Education and Sports has raised this concern in its reports which say that the quality of teaching has probably been affected by the adverse pupil - teacher ratio after the introduction of UPE. In all countries of Africa, in which UPE was instituted, the elimination of the direct costs of schooling created an instantaneous large increase in school enrollment. Grogan (2008) notes that enrollment increased nearly by 70% in Malawi, 75% in Lesotho, and 22% in Kenya. However, the aggregate increase in primary school enrollment in Uganda was far beyond service delivery. In reference to Uganda, Aguti (2002) furthermore adds that UPE quality may have been compromised by the low morale of teachers.

There is an overemphasis of increased number of enrolment to the detriment of quality education. Issues to do with quantity and quality of primary education cannot be addressed or achieved in isolation from each other. Expanding accessibility is relatively meaningless, unless the education provided contributes to the acquisition of knowledge and development of skills. This indeed raises questions of strategies of

sustainability of UPE. As Uganda moves towards 2015, the year set for achieving Millennium Development Goals, citizens should be worried that national efforts have focused, almost singularly, on the easy-to-measure goal of accessibility. National commitment to improving the quality of school education remains unclear since current country success is measured by achievement levels of universal access to school by boys and girls. Unfortunately, appropriate school education is overlooked in the pledge to get every child to school.

Despite the success of UPE, UPPAP2 findings (UPPAP1, 2011) raise serious concerns about the implementation of the policy in Uganda. Although it is a key policy priority to considerably improve the quality of primary education (ESIP, 1998), deterioration in quality of primary education has been cited as a major problem in most parts of Africa, including Uganda, due to many challenges (Kiwanuka, 2011).

UPPAP2 has established three major indicators of deterioration in UPE quality in Uganda, namely: the poor/low UPE output and inputs, and the low system efficiency. The cross-cutting indicator of low UPE output most frequently mentioned is the very few or declining number of PLE candidates passing in the first grade/division. Inability to read and write or speak good English is also another indicator of poor UPE output frequently cited. UPE quality decline is also gauged using many indicators of poor or low inputs, including the inadequate numbers of trained teachers and many untrained teachers, poorly motivated teachers, inadequate textbooks and other teaching aids, lack of UNEB exam centres, inadequate classrooms and desks, among others. There is also widespread concern over the policy of "automatic promotion" of pupils to higher grades up to PLE coupled with the inability of some pupils to read and write or speak good English. "Automatic promotion" is said to

encourage emphasis on simply doing or sitting for exams, and not on passing the exams. Hence, absenteeism is rife during most of the year except during end-of-year promotional exams. As a result, pupils do PLE while still academically weak, as one "brick-maker" explains below:

> UPE emphasizes promotion rather than efficiency. It is so bad that children in UPE schools can neither read nor write their names, yet they keep on being promoted to higher classes. UPE promotes failures, for example, a child who scores 80 marks out of 400 can take the 12th position out of 600 pupils. These are all failures and yet they are promoted to the next class (a brick maker's view of UPE quality in Busanzi B, Bugiri District) (Kiwanuka, 2011, n.p).

The 2002 indicators for GER and GIR in Uganda are 140.5% and 193%, respectively. These figures suggest that there are still many pupils who begin primary schooling when they are older (or younger) than the official starting age of six years, and who repeat grades. The latter is also indicated by the increasing number of those who repeat from 9.5% in 2001 to 11% in 2002, and the declining figures for survival rate to the end of primary schooling from 66% to 58% over the same period. These indicate low levels of system efficiency and quality of learning in Uganda (EFA Global Monitoring Report, 2002, p. 19).

There is also a general sense that, in spite of a programme like UPE that is aimed at eliminating the cost of primary education, government's effort to increase access have been heavily biased in favour of the rich and have failed to make a contribution to enhancing broad and equitable access to education at the primary level (Deininger, 2000, p. 2-3). UPPAP2 findings show that high financial costs are the most frequently cited reasons for absenteeism and dropping out. Parents from different backgrounds and livelihoods (e.g. rural, urban, pastoral, fishing, among others) are unhappy with the extra-UPE charges because they stop some children from attending UPE. The categories of children most affected are, especially, the destitute, those from relatively

large but poor households, orphans and those belonging to the marginal urban poor.

For example, one local leader had this to say:

> If some parents cannot provide books and pens to their children, how can they pay such PTA fees? For parents who have 4, 5 or more children at school, how can they afford the building fees per child, all the maize per child and all the milling fees per child? And yet they send our children back home for non-payment of those fees. We have no choice but to keep our children in the village and cut sugarcane (a male Local Councilor (village) official in a Focus Group Discussion, Lwitamakoli, Jinja District) (Kiwanuka, 2011n.p).

Therefore, the poor quality of education is a cause for alarm in most parts of Uganda due various reasons which call for immediate action to secure the sustainability of UPE.

2.12.2 Debunking Global Constraints

Educational development gurus point to the discrepancy between the cultures and educational needs of the south (developing countries) and north (developed countries) and how these divergences have, often times, led to corresponding threats to educational funding for the developing world. The reasons for this phenomenon range from purely imperial to the current "vent for profit" upon which the neo-liberal economic agenda is founded, which emphasizes that equity and efficiency in education mean different things for the south and the north.

This is the axis of discord between the rhetoric of universal access, achievement, acceleration and adjustment in primary education, on the one hand, and the limited resources deployed for their fruition on the other. This study, therefore, reiterates Kenneth King's (2009) questions: Can education for all be attained within a donor perspective that suggests business as usual, with a few minor changes in favour of primary education? Or does the challenge of education for all point directly, not

simply to adjustment policies in the South, but to the need for structural adjustment within the whole aid relationship?

2.12.3 Political Instability in Uganda

In this study, political instability was presumed to refer to the state of countries in or just emerging from conflict or where the nation is prone to conflict. East Africa is not exempt from political tensions and skirmishes. There are serious concerns about the safety and security of children going to both day schools and boarding schools. Political issues on security need to be considered in strategizing to ensure UPE is sustainable. It is also important to consider how education can help reduce conflict. Education can promote intercultural dialogue and attitude change between warring factions. Unfortunately, the PRSPs in most African countries scarcely mention insecurity and there is no provision in budgets for community dialogue.

The resolution of conflicts should be taken as part of the framework for the local education system. Conflict does have both direct and indirect impact on the education system. Conflict affects the free and safe movement of students to and from school. It also affects parents who may be forced to migrate thereby disrupting the education of their children. All these should be taken into account in deciding upon the locations of new school buildings. It is also important to include conflict resolution in the curriculum whether in formal or in non-formal schooling. These strategies could draw on the experiences of other countries with ongoing conflicts.

2.13.4 Financing Gaps

Accelerating the pace of primary education in situations conducive to learning requires an increase in financial resources – both domestic and external – at rates higher than in the past. It also requires more effective use and redistribution of financial resources. While information is limited across developing countries,

available data shows that government spending on education is increasing. Since 1999, 70 per cent of the 68 developing countries for which relevant data is available have increased public expenditures on education at a faster pace than increases in national income. While this information is encouraging, the down side is that 30 per cent of countries have not followed this pattern. As a group, low-income countries spend not only smaller amounts on education than middle and high-income countries, but also a lower share of their GDP and of total government expenditure. This is partly the result of these governments struggling to raise taxes and other revenues, and also because governments in poor countries finance activities largely by the private sector. However, it is clear that if developing countries are to follow through with their public commitment to the realization of primary education, they will need to give greater priority to providing funding than in previous years. It is also worth noting that reaching the marginalized groups requires additional financing, with potentially higher unit costs than that for reaching better-off households. Recent studies further estimate that additional programmes and measures to extend primary school opportunities to social groups facing extreme and persistent deprivation will cost US$3.7 billion annually.

2.14 Review of the Empirical Studies on UPE

Mwesigwa (2015), in a study of Uganda's success in universal primary education, feels that the critical role schools can play is insufficiently acknowledged and evaluated. Quoting Fagil Mandy, former Chairman of Uganda's National Examinations Board, Mwesigwa (2015) says: "The school as an institution has not been focused on by any major authority. It is a life-nurturing place, and should be overseen and monitored all the time."

Irene Namusuubo Guloba, a head teacher at Katwe Primary, one of the government schools implementing the UPE scheme, says: "Around 250 of our pupils did not come back this year. We cannot tell exactly where they went" (Mwesigwa, 2015). This exodus of pupils is not unusual here some transfer to other schools, but others drop out completely.

When the UPE initiative started in 1997, as part of a national policy to provide free primary education for underprivileged children, it was dreams come true for most poor parents in the east African state. Wealthier parents take their children to private schools and this made UPE to be doubted in terms of quality and reliance.

Within a short time, pupil numbers in UPE schools soared. Enrolment increased from 3.1 million pupils in 1996 to 8.4 million in 2013 and this record stands to date. These numbers are evenly spread between boys and girls. Uganda has been commended for achieving more than 90% of MDG2 which aimed to ensure that all children, boys and girls alike, complete primary school. This success seems to be falling apart amidst high numbers of drop-out and poor-quality schooling for some of those who complete primary school.

The UN Educational, Scientific and Cultural Organization (UNESCO,2012) estimates that 68% of children in Uganda who enrol in primary school are likely to drop out before finishing the prescribed seven years. Chad has the highest drop-out rate in the sub-Saharan Africa, at 72%. In East Africa, Kenya has the highest completion rate of 84%.

In one cabinet ministers' retreat, Uganda's President Yoweri Museveni expressed his rage over the rate at which pupils were leaving school, even when the country spent 900bn Ugandan shillings ($302m; $201m) annually on the scheme. He said: "We

should get an answer, and if you think it [UPE] needs to be restructured, we do that." The scheme faces a myriad of issues: gender challenges, child labour, early marriages, less motivated teachers and lack of awareness among parents. However, the biggest challenge is poverty (Mwesigwa, 2015).

Government statistics show that for every 71 pupils there is one latrine. NGOs and other international bodies, including the World Bank, have funded the construction of classrooms and toilets in some schools, but much more help is needed to provide adequate facilities for the huge numbers of pupils involved.

The education minister, Jessica Alupo, says the high drop-out rate is a great concern for the government: "We want to know why all parents send a child to school when they are in primary one and the numbers decrease as they ascend to upper classes. We want to engage parents much more than before" (Mwesigwa, 2015).

Margaret Rwabushaija, Chair of Uganda's National Teachers' Union, also says the government must increase funding to schools (Mwesigwa, 2015). Since 1997, she says, it has not revised the amount of money it pays to educate a child annually, which stands at 7,560 shillings. "How do you expect head teachers to run schools without money?" (Mwesigwa, 2015).

Another major issue has been the quality of teaching. Mwesigwa (2015) found that three out of every 10 pupils in Primary Three can read and comprehend a Primary Two-level story. At Primary Seven, the final class in the primary cycle, two out of 10 pupils cannot read a Primary Two-level story. This has created a huge knowledge gap between children of the "haves" studying in private schools and those of the "have-nots" in government schools.

Betty Bitainensha, deputy head teacher at government-aided Kitante Primary School in Kampala, says public schools often have the best-trained teachers, but they are less motivated to work. Teachers are among the lowest paid public servants in Uganda. The government has pledged to increase teachers' salaries in the 2015-16 financial years; however, nobody knows when this pledge will be fulfilled.

Alupo is optimistic about the future, but only if they can focus on the key obstacles: "Are teachers at school at all times? Are they are motivated to teach? Is the environment conducive for the learners? And finally is there a special programme to talk to parents about their role and obligation?" (Mwesigwa, 2015).

The Universal Primary Education (UPE) policy in Uganda continues to face numerous challenges. So far, attempts have been made to cope with the challenge of providing teachers for the many schools and pupils through training by distance. Nevertheless, these efforts are still unable to meet the enormous needs created by UPE. Moreover, the programme is faced with new challenges which educators need to rise up to (Aguti, 2002).

Grogan (2006) has examined the initial effects of the introduction of UPE in January 1997 on the quantity and quality of education obtained by children in Uganda. Using regression discontinuity and difference-in-difference estimation techniques, Grogan (ibid.) identifies the effects of school fee elimination on these margins and the differential effects of the introduction of UPE across socio-economic groups. Grogan's findings suggest that UPE increases the probability of a child entering school before age 8 by about 9%. The elimination of school fees is noted to have reduced drop-out rates for boys but not for girls. It was found to have significantly reduced drop-out probabilities amongst pupils of government-aided schools in both

the first two years, and in years six and seven of schooling. Grogan's study provides evidence of the effects of UPE on two historically disadvantaged groups in Ugandan society, girls and children from rural areas like. Therefore, UPE is credited for increasing enrolment and also reducing drop-out rates of boys. Grogan, however, does not explain how enrolment and staying in school can be sustained. This study sought to identify the factors that perpetuate the sustainability of the UPE programme in Uganda.

Nishimura *et al*. (2005) observe that UPE has decreased delayed enrolments and increased grade completion rates up to the Fifth Grade and its effects are especially greater among girls in poor households. Despite this, schools in Uganda still face numerous challenges in terms of low internal efficiency and poor quality of education. As earlier shown, the UPE policy seems to have decreased delayed enrolment in primary school and achieved higher educational attainment at least up to Grade 4 for boys and Grade 5 for girls in primary education. The UPE policy has also achieved a low economic burden of education at the primary level for all households, regardless of their household expenditure level. As a result, the UPE policy has had a positive impact on the poor, especially girls, in improving their access to school. In this respect, the UPE policy has contributed to access and equity of education as a pro-poor policy. The findings of Nishimura *et al*. (2005) are not far from those of Grogan's (2006). All these researchers seem to be interested in the status of operation of UPE policy, which is a good thing, since it helps to understand the opinion of the masses about the UPE programme. However, the scholars have not tried to identify the factors of sustaining the achievements so far attained by the UPE policy implementation.

Mwesigye A. (2015) studied the advent of universal primary education in Uganda; the challenges and possible solutions. he urged that, The starting of universal primary education (UPE) in Uganda was not a smooth affair. There was politicization of primary education to the extent that politicians had taken center-stage in policy formulation and monitoring. The research suggested employment of technical personnel in policy matters. Another issue was the high attrition rate at primary level. It was recommended that government should put in place measures to effect universal primary completion. The quality of education had remained low, because of the high pupil to teacher ratio and low teachers' morale. In that respect, government should motivate the teachers. Corruption was a big challenge in Uganda and funds were embezzled. Government should hold all civil servants involved accountable at all levels. His study is in fact is in line with this study, although it is not particularly concerned with sustainability strategies. Whereas there was UPE, a number of parents could not afford it because of poverty. He recommended the Government to intensify campaigns to increase household incomes and transform society from a peasantry economy to a middle-class economy. In Uganda, there was lack of a relevant curriculum to make the school product self-reliant. This study suggested 8 years of skill-based primary education. Methodology applied in this study is non-empirical based on the concept critical analysis of issues.

Kasirye (2009) has examined the impact of individual and school characteristics on grade achievement using a rich dataset from Uganda. The study dealt with the non-random allocation of children into schools due to a high school drop-out rate. Kasirye employed a combination of fixed effects, including variables capturing sample selection. The empirical results revealed that teacher training is important for improved school performance. Indeed, having the mandatory two years of teacher training is more important than a teacher's own cognitive ability. On the other hand, access to classroom resources raise children's cognitive outcomes; a child having its own place to sit significantly impacts on learning outcomes. Consequently, efforts to

improve children's cognitive outcomes should concentrate on providing in-service teacher training as well as ensuring that classrooms are properly furnished. Overall, the results of Kasirye's study suggest that the increase in unqualified teachers may partly explain the decline in learning achievements witnessed during the implementation of UPE.

In addition, despite its importance, the proportion of untrained teachers in Ugandan primary schools remains large. According to the 2006 Education Statistical Abstract, at least 25% of all primary school teachers were not trained (MoES, 2007). Majority of untrained teachers are in remote and hardship areas that fail to attract qualified teachers. Nonetheless, the lack of trained teachers may also be a result of decentralization of teacher recruitment to the districts. There is evidence to show that some districts prefer recruiting personnel considered native to the district - to the detriment of the overall teaching quality (Pillay & Kasirye, 2006). Even then, sacking all unqualified teachers may not be a feasible option, given the fact the pupil to teacher ratios remain high even with the large numbers of unqualified personnel. Teacher training and an environment conducive to teaching and learning are important factors to ensure learning but researchers need also to identify other key factors that are important in facilitating the learners' learning abilities, such as parental support. Researchers need also to find out whether UPE is understood by the community in Uganda and if not come up with avenues to sensitise the masses about value of this policy.

Effective policy implementation requires considerable consultation with key stakeholders. Without a baseline survey, any systematic, effective, quality-focused and results-oriented implementation of the policy may not be feasible. Although

governments and donors have organized a series of advocacy campaigns on the UPE policy, continuous sensitization and commitment towards the policy may be required to avoid any confusion or local political interference. In particular, there is a need for an effective monitoring and evaluation system and accountability among those tasked with implementing the policy. Faced with increased enrolments, each country now needs to come up with cost-effective strategies to raise the quality of primary schools by providing sufficient resources. Furthermore, equity issues should also be considered, especially for orphaned and vulnerable children who may need special care. Pre-school provision may also be needed to prevent underage entry into the primary school. Study's findings suggest that unless these measures are addressed urgently, the UPE programme may experience mistakes committed in the past (Bray, 1986; Sifuna, 2007). Bray and Sifuna, indeed, touch the gist of the matter on UPE implementation, especially on educating the citizens about UPE programme. Nevertheless, it is also very important for the government to think in terms of creating channels for sustaining the UPE policy and to generate much impact.

Finally, it is important to understand who owns the UPE policy and who is accountable and responsible for it. Ultimately, not only should the government comply with the policy and be accountable but the public should also be responsible for the policy (Nishimura *et al*., 2009). The sustainability of the UPE policy can be guaranteed only with this mutual accountability. Therefore, UPE must be owned by the people of Uganda and the government need to make them understand that the programme belongs to them. This study, therefore, sought to establish the strategies put in place by all stakeholders to ensure that UPE is fully sustained.

2.15 Knowledge Gaps

Aguti (2008) has discussed the Universal Primary Education (UPE) policy in Uganda and the attempts that have been made to cope with the challenge of providing more teachers for the increased number of schools and pupils through training by distance. Aguti's study, however, does not look into the state of UPE sustainability which is important in ensuring the programme meets the desired objectives.

Kasirye (2009) has looked into the impact of individual and school characteristics on grade achievement using a rich dataset from Uganda. The study dealt with an important selection issue in Uganda – the non-random allocation of children into schools due to a high school drop-out rates. The researcher employed a combination of fixed effects and variables capturing sample selection. The empirical results revealed that teacher training is important for improving school performance. The study, however, looks at an isolated case of high school drop-out, teacher training and does not examine the causes of these challenges. In addition, the study does not also pay attention to the general overview of the whole programme and identify factors that can make UPE efficient and effective to the people of Uganda who directly benefit from it.

Moreover, Grogan (2006) has examined the initial effects of the introduction of Universal Primary Education (UPE) in January 1997 on the quantity and quality of education obtained by children in Uganda. Using regression discontinuity and difference-in-difference estimation techniques, Grogan identified the effects of school fee elimination on these margins. The differential effects of the introduction of UPE across socio-economic groups were also examined. Grogan, however, does not examine or investigate the strategies that could have made UPE stable. The current study thus looked into these strategies and creates a concrete foundation of making

UPE effective and efficient in implementation and in achievement of the intended objectives. Moreover, this study sought to fill the gaps identified on the related studies reviewed in this chapter by examining and identifying strategies put in place for the sustainability of UPE policy in Uganda.

2.16 Summary of the Chapter

This chapter has majorly looked at the global expected benefits of UPE to the people of the developing countries mostly in Africa and Asia. The world organizations in charge of human rights wish to see universal primary education creating opportunities for people in terms of providing literacy and numeracy and also helping them gain practical skills for life.

This research categorically looked at the sustainability of UPE programme in Uganda. Before looking for strategies for sustainability it was important to understand what sustainability entails and why is important.

This chapter has also made a comparison of UPE programme implementation across the East African countries. This was meant to give insight on how this programme can be made successful. The study sought to underscore best practices in Uganda's neighbouring countries and draw lessons from the challenges they have encountered.

This chapter has further reviewed literature on issues of sustainable quality education. Scholars generally agree that quality education creates a positive impact on the lives of people. The review sought to find out possible ways of creating sustainable quality education by borrowing examples from different countries and past studies.

The review of literature has also shown that Uganda's education system having been decentralised enables people of all walks in the country easy access to more affordable education. Decentralisation of UPE in Uganda has been a blessing in

disguise. This also is why this study sought to examine the sustainability of UPE in the Rwenzori Region.

The chapter has also shed light on the current status of UPE in the Rwenzori Region, Western Uganda. This was meant to understand what is happening on the ground as a basis for seeking to find critical issues affecting UPE programme in respect of its sustainability.

The literature review has also paid attention to the factors influencing sustainability of UPE in Uganda. Factors identified from past studies include external financing, community participation, government commitment, UPE policy implementation procedures and infrastructure. These are deemed very important in creating a firm foundation for UPE sustainability in Uganda and particularly in the Rwenzori Region.

The chapter has finally examined the possible challenges to sustainability of UPE in Uganda. Issues of decline in quality of education, global constraints, political instability and financial gaps have been highlighted as threats to the sustainability of UPE in Uganda.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter offers a blueprint of the methodology that was used by the researcher to find answers to the research questions. The chapter describes the research design, target population, sample size and sampling procedure, data collection instruments, instrument validity and reliability and finally data collection procedure and data analysis and reporting.

3.2 Research Design

The study adopted a cross-sectional survey design. Cross-sectional surveys are useful in assessing practices, attitudes, knowledge and beliefs of a population in relation to a particular event, phenomena. Cross-sectional design is usually used to estimate the prevalence of the outcome of interest for a given population, commonly for the purposes of planning. Data is collected on individual characteristics, including exposure to risk factors, alongside information about the outcome. In this way, cross-sectional studies provide a 'snapshot' of the outcome and the characteristics associated with it at a specific point in time.

The purpose of the design is to help to give a description, often in the form of a survey. The aim is to describe a population or a subgroup within the population with respect to an outcome and a set of risk factors. Cross-sectional survey designs are sometimes carried out to investigate associations between risk factors and the outcome of interest (Kate Ann Levin, 2006).

Cross-sectional survey designs are used in descriptive studies to allow researchers to gather information, summarize, present and interpret for the purpose of clarification (Orodho, 2002). This type of research design depicts the state of affairs as they exist

at the time of the study. It essentially describes, records, analyses and interprets conditions as they exist. The researcher has no control over the variables and can only report what has happened or is happening. Cross sectional survey design is based on observations made at one point in time. Data is gathered once, during a period of days, weeks or months. In particular, when the data collection strategy is broader in scope and involves systematic data collection. The purpose of this design is often to survey and describe a population or a sub-group within the population with respect to an outcome. Again, it helps to find the prevalence of the outcome of interest, for the population or subgroups within the population at a given time in point. They are designed to look at how things are now, without any sense of whether there is a history or trend at work (Kombo & Tromp, 2006).

This study collected data from various sources in order to gain the full picture on the strategies influencing sustainability of UPE in Rwenzori Region Uganda. The study used the mixed methods approach of data collection. Both quantitative and qualitative data were gathered to aid in ascertaining the efficiency and effectiveness of strategies influencing sustainability of UPE. Two major sources of information were targeted, primary data and documents analysis. The researcher consulted and reviewed a variety of documents such as Government policy papers, scientific research studies conducted in this field, journals, internet sources and other published material. This was meant to generate ample information to enable the researcher to study and interpret findings on the state of UPE sustainability strategies in the Rwenzori Region.

This study was, positioned within the social constructionist paradigm. It is widely understood that researchers who adopt critical approaches are concerned with social issues of leadership, empowerment, inequality, exploitation and hegemony. They

advocate for change to help transform society of people who marginalized (Creswell 2005). Chilisa and Preece (2005:34) affirm this perspective and assert that: 'researchers within the critical genres maintain that knowledge is true if it can unearth marginalization and inequality and be turned into practice that empowers and transforms the lives of these people'.

The philosophical stance, chosen for this study is non-powerful participants as is described in the preceding sections. The voices of these uninfluential school drop-outs, repeaters, disabled and local people in the villages like parents and community are often muted in the policy debate. This study gives voiceless, like primary pupils, their teachers and parents a platform to air their views on how to create sustainability strategies of UPE in the Rwenzori Region Western Uganda and Uganda as whole. This is not promoting political propaganda. On the contrary, the aim of this study is however to unearth the contradictions which are rife in these policy initiatives UPE so as to empower local people create sustainability strategies that can make UPE stable and beneficial to the present generation and that to come.

furthermore, the purpose of this research was to produce knowledge relevant to the public debate so as to gain a better understanding of the regional poverty, civil strife and educational inequalities in Rwenzori Region and Uganda, and how this could be addressed meaningfully and ensure UPE survives the current challenges threatening its progress and existence. This study aims to empower primary stakeholders of UPE through strengthening their reasoning when arguing for greater support in ensuring sustainability strategies of UPE are in place and change the beliefs of policy makers in the area of UPE by informing them of the basis of their former actions which did not consider sustainability of the program.

Having said that, these people are often inaccessible as they are mostly found in remote rural areas of developing countries like Uganda. As a result, the more likely audience is the people responsible for the failure to achieve UPE. For decision makers in education this paper can be used to raise awareness of the background of their failed policies and suggest new areas of action.

3.3 Study Area

The study was carried out in the Rwenzori Region of Western Uganda. The region is part of the East African west Rift Valley. Straddling the equator, it runs along Uganda's western border with Democratic Republic of Congo (DRC). It has a heterogeneous society comprising of the Bakonzo, Batooro, Bakiga, Bamba, Basongora, Batuku, Babwisi, Banyabindi and Bafumbira tribes, among others. The Rwenzori Region consists of seven (7) districts (Kabarole, Kyenjojo, Kamwenge, Kasese, Kyegegwa, Ntoroko and Bundibugyo) of Western Uganda. However, for the purpose of this study four well established districts were selected. The inclusion criteria were that they must have been in existence for ten (10) years and they must be deeply grounded in experience of UPE programme policy implementation. The districts included were those that had had peculiar experiences of wars, diseases, natural catastrophes, high populations of school going children, and poverty with a mixture of urban and rural features. These characteristics helped in having an exhaustive overview of the overall sustainability of UPE in Rwenzori and Uganda in general

From the above, three districts were dropped because they did not meet the inclusion criteria. The four well-established districts included in the study, with their populations, were as follows: Kabarole (359,180), Kasese (532,993), Kamwenge (295,313), Kyenjojo (380,362) (Uganda Population Census, 2001-2005). The

Rwenzori Region is predominantly an agricultural region with most of the land under small-scale farming, but also with large-scale cash crop production of tea in Kabarole and coffee and cotton in Kasese (KRC, 2009).

For decades the region has been characterized by conflicts engendered by cultural and ethnic differences among the people of the region and also Allied Democratic Forces (ADF) rebels. The prevalence of conflicts always raises questions about issues of governance, educational efficiency and effectiveness and especially UPE (RFPJ, 2012).

3.4 Target Population

The target population of this study was all UPE schools in Rwenzori Region registered under the Ministry of Education and Sports. The study specifically targeted primary schools, head teachers, teachers, pupils' representative and education officers. Mugenda and Mugenda (2003) state that the target population should have some observable characteristics to which the researcher intends to generalize the results of the study.

The Rwenzori Region districts of Kabarole, Kamwenge, Kasese, Bundibugyo, Ntoroko, Kyegegwa and Kyenjojo have experienced considerable challenges in terms of wars, climatic conditions, poverty and catastrophes that have damaged lives and property. Rehabilitation of social services in the region has often been hampered by lack of resources (financial and human). These districts have also suffered outbreaks of the Ebola haemorrhagic fever, political problems from ADF rebels, hazards such as earthquakes, landslides and general poverty. The stress on fragile water systems continues to account for poor health and sanitation indicators leading to cholera outbreaks in the area. The delivery of education services continues to be challenged by inadequate supply of instructional materials, poor infrastructure, inadequate

professional support, monitoring and supervision by education systems and low morale leading to chronic absenteeism among both teachers and pupils (KRC, 2009). All these challenged made Rwenzori Region a unique area to investigate the strategies that have been put in place to ensure UPE is sustainable.

3.5 Sample Size and Sampling Procedures

A sample is a small portion of a target population which is representative of the whole. Sampling involves selecting a given number of subjects from a defined population as representative of that population (Orodho, 2002). From the population frame, the required number of subjects, respondents, elements or institutions, were selected in order to make a sample size. The research was conducted in four (4) out of seven (7) districts of the Rwenzori Region, namely: Kabarole, Kyenjojo, Kasese, and Kyegegwa. The four districts were selected by use of stratified random sampling technique. The broader districts of Kasese and Bundibugyo and Ntoroko were stratified together because they have similar features of high levels of refugees, rebel insurgencies, civil wars, diseases like Ebola among others. Using a simple random technique one district was then selected.

Kyenjojo and Kamwenge were stratified together as inland districts of Rwenzori Region, then a simple random was done and one district was picked to represent both districts. Kabarole being a modern district with well-established schools and with its urban environment was selected as an urban district and is the mother district of all other six districts in the Rwenzori Region. However, Kyegegwa as one of the youngest districts in the region was conveniently picked. The district was considered useful in revealing the challenges and the opportunities in implementation of UPE. Most of these districts selected had the highest number of primary schools, experienced high levels of poverty, recorded poor performance levels, high repetition

and drop-out rates, suffered from rebel insurgencies, inadequate teaching and learning materials, inadequate teachers and poor school infrastructures.

The four selected districts had a total of 723 UPE primary schools. A total number of thirty (30) primary schools were selected from the districts. The schools selected had to be located either in the rural or peri-urban area. Most UPE schools in Uganda have homogeneous characteristics depending on the location. Those in the urban and in rural both have almost similar characteristics. As such, the research picked schools in urban and rural districts of Rwenzori Region. Homogeneity of characteristics of all UPE schools in the country and also convenience played a big part in the selection. Of all the government owned or supported primary schools, 98% are in rural areas and only 2% are in town areas of Rwenzori (KRC, 2009). These percentages represent regional and country patterns and, therefore, majority of schools selected for this study were in rural areas.

Ten schools were randomly selected from each district; nine (9) were from the majority rural and one from urban schools. Only government aided schools were used in this study. The findings from the four districts were generalized to all the UPE schools in the Rwenzori Region. The head teachers of all the targeted schools were automatically included as respondents in the study as ground implementers and supervisors of the UPE programme in the Rwenzori Region. Seven teachers were randomly picked from all levels, that is, from Primary One (1) to Seven (7). Teachers are ground implementers of primary education curriculum in Uganda and are, therefore, important in giving information on how the UPE policy is affecting the curriculum. Out of the total pupils' population in the thirty schools, the study randomly picked ten (10) prefects to represent the pupils' body from each school;

prefects gave opinions on how UPE programme was affecting their lives. Students are direct beneficiaries of the policy and have concrete experience on how UPE is affecting them.

Two School Management Committee (SMC) members who are parents were picked to represent the parents' body from each school and they gave their views on how the programme is affecting their children and gave advice on how to improve UPE policy to better achieve its desired ends. The sample, therefore, comprised of thirty (30) head teachers and two hundred and seventy (270) teachers and three hundred (300) prefects. Moreover, two parent representatives from each school were selected using a simple random. Names were written on small papers and placed in boxes and only two names were picked and in total sixty (60) parents' were selected from the thirty schools. Parents gave their opinions about the programs and also suggested the strategies to sustain UPE. Four (4) DISOs, four (4) QASO officers and four (4) DEOs were selected from each district. The total sample was, therefore, six hundred and seventy-two (672).

The study also gathered secondary data from the Uganda Bureau of Statistics on UPE, internet, relevant research works and also analysed relevant documents from the Ministry of Education and Sports. The sampling procedure took the form of both non probability and probability sampling techniques. Purposive sampling was used because the selective choices were deemed important in providing key information about strategies influencing sustainability of free primary education in Uganda. On the other hand the non-probability technique was used for inclusiveness purposes and reduced on biasness in the study.

The sample and sample size were as summarized in Table 3.1

Table 3.1 Sample size

Head Teachers	30
Teachers	270
School Management Committee Representatives	60
Quality assurance Officers	4
Pupils' prefects	300
DISOs	4
DEOS	4
Total	**672**

3.6 Research Instruments

The researcher employed a triangulation method of data collection in order to increase

the validity and reliability of data collected. The study relied on primary and

secondary sources of data. Primary data was collected through questionnaires, Key

Informant Interviews, focus group discussions and observations. Secondary data was

obtained through a review of documents from UNESCO, MoES, World Bank,

UWEZO-Uganda, UNICEF and the World Bank. A description of these data

collection methods is as follows:

3.6.1 Interview Schedule

The Ministry of Education and Sports Officials and District Education Officials

Interview Guide was used to capture views about the state of primary education

performance in the country and the determinants put in place to ensure sustainability

and the districts respectively. The guide consisted of two sections: section on

demographic information (nine items) and the section on social environment (11

items). There were probe questions for most of the items. The items were read to the

interviewees and the responses entered into the open spaces in the interview guide. The interviews were conducted with the Ministry of Education and Sports officials in Kampala and in the DEOs, DISOs, QAOs and CAOs officers. Each interview session took approximately one hour.

The Head Teachers' Interview Guide was used to capture the head teachers' views on the state of primary education in their schools. It consisted of eighteen items in two sections. Section A sought the demographic information (seven items) of the respondents and Section B (with eleven items) sought information on the school and environment. There were probe questions for most of the items. The items were read out loud to the interviewees and the responses entered into the open spaces in the interview guide. The interviews were conducted in the head teachers' offices and took approximately 45 minutes each.

The Parents and Community Interview schedules was used to obtain parents' views about the state of primary education in their schools. It consisted of a total of 24 items divided among four sections. Section A elicited the demographic information (two items) of the respondents; Section B sought school information (six items); Section C examined school environment and performance of UPE (five items), and Section D was on school culture and practices (11 items). There were probe questions for most of the items. The items were read out loud to the interviewees and the responses were entered into the open spaces in the interview guides. The interviews were conducted in the most convenient places available outside the school, such as in homes that were free from distractions and interruptions.

3.6.2 Questionnaire
The Teachers' questionnaire on primary education captured the teachers' perceptions of UPE sustainability and performance. It consisted of three sections: Section A on

demographic information (five items); Section B on school information (six items), and Section C on teachers' views of UPE performance and suggestions of new strategies for further sustainability (20 items). The teachers were required to express the extent to which they agreed or disagreed with the statements presented. The respondents filled the questionnaires by expressing their opinions based on a five-point Likert scales ranging from strongly disagree to strongly agree. The item reliability estimate for the teachers' questionnaire on primary education was established using Cronbach alpha coefficient as a measure of internal consistency. The coefficient of consistency was established as 0.84; this value was considered reasonably high for research purposes (Guilford & Fruchter, 1978).

3.6.3 Observation Guide

The teachers' observation schedule (TOS) was used to capture teachers' practices in their teaching by documenting the lesson phases, activities and engagements. The researcher filled the TOS as they physically observed teachers' lessons. Altogether, twenty lessons were observed among the same number of teachers.

3.6.4 Document Analysis Guide

Document analysis was conducted to obtain information on these and other areas relevant to the study objectives:

- Records of access, retention and drop-out of pupils

- Staffing levels and staff development

- Monitoring and support, supervision schedules and report

3.6.5 Checklist of Teaching and Learning Materials and Resources

A checklist was used to gather information on the status of the schools' infrastructure and teaching and learning resources. It consisted of 22 items and sought to ascertain the availability and quality of the teaching and learning materials and furniture in the

schools, class attendances, teachers' availability and the general environment. The checklist was filled by the researcher through an observation of the school environment and lessons.

Since secondary data involved data collected or collated internally and proprietary from the organization, the study mainly analysed documented reports of UPE integration and implementation, examination results, research on UPE, newspaper articles and published articles in journals and private or public recorded information relating to UPE sustainability in Uganda. Data was collected by analysing trends and updated published UPE reports in Uganda.

3.7 Reliability and Validity Measures

The quality of the interview instruments was judged in accordance with the positivist criteria of credibility, transferability, dependability and conformability (Denzin & Lincoln, 1994). The data collected were further interrogated, strengthened and supported through nearly similar criteria suggested by Lincoln and Guba (1985) as: credibility; triangulation, through the use of different data sources and various methods of data collection to confirm similarities and differences in data; peer debriefing, through discussion of their findings between the principal researchers; study members checks, by checking observations and inferences with respondents' confirmation and correction of data, and negative case analysis, through including counter examples, alternative views and dominant positions. These criteria were adhered to in the conduct of the research.

3.8 Validity of the Instruments

Mugenda and Mugenda (1999) define validity as the accuracy and meaningfulness of inferences, which are based on the research results. In other words, validity is the

degree to which results obtained from the analysis of the data actually represent the phenomena under study. Validity, according to Borg and Gall (1989), is the degree to which a test measures what it purports to measure. A pilot study was conducted in order to improve the face and content validity of the instruments. According to Borg and Gall (1989), validity of an instrument is improved through technocrat's verdict. As such, the researcher sought assistance from the University supervisors, the Post-graduate Coordinator of Education, Management and Policy Studies, and the Dean of the School of Education of University of Eldoret, Kenya. These experts helped to ascertain the appropriateness of the instruments. The instruments were then revised and pilot-tested in three UPE primary schools that did not take part in the main study. The pilot test helped the researcher have a preliminary understanding of the length of time it would take to fill each instrument take to be answered and also see how the respondents would interpret and respond to the items in the research instruments. All these helped improve validity of the instrument.

3.9 Instrument Reliability

Reliability is the measure of the degree to which a research instrument yields consistent results after repeated trials (Mugenda & Mugenda, 1999). A reliable instrument, therefore, is one that constantly produces the expected results when used more than once to collect data from two or more samples randomly drawn from the same population. This study used the test-retest method to gauge the reliability of the instruments. Test-rest enables the researcher to identify and eliminate problems in the questionnaire. In this method, a re-test is done after a time lapse of one or more weeks from the first test. The test-retest reliability method is one of the simplest ways of testing the stability and reliability of an instrument over time. Reliability refers to the reproducibility of measurements. Measurements are considered reliable if they are

stable over time in stable subjects, show adequate levels of measurement variability and are sensitive (precise) enough to detect Minimum Important Difference.

Test-retest reliability or reproducibility is a method of estimating a tool's reliability by administering it to the same person or a group of people, in the same way, on two or more different occasions, hours or days apart. Test-retest reliability provides researchers with assurance that the tool measures the outcome the same way, in a stable client, each time it is used. Better reproducibility suggests better precision of single measurements, which is a requirement for better tracking of changes in measurements in research. There are two necessary assumptions in test-retest reliability. The first is that the true score does not change between administrations. The second is that the time period between administrations is long enough to prevent learning, carry-over effects, or recall. An understanding of the stability or variability in the outcome being measured, and characteristics of participants involved in the reliability study should guide the time interval between administrations.

The instruments in this study were administered to the sample twice. After the first administration, the researcher waited for two weeks and then re-administered the instruments and then correlated the scores. Correlation is considered as significant at the 0.01 level (Shuttleworth, 2009).

Test-Retest Reliability and the Ravages of Time researchers accept a lower level (0.7, 0.8 or 0.9), depending on the particular field of research. However, this cannot help to completely remove confounding factors, and a researcher must anticipate and address these during the research design to maintain test-retest reliability. To dampen down the chances of a few subjects skewing the results, for whatever reason, the test for

correlation is much more accurate with large subject groups, drowning out the extremes and providing a more accurate result.

The use of standardized tools is an essential component of evidence-based practice. Reliance on standardized tools places demands on researchers to understand their properties, strengths and weaknesses, in order to interpret results and make decisions. To achieve reliability, this study used a test-retest method in two UPE primary schools in Kibale and Hoima Districts of Western Uganda. The choice of the schools was based on the fact that they had similar characteristics as those targeted by the study. The research tools were administered to the respondents and repeated after one week to check whether they would elicit the same results.

3.10 Data Collection Procedure

The researcher obtained a letter from the Dean School of Education, University of Eldoret, Main Campus, Uasin Gishu County, Kenya. Permission was also sought from The District Education Officer Kabarole Rwenzori Region Western Uganda and was attached to the research tools used for data collection. The researcher presented the permission letters to school Head Teachers, Quality Assurance Officers within the selected Districts of the region. . Once the authorization was granted, the research tools were distributed to 200 respondents in all the twenty (20) UPE schools in Rwenzori Region of Uganda. The date for collection of the research tools was agreed on. This was meant to ensure at least a 100% return rate of the research tools.

3.11 Data Analysis and Reporting

The study generated both quantitative and qualitative data due to the nature of the instruments adopted. Data were analysed using inferential and descriptive statistical methods. Frequencies, and percentages, mean scores and standard deviations were

thus used to analyse the data. The researcher obtained the questionnaires from the respondents, sorted and arranged them. This process involved analysis to summarize the essential features and relationships of data in order to generalize from the analysis and determine patterns of behaviour and particular outcomes. Before processing the responses, the completed questionnaires were edited for completeness and consistency. The raw data from questionnaires was then checked for consistency, errors and coded for analysis using the Statistical Package for Social Science (SPSS version 21). Data was presented using tables, graphs, pie charts and figures as appropriate.

3.12 Ethical Considerations

Due to the sensitivity of the nature of information sought from Ministry of Education

and Uganda Bureau of Statistics via document analysis, the researcher ensured that

the information obtained was handled carefully and treated with utmost

confidentiality. Moreover, the researcher ensured that all the respondents took part in

the research based on informed consent and without any form of coercion and the

identities of the respondents were kept confidential.

CHAPTER FOUR
PRESENTATION OF DATA, ANALYSIS, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter consists of data findings, analysis, presentation and discussion. The research sought to establish strategies influencing sustainability of UPE in the Rwenzori Region of Western Uganda. The target population for this study comprised head teachers, teachers, parents, and pupils, QAOs, DEOs and DISO of government primary schools in Rwenzori Region. The data is presented in this chapter beginning with the response rate, followed by the demographic characteristics of the respondents and then the research findings based on the objectives of the study.

The study was guided by the following research question:

   i.   What are the key strategies influencing UPE policy sustainability in Uganda?

  ii. What are the levels of achievement of UPE sustainability in the Rwenzori Region of Uganda?

 iii. What priorities are in place to guarantee sustainability of UPE in Uganda?

 iv. What are the challenges facing the sustainability of UPE policy in the Rwenzori Region of Uganda?

  v. What policy orientation and actions should be taken to address the challenges/gaps that hinder the achievement of a sustainable UPE programme?

4.2 Response Rate

A total of six hundred and seventy-two (672) questionnaires were distributed to the respondents with 543(80.8%) returned. Some respondents reportedly lost the questionnaires and others moved out of their work stations before they could return the questionnaires. However, the response rate 80.8% was considered sufficient to

give the necessary information that was required to analyse and interpret data, draw conclusions and make useful recommendations to address the problem of the study.

4.3 Demographic Information

4.3.1 Background Information for Pupils

A total of 231 pupils completed the questionnaire. Their mean age (in years) was 13.9 (SD 1.4). Among them, 55 (21.7%) were from the war zone and a similar number from the border districts. The rest were from the agricultural district area, 55 (21.7%), the rural area, 46 (8.3%) and the urban area, 42 (16.7%). These results were as shown in Table 4.1 below.

Table 4.1: Residential/School Background of Pupils

Characteristic	Frequency (%)
District Agricultural	55 (21.7)
Border	55 (21.7)
Rural	46 (8.3)
Urban	42 (16.7)
War zone	33 (21.7)
Total	**231 (100%)**

In regard to the level of education, a hundred and twenty-three of the pupils (55%) were in primary 7 and 135 were in primary 6, as shown in Table 4.2

Table 4.2: Classes of the Pupils

Class	Frequency (%)
P7	123 (45)
P6	135 (55)
Total	**258 (100%)**

In terms of gender, 139 (55%) of the pupil respondents were female whereas 119 (46.1%) were male. These results were as shown in the table below.

Table 4.3: Gender of the Pupils

Gender	Frequency (%)
Male	119 (46.1%)
Female	139 (54%)
Total	**258 (100%)**

The schools that were visited in these districts of the Rwenzori region majority of the pupils were female with a population of 139 (54%) and the boys were 119 (46.1%).

4.3.2 Demographic Information for Head Teachers

A total of 25 (83.3%) head teachers completed the questionnaires. Among them, 5 (19%) each were from the agricultural district and war zone and 8 (33.3%) were from the urban Uganda, and 4 (14.3%) each from the border region and rural areas.

Table 4.4: Residential/School Background of Head Teachers

Characteristic	Frequency (%)
District Agricultural	5 (19)
Border	4 (14.3)
Rural	4 (14.3)
Urban	8 (33.3)
War zone	5 (19)
Total	**25 (100%)**

Among the head teacher respondents, 13 (52.4%) were aged between 40 and 50 years and 12 were aged between 51-60 years (Table 4.5).

Table 4.5: Age of the Head Teachers

Age	Frequency (%)
40-50	13 (52.4)
51-60	12 (47.6)
Total	**25 (100%)**

Moreover, fourteen (57.2%) of the head teachers were male and 11(42.7%) were female.

Table 4.6: Gender of the Head Teachers

Age	Frequency (%)
Male	14(57.2)
Female	11(42.7)
Total	**25(100%)**

Regarding educational qualification, 14 (57.1%) of the head teachers had a bachelor's degree, 5 (19%) had a master's degree and 6 (23.8%) had a diploma. These findings were as shown in Table 4.7 below.

Table 4.7: Head Teachers' Educational Qualification

Age	Frequency (%)
Master's	5 (19)
Bachelor's	14 (57.1)
Diploma	6 (23.8)
Total	**25 (100%)**

The average number of years of service with current school and with the MOE was 4(SD 3.2) and 7(SD3.1), respectively.

Enrolment of pupils was reported to be low by 23(90.5%) head teachers while that of female pupils was reported as high by 14(57.1%) head teachers. On average, there were 6(SD = 1.4) permanent male as well as female Head teachers.

4.3.3 Demographic Information of Parents

Fifty-one (85%) questionnaires were completed by the parents. Three of the parents came from the district agricultural region, 6(11.8%) came from the border region, 24(47.1%) from rural areas, 12(23.5%) from urban and 6(11.8%) parents came from the war zone regions of Uganda. These findings are shown on Table 4.8 below.

Table 4.8: Residential/Region of Origin of Parents

Region of origin	Frequency (%)
District Agricultural	3 (5.9)
Border	6 (11.8)
Rural	24 (47.1)
Urban	12 (23.5)
War zone	6(11.8)
Total	**51(100%)**

Among the parents, 28(55%) were male and 23(45%) were female as shown in Table 4.9 below.

Table 4.9: Gender of the Parents

Age	Frequency (%)
Male	28(55)
Female	23(45)
Total	**51(100%)**

In regard to educational qualification, 15(30%) of the parents had attained no education, 10(20%) had attained certificate level of education and 26(50%) had attained a diploma level of education.

Table 4.10: Highest Qualification of the Parents

Age	Frequency (%)
None	15(30)
Certificate	10(20)
Diploma	26(50)
Total	**51(100%)**

Thirty-seven (73.3%) of the parents were aged between 40 and 60 years, 3(6.7%) were aged 20-40 years and 10(20%) were aged above 60 years, as indicated in Table 4.11 below.

Table 4.11: Age-group of The Parents

Age	Frequency (%)
20-40	3 (6.7)
40-60	37 (73.3)
>60	10 (20)
Total	**51 (100%)**

4.3.4 Background Information for Teachers

Two hundred and forty-six (91.1%) completed questionnaires were collected from the teachers. Among the teacher respondents, 63(25.6%) were from the border regions, 60(24.4%) from urban and 51(20.7%) from agricultural areas while only 24(9.8%) were from rural areas. A good number of the teachers, 48(19.5%) came from the war zone regions of Uganda.

Table 4.12: Residential/School Background of Teachers

Region of origin	Frequency (%)
District Agricultural	51 (20.7)
Border	63 (25.6)
Rural	24 (9.8)
Urban	60 (24.4)
War zone	48 (19.5)
Total	**246 (100%)**

Their mean years of service with current school and mean total years of service with the MoE was 8(SD 5.7) and 14(SD 6.7), respectively.

Close to half 122(49.4%) of the teachers were aged 30-40 years, 59(24.1%) were aged between 21 and 30 years and 65(26.6%) were aged above 40 years.

Table 4.13: Age Distribution of Teachers

Age	Frequency (%)
21-30	59 (24.1)
31-40	122 (49.4)
>40	65 (26.6)
Total	**246 (100%)**

Of the teachers respondents, 72(29.2) were female and 174(70.8%) were male, as indicated in Table 4.14 below.

Table 4.14: Gender Distribution of Teachers

Age	Frequency (%)
Female	72 (29.2)
Male	174 (70.8)
Total	**246 (100%)**

A hundred and fifty-nine (64.6%) of the teachers had certificate as their highest level of formal education as indicated in Table 4.15. The rest had diploma, 78(31.7%) and degree, 9(3.7%).

Table 4.15: Teachers' Educational Qualification

Age	Frequency (%)
Degree	9 (3.7)
Diploma	78 (31.7)
Certificate	159 (64.6)
Total	**246 (100%)**

4.4 The Key Strategies Influencing UPE Policy Sustainability   in Rwenzori Region

A hundred and one (38.3%) pupils identified teaching resources as the key reason that made them go to school often, 38(15%) identified learning resources while 34(13.3%) indicated availability of school fees and school meals. The other reasons the respondents gave included transport (10%) and school buildings (10%). The findings, therefore, show that availability of teaching and learning resources was the greatest contributor to the sustainability of universal primary education policy on the study area. These resources encourage learners to go to and stay on in school. These findings were as shown in Figure 4.1 below.
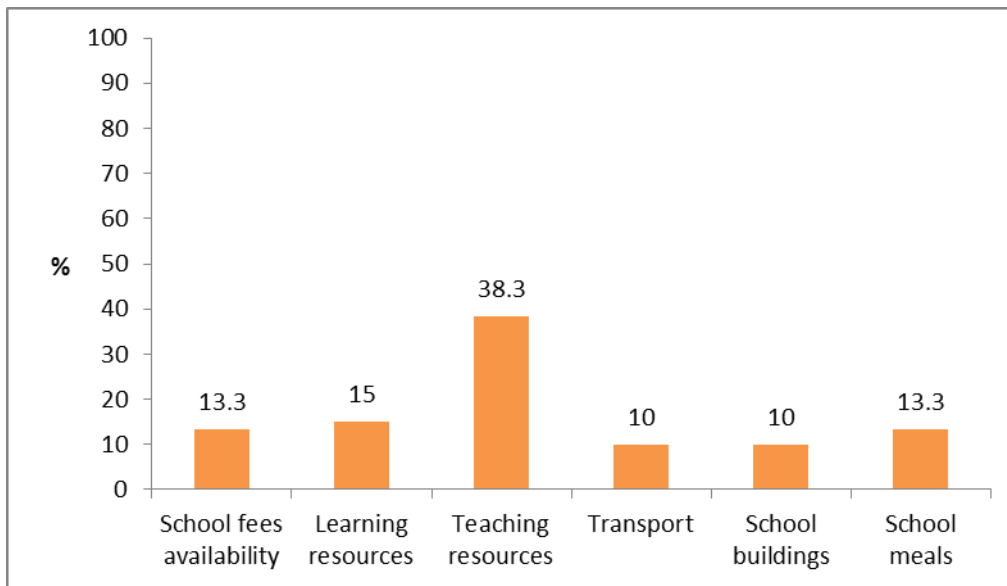
Fig 4.1: Reason for going to school often as an indicator for sustainable UPE education in the Rwenzori Region

More than half (51%) of the pupils reported that the school fees paid by their parents was used for school development while 34(13.3%) said it was used to pay salaries for teachers, as shown in Figure 4.2. The other uses identified by the pupils included sustaining feeding programmes (15%), sponsoring trips and tours (10%), purchase of textbooks and pencils (9%) and footing electricity bills (3%). The findings show that most of the revenue collected by schools in form of school fees was deployed into school development programmes and providing food for learners and school staff.
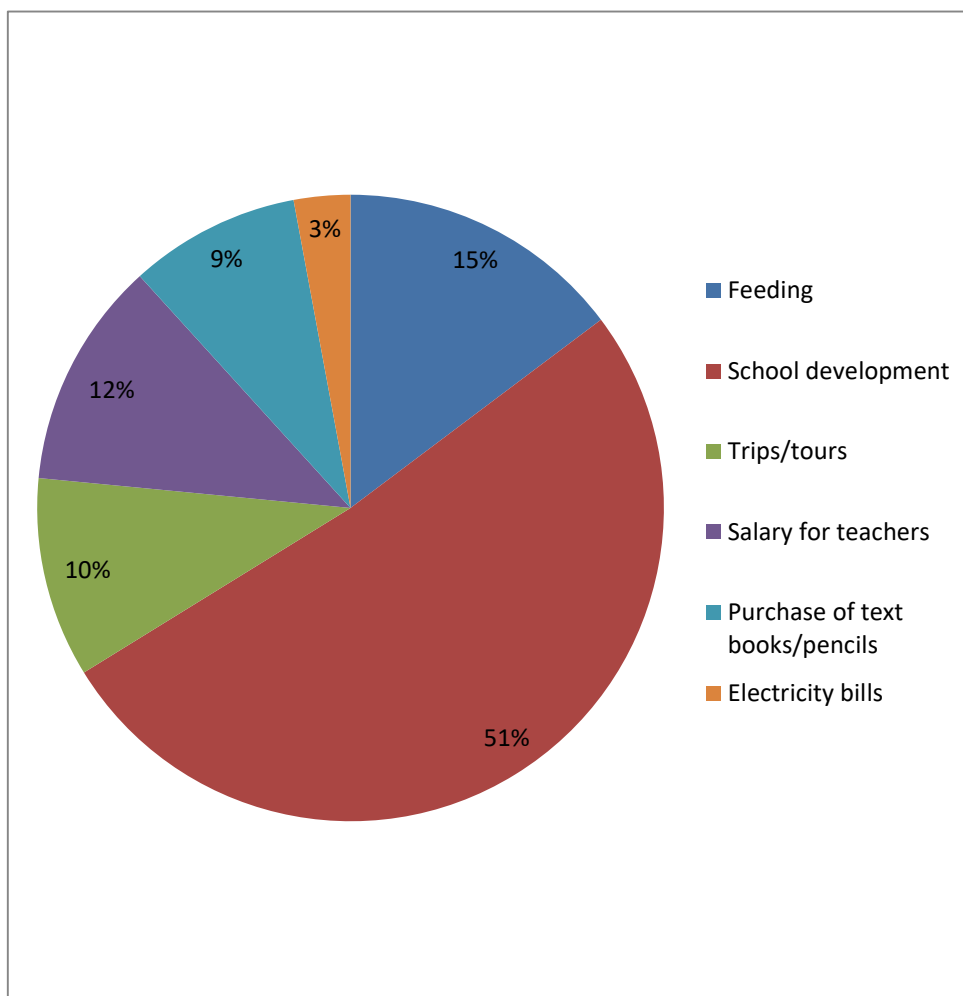
Fig 4.2: Use of school fees paid by parents

Majority of the pupils, 232(90%), reported that their parents bought them textbooks at home/school. This means that most schools in the Rwenzori region do not have enough text for all pupils to use. Hence parents have to struggle and buy text books for their children. Moreover, two hundred and thirty-five pupils 235(93.3%) indicated that they take meals at school provided by parents through the fees they pay. This indicate that there is a big discrepancy in terms of meals provision in most schools in the Rwenzori region and perhaps the rest of Uganda, because most cases that were contacted indicated the meals issue as crucial. The government to ensure

sustainability there is to provide meals to schools; this will can prove levels of retention and reduce on school drop out of pupils.

Among the 235 who said their food was provided for them, 196(92.2%) said it was provided by parents for by the school while only 9(3.6%) said it was provided by the school. The other meal providers identified included donors (1.8%) and the church (1.8%). These results were as shown in Figure 4.3. The findings show that parents were the leading providers of meals followed by the schools and then other agencies such as the church and donors. This means that parental involvement in the UPE program is very crucial as they provide financial resources that ensure UPE progress, hence ensuring sustainability of UPE in Uganda.
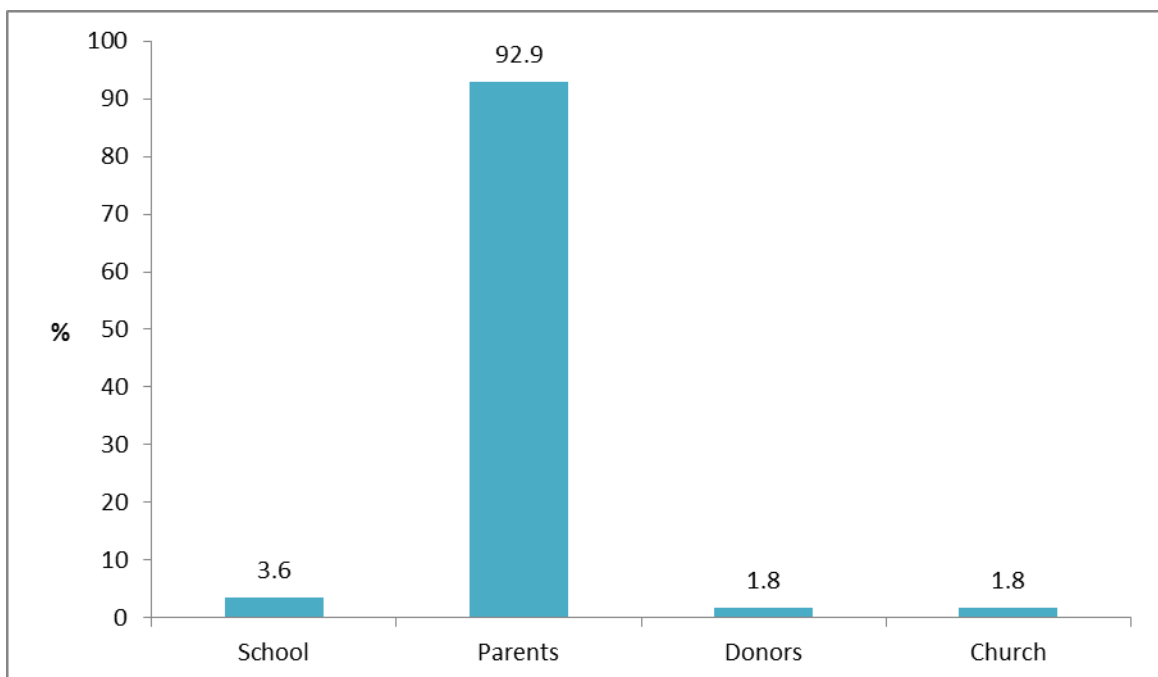
Fig 4.3: Meal provider

A hundred and five (41.7%) of the pupils said they had ever been sent home due to lack of meals, 80(31.7%) due to lack of textbooks/pencil/ruler while 71(28.3%) had ever been sent home due to lack of school fees. This still shows that there is a big gap

in ensuring that drop-out is controlled and retention and progression are ensured. As the findings in Fig 4.3, show unavailability of school fees and teaching and learning resources posed a great threat to the continuity and sustainability of the UPE programme in Ugandan schools.

Table 4.16: Pupils' Perception of UPE in the Rwenzori Region of Uganda

Statement	SA	A	U	D	SD	Mean (SD)
I really like to go to school	248(98.3)	4(1.7)	0(0)	0(0)	0(0)	1.0(0.1)
Going to school makes me feel important	226(89.7)	9(3.4)	4(1.7)	0(0)	13(5.2)	1.3(0.9)
There is a very good library	5(1.9)	0	14(5.7)	5(1.9)	228(90.6)	4.8(0.6)
I walk long distances to school every day	35(13.7)	64(25.5)	44(17.6)	20(7.8)	89(35.3)	3.3(1.5)
Walking to school affects my learning	216(85.7)	18(7.1)	0(0)	5(1.8)	14(5.4)	3(1.0)
Girls and boys share toilet facilities	0(0)	0(0)	0(0)	10(3.9)	242(96.1)	5.0(1.2)
No lunch is provided at school	13(5.2)	4(1.7)	0(0)	22(8.6)	213(84.5)	4.7(1.0)
Our teachers are always absent	5(2.0)	35(13.7)	0(0)	10(3.9)	203(80.4)	4.5(1.2)
My school has hostels	5(1.8)	0(0)	0(0)	9(3.5)	239(94.7)	4.9(0.6)
My school has enough classrooms	151(60)	27(10.9)	19(7.4)	5(1.8)	50(20)	2.1(1.6)
My school has enough textbooks	28(11.1)	33(13)	19(7.4)	9(3.7)	163(64.8)	4.0(1.5)
We have guiding and counselling programmes in our school	182(72.4)	22(8.6)	13(5.2)	9(3.4)	26(10.3)	1.7(1.3)
Most pupils know how to read and write	14(5.4)	0(0)	19(7.4)	131(51.8)	90(35.7)	4.1(1.0)
Majority of pupils drop out of school	0(0)	9(3.6)	18(7.1)	221(87.5)	5(1.8)	3.9(0.5)
Our school pupils pass PLE highly	5(1.8)	234(92.7)	9(3.6)	0(0)	5(1.8)	2.1(0.5)

All the pupils agreed that they really liked going to school. According to 227(90%) of them, going to school made them feel important. The other motivators included the availability of relatively sufficient classrooms, 151(60%) and the presence of guidance and counselling programmes in the school, 182(72.4%). The learners also took pride in the fact that at least most, 234(92.7) of their colleagues passed the PLE highly. Almost all of the learners, 242(96.1%), reported that in their schools, girls and boys never shared toilet facilities. Majority, 227(90%), of the learners also strongly agreed that lunch was provided at school. Moreover, most, 213(84.3%) of the learners disagreed that their teachers were always absent from school. All these good aspects must be contributing to the fact that majority of the pupils never dropped out of school as indicated by 221(87.5%) of the learners. These factors enhance positive attitudes of learners towards the UPE programme in schools.

Majority, 228(96.0%) of the learners, however, decried the fact that their schools did not have very good libraries. A good number 99(39.2%) of pupils said they walked long distances to school and more, 216(85.7%) of the learners admitted that walking to school affected their learning. Almost all, 239(94.7%), the learners also strongly disagreed that their schools had hostels. The other pointers of the problems facing UPE included the fact that 163(64.8%) of the learners disagreed that their schools had enough textbooks. It was, therefore, not surprising that most, 221(87.5%) of the learners admitted that most pupils did not know how to read and write. These problems discourage learners from enlisting in the UPE programmes in schools.

In general, the pupils exhibited mixed reactions to the UPE programme and strategies in their schools. While most of them agreed that they really liked going to school, that going to school made them feel important, they also admitted that walking to school

affected their learning. Other views obtained from the learners included their school had enough classrooms, that they had guidance and counselling programmes in their schools and that their pupils passed PLE highly (Mean≤2). However, they disagreed that there were very good libraries in their schools. They also disagreed that girls and boys shared toilets facilities that no lunch was provided at school, that their teachers were always absent. They further disagreed that their schools had hostels, enough text books and that most pupils knew how to read and write. Despite all the challenges, the pupils disagreed, that majority of their colleagues dropped out of school. The pupils' responses were inconsistent, because if teachers were often absent this implied that the performance was poor. However, pupils emphasized that at least majority of them knew how to read and write.

Among the problems faced at school, half, 126(50%), of the students reported lack of meals, 71(28.3%) indicated lack of facilities while 42(16.7%) said lack of enough teachers. These factors indeed impact on sustainability of Universal Primary Education and emergent solutions should be thought to deal with the situation in primary schools of the Rwenzori Region.

4.5 Priorities to Guarantee Sustainability of UPE

The study sought to establish the priorities put in place to guarantee the sustainability of UPE in the study area. The results were as shown in Table 4.17 below.

Table 4.17: Head Teachers' Perceptions on Priorities to Guarantee UPE

Sustainability

Statement	Frequency (%)
Have pupils in your school with special needs	25(100)
If yes, do you have any special consideration for meeting their learning needs?	25(100)
Have adequate school infrastructure in terms of classrooms, library and staff houses to ensure quality education	0(0)
General attitude of parents towards the education of the girl-child in the area	Average 25(100)
As a school, we have special programmes for meeting the learning needs of the girl-child	25(100)

As shown in Table 4.18 above, the priorities put in place to guarantee the sustainability of UPE in the study area, all the 25(100%), head teachers indicated that they had pupils with special needs and making appropriate considerations to meet their learning needs, having adequate infrastructure in terms of classrooms, library and staff houses to ensure quality education, enhancing the general attitudes of parents towards the girl-child and putting in place programmes to meet the learning needs of the girl-child.

From the research findings, the gender sensitive issues that affected the girl-child's pursuit of education included: guidance and counselling, sensitizing girls on abstinence. All of the, 25(100%), respondents agreed that to improve the quality of education in UPE schools, all stakeholders should be actively involved.

Regarding adequacy of the government funding for UPE programmes, all the 25 (100%), respondents reported that government funding was insufficient. Another funds-related problem mentioned was the embezzlement of funds by some

educational officials in collaboration with politicians. The respondents emphasized that funding is a key priority in ensuring UPE sustainability it is the duty of government to ensure the utilization of allocated funds is well supervised and that the funds are used for the intended purposes.

All the head teachers (100%) asserted that there were good inspectional services being used by school inspectors and that these were crucial in monitoring of the curriculum implementation and usage of available UPE resources. Thus supervision of UPE activities in the school environment was viewed as one of the key factors in ensuring sustainability of the programme.

The study further sought to find out from teachers the best indicators of sustainability of the UPE programme. The results are shown in the table below.

Table 4.18: Teachers' Views on Indicators of Sustainable UPE

Statement	SA	A	U	D	SD
Stable enrolments	105(42.5)	37(15)	37(15)	34(13.8)	34(13.8)
Good retention strategies of pupils	105(42.5)	37(15)	37(15)	34(13.8)	34(13.8)
No drop-out	25(10.3)	101(41)	47(19.2)	19(7.7)	54(21.8)
High levels of progression	42(16.9)	122(49.4)	45(18.2)	13(5.2)	25(10.4)
High levels of literacy	23(9.2)	117(47.4)	52(21.1)	0(0)	55(22.4)
Good performance in PLE	37(15)	95(38.8)	59(23.8)	3(1.3)	52(21.3)
High levels of transition to secondary level	0(0)	44(17.7)	84(34.2)	9(3.8)	109(44.3)
High levels of completion	13(5.1)	47(19)	41(16.5)	28(11.4)	118(48.1)
Good learning environment with quality infrastructure	43(17.3)	36(14.8)	9(3.7)	36(14.8)	122(49.4)
Good motivation levels of teaching and non-teaching staff	48(19.5)	54(22)	12(4.9)	6(2.4)	126(51.2)

As shown in the table above, majority of the teachers strongly agreed that the best indicators of sustainability of the UPE programme are stable enrolments and good retention strategies of pupils. These two indicators were attested to by 105(42.5%) teachers who strongly agreed and 37(15%) who agreed in both cases. Moreover, 25(10.3%) teachers strongly agreed and 101(41%) teachers agreed that the best indicator is no drop-out for learners. Reinforcing this argument, 42(16.9%) teachers strongly agreed and another 122(49.4%) teachers agreed that high levels of progression for learners in school is an indicator of sustainability for UPE. Thirty-seven (15%) teachers strongly agreed and 95(38.8%) teachers agreed that the existence of measures to guarantee good performance in primary leaving examinations (PLE) is an indicator of sustainability of UPE.

Interestingly, majority of the teachers seemed to strongly disagree that high levels of transition to secondary level, 109(44.3 %), high levels of completion, 118(48.1), good

learning environment with quality infrastructure, 122(49.4), and good motivation levels of teaching and non-teaching staff, 126(51.2), are indicators of sustainability of the performance of UPE. This implied that certain factors, according to the teachers, were better indicators of sustainable UPE programme than other factors.

4.6 Challenges facing the Sustainability of UPE policy in the Rwenzori Region
4.6.1 Head Teachers Interview Responses
The interview results with head teachers on the challenges facing the sustainability of the UPE policy in Rwenzori Region were as summarized below.

- Negative attitude by some parents. Head teachers explained that some parents regarded UPE as unbeneficial to their children because it lowered the quality of education. As such, the parents felt that UPE should be done away with.

- Insufficient resources such as classrooms, text books and inadequate teachers. These were reported by the head teachers to be issues that direly affected UPE in Uganda and especially in the Rwenzori Region western Uganda.

- Absenteeism of pupils. The head teachers reported that pupils regularly missed classes. According to the head teachers, some pupils were barred by their parents from attending school in order to help at home with domestic chores. This perpetuated the high drop-out cases, absenteeism among learners, repetition and poor performance.

- Poor transport and accommodation facilities for teachers. The head teachers reported that the teachers were not provided with adequate accommodation facilities in their schools. Therefore, most teachers preferred to travel back to their homes at the end of the teaching day. The head teachers lamented that some teachers walked long distances to get to school. They said that sometimes teachers arrived in school exhausted and late due to lack of

transport. Therefore, the teachers' performance levels were low. This meant that the teaching outcomes were equally minimal.

- High enrolment and inadequate number of teachers. Head teachers indicated that teachers in most of their schools were fewer than the required number; their ratios did not match that of the pupils. Majority of the teachers taught hundreds of pupils. According to the head teachers, this had lowered education quality in the region.

From the questionnaire, the study sought to find out from the head teachers the state of teaching and learning resources in UPE schools. The results were as shown in the table below.

Table 4.19: State of Teaching and learning Resources in UPE Schools

Statement	SA (%)	A (%)	U (%)	D (%)	SD (%)
The government delays to provide resources to support free primary education in the school		25(100)			
The resources available are not always enough to support school learning hence poor pupils' enrolments in lower primary schools		24(95.2)	1(4.8)		
Parents and the school management have not fully adopted a cost sharing strategy to support UPE education in order to ensure sustainability	23(90.5)	1(4.8)	1(4.8)		
Parents are forced to pay for some facilities	1(4.8)	24(95.2)			
Teaching and resources are not always timely hence parents have to provide books for the learning	24(90.2)	1(4.8)			
High enrolments are always noted whenever enough resources are available	25(100)				

SA = Strongly Agree, A=Agree, U= Undecided D= Disagree SD=Strongly Disagree

All the head teachers 25(100%) agreed that while the government had endeavoured to provide enough resources to support free primary education schools, there was

constant delay in the provision of these resources. As a result, almost all, 24(95.2%), of the head teachers said that parents have to provide most of the facilities for learning. Besides, almost all, 24(95.2%), of the head teachers agreed that the resources available were not always enough to support learning. This resulted in poor enrolment in lower primary schools. However, all, 25(100%), the head teachers further noted that their schools registered high enrolment whenever they announced that enough resources were available.

The study also sought to determine the challenges that the pupils experienced in school under the UPE programme. The results were as shown in Table 4.20 below.

Table 4.20: Problems faced at School by Learners

Problem	F (%)
Lack of meals	126(50)
Lack of enough teachers	42(16.7)
Lack of facilities	71(28.3)
High enrolment	13(5)

In general, among the challenges faced at school, half, 126(50%), of the pupils reported lack of meals, 71(28.3%) indicated lack of facilities while 42(16.7%) said it was lack of adequate teachers.

4.7 Recommendations of Head Teachers on Achievement of UPE Sustainability
The study sought recommendations from head teachers on strategies that should be put in place to ensure that the government of Uganda achieves sustainability for the UPE programme. Through interviews, the head teachers as key stakeholders and policy implementers recommended the following as key pillars of achieving UPE in the Rwenzori Region in particular and the whole of Uganda in general:

- Construction of staff houses for teachers and other school staff.

- Paying teachers' salaries in time.

- Construction of hostels for learners.

- Provision of meals for pupils and teachers.

- Provision of enough teachers.

- Improved supervision of schools.

The results obtained from the head teachers' questionnaire on the same issue showed that a number of challenges still faced the UPE schools in Rwenzori Region of Uganda. On average, the head teachers indicated that they each had on average twelve (12) teachers in their schools and 17(66.7%) of the head teachers reported to be under-staffed by, on average, four (4) teachers. All the head teachers who reported to be under-staffed said they had made a request to the District Educational Officer for more teachers and none of them 17(100%) had been helped. This showed that UPE sustainability in Western Uganda and perhaps in the whole country was still wanting.

The school heads also reported that on average the total school enrolment was at 920 (SD = 89.8) pupils annually and slightly more than half of the head teachers 13(52.4%) had an average of 80-100 pupils per class (Fig 4.4). Therefore, enrolment of pupils was still a problem is some places of Uganda and especially in the Rwenzori Region, due to a variety of factors, such as hunger, wars, natural catastrophes like landslides and earthquakes.
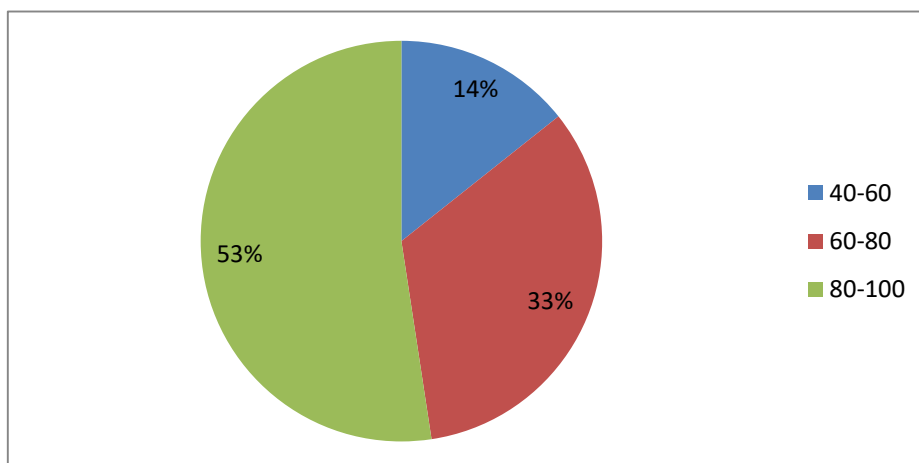
Fig 4.4: Average number of pupils per class

On average, the head teachers reported that their teachers could handle thirty (30) lessons per week with 17(66.7%) of them reporting that some lessons went unattended because of lack of a teachers. This contributed to poor performance of most UPE-funded primary schools in the Rwenzori Region. Over-burdening of teachers with too many lessons also resulted in burn–out. As a result, it was reported that some teachers had opted to abandon the teaching profession altogether due to poor terms and conditions of service. This had also lowered the chances of UPE sustainability in the Rwenzori Region. UPE sustainability, therefore, remained a dilemma to in this part of Uganda.

Majority of the head teachers, 24(95.2%), reported that enrolment as increasing but 1(4.8%) said there were not enough facilities to cater for the student population, especially text books. As a result of these challenges, parents were being asked to provide some funds to cater for inadequate resources, specifically text books. This had discouraged some of the parents who felt that UPE was no longer as free as promised by the government.

Only 1(4.8%) head teacher reported that the UPE programme had improved the quality of education and performance of the pupils and 21(85.7%) felt that teachers' qualification and profile affected the performance of pupils. A similar proportion of the head teachers described the status of instructional materials in their schools as inadequate. Other factors apart from those caused by UPE that affected the performance of pupils included negligence by parents and poverty levels in the community. According to the head teachers, these reported problems could be alleviated by sensitizing the masses on the importance of UPE. The challenges, nonetheless, show that UPE sustainability is uncertain in Rwenzori Region of Uganda.

To ensure that the UPE project does not stall, all the 25(100%) head teachers said that all stakeholders should be involved in its management to ensure that UPE remains a viable project worthy of expenditures. They also suggested that greater efforts should be put in place to help pupils from poor families. According to all the head teachers, it is incumbent upon the government to find possible strategies of ensuring the programme is fully funded, adequate teachers are provided and teaching resources are sufficient. These, according to the head teachers, are some of the key factors that must be taken care of if UPE is to survive in the Rwenzori Region of Uganda.

4.8 Intervention Levels to Improve UPE Performance Levels

The study sought to assess the level at which interventions had been made by various educational stakeholders to improve the performance and sustainability of the UPE programme in Rwenzori Region of Uganda. To achieve this, a questionnaire was subjected to parents to give their views on various issues on the state of UPE sustainability in Rwenzori Region of Uganda. The results on parents' rating of the

general quality of all educational programmes in Uganda were as shown in Figure 4.5 below.
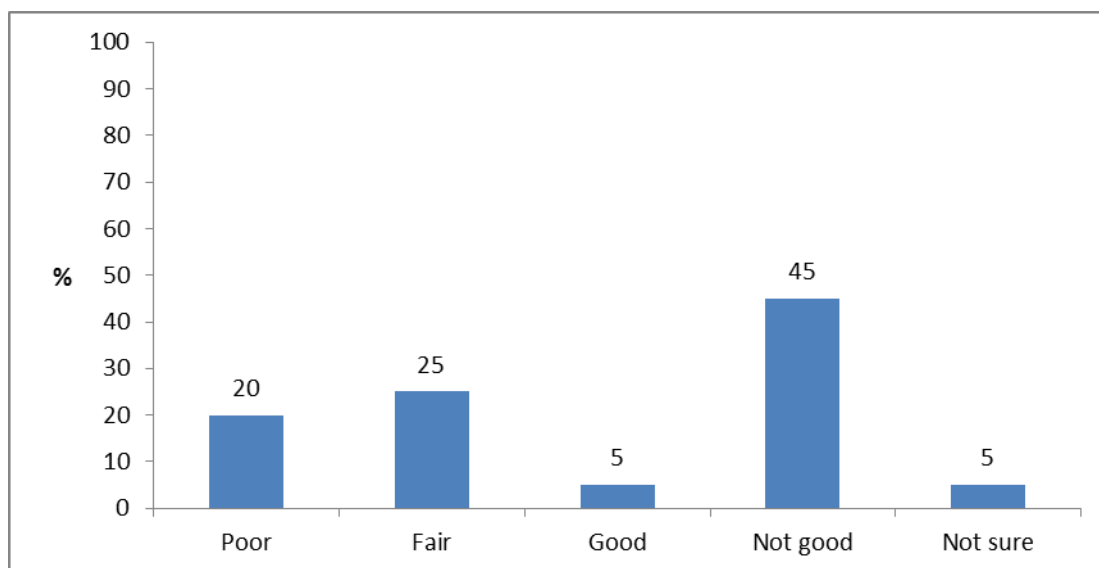
Fig 4.5: General quality of education for all programmes in Uganda

As shown in the figure above, twenty-three (45%) of the parents rated the general quality of education for all programmes in Uganda (quality of UPE) as not good with only 3(5%) reporting it as good (Fig 4.5). The quality of education was rated as fair by 26(50%) and 15(30%) of the parents rated it as good. Still, 3(5%) parents rated it as not good.

The study further sought to ascertain parents' views on whether or not they thought their children were receiving quality education in UPE schools. The findings were as presented in Table 4.21.

Table 4.21: Parents Responses on the quality of Universal Primary Education

Statement	Frequency (%)
Think your own child is receiving good quality education	31(60)
Children like school, teachers and education in your community	51(100)
UPE schools have basic facilities to provide quality education to your children	41(80%)

As indicated in the table above, thirty-one parents (60%) were of the view that their children were receiving quality education and 51(100%) said that the children liked school, teachers and education in their community. Over three-quarters, 41(80%), of the parents reported that UPE schools had basic facilities to provide quality education for their children.

4.8.1 Role played by Parents in ensuring Quality Education

In focus group discussions with parents, the following were identified as roles that parents can play to enhance the quality of education in Rwenzori Region of Uganda:

- Visiting the child at school

- Paying for school uniform and meals

- Requesting head teachers to ensure teachers are in school

- Provision of building funds

- Communicating with children about their learning

All (100%) of the parents said that their children liked going to school and loved their teachers and the education system in general, 60% of the parents agreed that the children were receiving quality education and 40% disagreed, as they believed the

quality of education under UPE is much wanting due to lack of enough teaching and learning resources, poor funding, inadequate trained teachers, excessive levels of enrolment, poverty and poor climatic conditions all of which affected the quality of education in the Rwenzori region of Western Uganda. In addition, 80% of the parent respondents asserted that the UPE schools had been equipped with basic facilities to provide quality education. The researcher observed that majority of these parents were from rural or hardship areas of the Rwenzori Region and hardly understood what good quality facilities meant or looked like. Conversely, those from rural, who represented the remaining 20% of the parent respondents, disagreed that the government has provided adequate basic equipment to facilitate quality education.

The study further sought to ascertain if the requisite facilities to ensure sustainability of UPE were available in the UPE schools in Rwenzori Region of Uganda. To achieve this objective, the researcher used observation schedule with a checklist of items required to guarantee sustainability of UPE derived from a review on existing literature of similar programmes in other places. The results are presented in Table 4.22 below.

Table 4.22: Important Facilities to ensure Sustainability of UPE

Important activities and Items	Availability (%)
Fee records	10(90.9%)
School feeding programme	6(54.5%)
Teaching and learning materials and library	10(90.9%)
Teachers presence in the school	11(100%)
Hostels for teachers and pupils	3(27.3%)
Availability of toilets	11(100%)
Play grounds	10(90.9%)

As indicated in Table 4.22, a total of 11 schools were observed. Among them, 10(90.9%) kept fee records of which only 4(40%) were in good condition. School feeding programmes were available in 6(54.5%) of the schools and only 3(50%) had the records in good conditions. Ten (90.9%) of the schools had teaching/learning materials of which 5(50%) had the records in good. Teachers were present in all the 11(100%) schools. Hostels for teachers and pupils were present in only 3(27.3%) of the schools and records were available in only 2(66.7%) schools. Toilets were available in all the 11(100%) schools and 10(90.9%) schools had a playground.

The study also sought to ascertain from the teachers the levels of pupil enrolment in their respective schools. The results were as shown in Table 4.23 below.

Table 4.23: Teachers' Perspectives on UPE Pupil Enrolment Levels in Districts of Rwenzori Region

Primary Levels	Very high	High	Average	Low	Very low
P.1	156(63.4)	66(26.8)	21(8.5)	3(1.2)	0(0)
P.2	147(59.8)	57(23.2)	39(15.9)	3(1.2)	0(0)
P.3	73(29.6)	115(46.9)	19(23.5)	0(0)	0(0)
P.4	73(29.6)	67(27.2)	32(39.5)	3(3.9)	0(0)
P.5	24(9.9)	70(28.4)	121(49.1)	30(12.3)	3(1.2)
P.6	18(7.3)	51(20.7)	48(19.5)	126(51.2)	3(1.2)
P.7	6(2.4)	27(11.0)	48(19.5)	99(40.2)	66(26.8)

Of the teachers 156(63.5%) reported that Primary One enrolment levels were very high and 147(59.8%) said enrolment was very high in Primary Two. This implied that the enrolment levels were very high among those joining Primary One and Two. As one progresses to higher classes, enrolment began to dwindle; for example, Primary Three enrolment levels were reported as simply high by 115(46.9%) parents, Primary Five as average by 121(49.1%) and Primary Six and Seven enrolment levels were low as reported by 126(51.2%) and 99(40%) parents, respectively. There is reasons for reduced number of pupils in upper classes was subjected to dropout, working long distances, hunger, lack of interest in studies, lack of parental support, early marriages, civil strife, and general poverty levels. These statistics show that enrolment levels in Rwenzori Region were generally average; the region has not reached the 100% desired enrolment goal.

The study further sought to find the factors that influenced pupil enrolment, retention and completion levels in UPE schools in Rwenzori Region of Uganda. This item was

administered through teachers' questionnaire and the research results on this issue were as shown in Table 4.24 below.

Table 4.24: Factors Influencing Enrolment, Retention and Completion Levels

Factor	Frequency (%)
Preventing early pregnancies	69(28)
Conducive learning environment	45(18.3)
Availability of teachers	30(12.2)
Stable performance in P.I.E	27(11)
Poverty levels	24(9.8)

As indicated in the table 4.24, the five key factors that influenced sustainability of enrolment, retention and completion levels in UPE schools, as reported by 69(28%) of the teachers, was prevention early pregnancies among young girls in school; conducive learning environment, 45(18.3%), and availability of teachers, 30(12.2%). However, poverty remained one of the issues affecting sustainability of UPE because, according to the teachers, poor parents could not afford to support the UPE policy and often opted to pull their children out of school. Nevertheless, majority of the teachers, 213(86.6%), reported that school fee abolition had led to increased enrolment in their schools.

The study also sought to establish the impact of parents' involvement in the sustainability of UPE in the study area. The results were as presented in Figure 4.6 below.
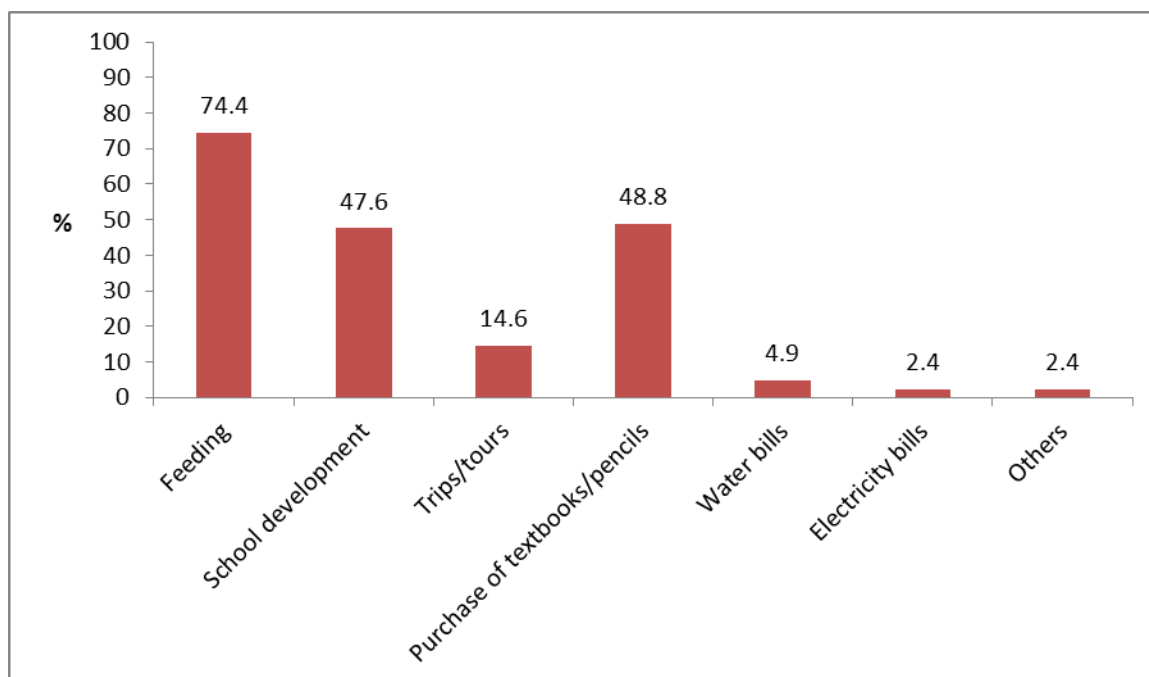
Fig 4.6: Impact of Parental involvement in Sustainability of UPE in the Rwenzori Region

The study established that parents continue to struggle with buying of text books, exercise books, uniforms, providing meals and paying some fees to buy some other items in school. This has made UPE programme more troublesome to poor parents in rural areas of Rwenzori region Western Uganda.

Some parents, 162(65.9%), said they did support their schools in some ways. They said they got involved in feeding, 61(74.4%), school development, 117(47.6%) and purchase of text books/pencils, 120(48.8%), among others.
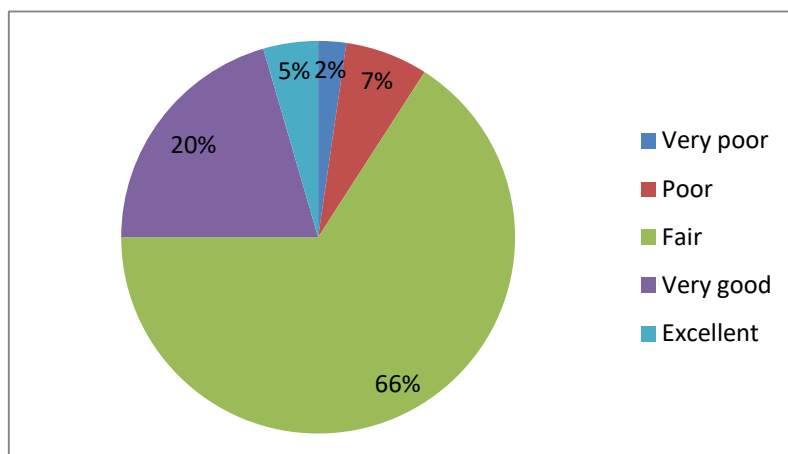
Fig 4.7: Rating Levels of performance of UPE pupils in PLE an indicator of UPE Sustainability

A hundred and sixty-two (65.9%) of the teachers rated the level of performance of their pupils in PLE exams as fair and 50(20.5%) rated it as very good. Only 11(4.5%) rated them as excellent (Fig 4.7). These findings indicate the performance of UPE pupils very wanting in Rwenzori Region.

The teachers were also asked to indicate some of the priorities put in place to guarantee sustainability of the UPE programme in Rwenzori Region. The results were as shown in Table 4.25 below.

Table 4.25: Priorities in Place to Guarantee Sustainability of UPE

Statements	Yes	No	Not sure
The working conditions are favourable for teachers to effectively perform duties	118(48.1)	128(51.9)	
Teachers generally receive salaries in time	144(58.4)	102(41.5)	
I feel motivated and satisfied with my job	144(58.4)	102(41.5)	

As indicated in Table 4.25 above, slightly more than half, 128(51.9%), of the teachers reported that their working conditions were not favourable for effective work. In earlier findings, teachers had reported that they experienced challenges such as lack of

transport, no provision of lunch at school and lack of accommodation. A good number, 102(41.5%), of teachers also said there were delays in payment of salaries while 144(58.4%) were of the contrary opinion. Over half, 144(58.4%), of the teachers felt motivated and satisfied with their job while a significant number, 102(41.5%), did not feel the same way. The teachers who felt motivated said that government had tried to motivate teachers through trips, bonuses and accommodation. Notably, the teachers who reported this were those who teach in well-established schools in town areas of Kabarole and part of Kasese. It was similarly observed by the researcher that majority of the teachers who faced most of the challenges mentioned came from warzone areas, boarder districts, agricultural and rural areas. These challenges threaten UPE sustainability in the Rwenzori Region.

The study also sought to find out if the UPE programme had been designed to cater for the needs of inclusive education. The results from the teachers' questionnaire were as shown in Table 4.26 below.

Table 4.26: The Readiness of UPE Programme for Inclusive Education to all Children

Statements	Yes	No	Not sure
There are pupils with disability in my school	240(97.4)	3(1.3)	3(1.3)
The UPE programme has special initiatives to support pupils with disability	123(50.0)	69(28)	54(22)
I have received some training in special needs education	120(48.8)	126(51.2)	
There are guidance and counselling programmes in my school	214(87)	22(9.1)	10(3.9)

The results in Table 4.26 above generally indicate that, in the opinion of the teachers, the government has tried to provide inclusive education to all children, especially those with disabilities and mental challenges. Most, 240(97.4%), of the teachers said there were pupils with special needs in their schools, 3(1.3%) said there were no such students and another 3(1.3%) were not sure. It was observed that majority of the respondents who reported that special needs services had been provided by the government were from schools located in town areas and schools that have been in existence for over 50 years. Moreover, 123(50%) said the UPE programme had made special initiatives to support pupils with disability; 69(28%) were of the contrary opinion and 54(22%) were not sure. In addition, 120(48.8%) of the teacher respondents indicated that government had trained teachers in special needs education while 126(51.2%) disagreed with this view. The teachers who reported that they had never received any training in handling special needs education were from border districts, rural areas and warzone places. Lastly, majority, 214(87%), of the teachers said their schools provided teachers who specialized in guidance and counselling

whereas 22(9.1%) respondents were of a contrary opinion and 10(3.9%) were unsure. These statistics indicate that there are inequalities in provision of key programmes to facilitate special needs education within the UPE policy.

Table 4.27: Teachers' Views on the State of Sustainability of UPE

Statement	VG	G	NS	P	VP
The general quality of education provided by schools under the education for all programmes (UPE)	27(11.1)	182(74.1)	18(7.4)	18(7.4)	
The attitudes of the pupils towards teachers and the school	12(4.9)	176(71.6)	36(14.8)	21(8.6)	
The performance of girls compared to boys in your school	15(6.2)	197(80.2)	3(1.2)	24(9.9)	6(2.5)
Classrooms (Teaching and learning environment)	9(3.7)	183(74.4)	12(4.9)	39(15.9)	3(1.2)
Staff accommodation	3(1.2)	109(44.4)	15(6.2)	106(43.2)	12(4.9)
Staff meals	0(0)	75(30.3)	13(5.3)	155(63.2)	3(1.3)
Toilet facilities	0(0)	99(40.2)	12(4.9)	135(54.9)	0(0)
Library facilities	0(0)	39(16)	12(4.9)	182(74.1)	12(4.9)
General Quality of learning	6(2.4)	177(72)	24(9.8)	33(13.4)	6(2.4)

VG = Very Good; G = Good; NS = Not Sure; P = Poor; VP = Very Poor

Of the teacher respondents, as shown in Table 4.27 above, 27(11.1%) and 182(74.1%) asserted that the quality of education was very good and good, respectively. On the other hand, 7.4% were unsure while another 7.4% said the quality of education was poor.

A majority of teachers, 176(71.6%) reported that pupils' attitudes towards UPE education was good with 12(4.9%) of the teachers saying the attitudes of learners were very good. However, 36(14.8%) teachers were unsure while 21(8.6%) of them were of the view that pupils' attitudes towards UPE were poor. It was found difficult

to fully explain learners' attitudes since earlier results had indicated that drop-out levels were high and repetition levels and the general performance is quite poor.

As part of priorities of ensuring sustainability of UPE, gender sensitivity and consideration was regarded in this study as a key factor. As such, the study sought to compare the performance of girls in relation. From the research results in Table 4.27 above, 15(6.2%) and 197(80.2%) of the teachers said the performance of girls compared to boys in the Rwenzori Region was very good and good, respectively. Three (1.2%) of the teachers were not sure on this issue. However, 24(9.9%) said girls' performance was poor and 6(2.5%) said it was very poor.

4.9 Recommendations to meet UPE Goals

Majority of the respondents who were interviewed, especially the UPE programme supervisors at local government levels, recommended the following as key strategies that should be adopted to ensure UPE programme is sustained for present and future generations:

- Increase teacher salaries to meet the economic needs of the teachers in the Region and motivate teachers to become more effective and efficient in implementing the UPE programmes.

- Provision of accommodation for pupils and staff in school: Most of the respondents said this was a basic need that the government needs to pay attention to. The respondents stated that the government should construct hostels for pupils and staff houses for teachers within school compounds.

- Provision of meals: The respondents said that pupils and both teaching and non-teaching members of staff should be provided with meals. This would

alleviate cases of absenteeism, reduce drop-out and enhance concentration during learning among pupils.

- Improvement of school infrastructure: The respondents recommended that more classes should be constructed, toilets, and play grounds.

- Provision of transport was another factor that was recommended by the respondents to be paid attention to by the government of Uganda. The respondents noted that teachers and pupils walked long distances to school and this increased risks of lateness, dropping out of school and absenteeism. They recommended that the government and other stakeholders of UPE programmes should purchase buses for schools to ferry students and teachers to and from school.

4.10 Ways of Achieving UPE Goals

Each of the sampled districts provided one official among the categories of QASOs, DEOS, CAOS and DISOS. Of these officers, one from border district, one from agricultural areas and one from the rural areas were interviewed. Their average years of service were 12 and all the 3 had bachelor's degree as the highest educational level attained. All were male and were aged between 40 and 60 years.

From the interview results, UPE drop-out rate was reported to be low by all the QASOs. The educational supervisors of UPE further suggested the following as possible strategies for attaining sustainability of UPE in the Rwenzori region, and perhaps in the whole of Uganda:

- Putting in place support for school supervision and conducting annual review of curriculum for primary schools to ensure that education is in line with societal needs of the people of Uganda.

- Training programmes for the teachers in primary schools to equip them with skills and abilities to teach pupils using modern and advanced methods.

- Putting in place strategies to ensure access and completion, including sensitization of masses, provision of scholastic materials and school inspection.

- Intervention for children with special needs through training of teachers and provision of guidance and counselling services was seen as one of the keep pillars in achieving UPE sustainability in the Rwenzori Region in Western Uganda.

- Teaching practical lessons and hiring qualified teachers.

- Strategies suggested improving levels of literacy of pupils including support for supervision, teacher motivation and teacher training.

- Strategies suggested eliminating gender disparity and ensuring equity including sensitization of masses and also the government paying attention to disadvantaged groups of children, especially those with disability and the girls.

- Strategies proposed to improve all aspects of education including support for supervision, training of teachers and assessment of learners on monthly basis.

- The interviewees said the government was managing education through paying of salaries in time and providing instructional materials. Improving these services was seen as a key strategy to ensuring sustainability of UPE in the Rwenzori Region Western Uganda.

- The respondents said that the organizations that supported UPE included USAID, RTI, Bantwana and Ride Africa. They requested these organs to pay close attention to the running of the UPE programme in Uganda to ensure sustainability and stability of UPE in the country.

4.11 Discussion of the Findings

4.11.1 The Key Strategies Influencing UPE Policy Sustainability

A hundred and one (38.3%) of the pupils identified teaching resources as the reason that made them go to school often, while 34(13.3%) reported school fees availability and school meals as factors that motivate them to go to school. This shows that provision of adequate teaching and learning resources, meals and support from parents are important factors in ensuring pupils remain in school, enhancing enrolment and improving academic performance. This finding is in line with what Jamison *et al*. (1981) which stated that, in Nicaragua, workbooks and radio instruction had raised pupils' scores in mathematics. Text books have also been reported to raise test scores in the Philippines, but in Kenya text books have reportedly had effects only among the best students, perhaps because reading of text books is difficult for most students (Glewwe, Kremer & Moulin, 2006). Dunflo (2001) observes that the large-scale construction of (primary) schools has led to increase in educational attainment in Indonesia. The sustainability of Universal Primary Education depends on the development infrastructure, provision of teaching and learning resources as confirmed by earlier researchers. Therefore, the findings of this research affirm that the provision of teaching resources, provision of school fees and meals is very crucial in ensuring stable and sustainable education in all parts of the world.

All (100%) of the respondents affirmed the adequacy of the government in funding UPE programmes. The study, however, found that adequacy of funds was affected by embezzlement of some educational officials in collusion with politicians. The respondents, however, emphasized that funding was a key priority in ensuring sustainability hence; it is the duty of government to ensure funds are provided and ensure supervision to curb embezzlement. Oonyu (2012) posits that the increase in

enrolment is all pegged on the government's commitment to ensuring the UPE programme remains sustainable and successful. Makau (2001) urges the government of Uganda to ensure that it meets the enormous demands of UPE to ensure the programme is sustainable. As indicated in the study findings, funding is very crucial in ensuring sustainability of this policy in Uganda.

4.11.2 The Levels of Achievement of UPE Sustainability in Uganda

Parental involvement in the learning affairs of their children is important in ensuring sustainability of UPE programme. The study found that parents of UPE schools in Rwenzori Region of Uganda visited their children at school and cost-shared in some school requirements such as, buying school uniforms and provision of meals. This was attested to by the head teachers who were interviewed during the research.

Most of the teachers (97.4%) also reported that the UPE programme catered for children with special needs, especially those with disabilities. The teachers said they were well trained to handle pupils with special needs. This indicated that the UPE programme was quite inclusive in its education service delivery to the people of the Rwenzori region Western Uganda.

It was also found that the UPE primary schools in the Rwenzori region were provided with school counsellors to offer pupils and the staff members counselling services, especially in warzone areas and boarder districts where a good number of families stayed in refugee camps. Most (87%) of the respondents were grateful to the government for showing concern towards the psychological needs of the learners and the teachers in such regions.

A good number of respondents, 69(28%), reported that early pregnancies in most schools had been reduced through sensitization programmes and training of the girl-child. In addition, 45(18.3%) said that the government of Uganda provided a conducive learning environment through provision of facilities such as good classrooms and proper sanitation.

Moreover, 30(12.2%) of the respondents said the government of Uganda, through the Teacher Service Commission, had provided qualified teachers to UPE primary schools in the Rwenzori Region. Provision of well-trained teachers to schools ensures quality education and improves literacy and numeracy levels (Wood, 2008).

Majority of the teachers, 213(86.6%), reported that school fee abolition had led to increased enrolment in schools. The achievements mentioned by the respondents in this study indicate that the UPE programme is taking stable strides in spite of the challenges being encountered (Namulondo, 2008). As confirmed by this study, Namulondo (2008) also reports that enrolment in UPE primary schools in Uganda has increased by 149%. This is an indication that free primary education has been a highly received project among the people of Uganda. Therefore, creating opportunities for sustainability is a necessary factor in the life span of UPE.

4.11.3 Priorities in place to guarantee Sustainability of UPE

Key priority of ensure sustainability of universal primary education in Uganda. There some schools in have favourable working conditions and especially well established schools in town developed districts like Kabarole and Kasese.

Some (58.4%) teachers, especially in developed primary schools said good payments accorded to them by the government from funds provided by the parents; indicate UPE is going to be sustainable programme in the region. Oonyu (2012) says that the

government needs to be committed to this programme and this commitment can be revealed through provision of sufficient salaries that can motivate teachers in the teaching process. Makau (2001) says that the payment awarded to the teachers should be satisfactorily to meet teacher's needs. This is key priority that policy formulators have to take into consideration.

Job satisfaction was reported by 58.4% of the teachers as another important aspect in ensuring sustainability of UPE in the Rwenzori Region. Most teachers, especially those in urban areas, indicated that they were fully motivated and satisfied with their jobs.

All (100%) of the respondents reported that there was support, especially, from parents from urban environments for the UPE programme. This showed that UPE enjoyed support in some quarters of Rwenzori more than others. The research respondents Ministry of Education and sports of Uganda requests parents to take interest in the learning of their children as this is a key motivator to the learners and also encourages the children to move on with their studies (MOES, 2001). This implies that the government of Uganda understands that parental involvement in the learning process is crucial. Similarly, parents are key pillars in ensuring UPE sustainability.

Provision of adequate teaching and learning facilities and the general infrastructure is important in ensuring UPE is sustainable and that it is meeting its intended objectives (Glewwe, Kremer & Moulin, 2006). The study findings were in agreement with this view, that provision of teaching and learning resources will indeed dictate sustainability of UPE. The respondents suggested that the government needs to ensure teaching resources are sufficient and efficient to ensure proper learning is achieved.

Lastly, 89.7% of the respondents said that pupils' attitudes towards learning are also key pillars to sustainability of UPE in the Rwenzori Region. On their part, the pupils reported that they truly loved going to school to study as long as there were friendly teaching and learning conditions.

4.11.4 Challenges facing the Sustainability of UPE Policy in the Rwenzori Region

From the interviews that were carried out with parents' representatives, it emerged that some parents harboured negative attitudes towards UPE programmes. These parents felt that UPE was diluting the quality of education and hence their children wasting time at school.

Moreover, the study established that one of the challenges that face UPE policy in Uganda is high enrolment amidst inadequate provision of teachers. This was indicated by 95.2% of the head teachers as one of the bottlenecks to the sustainability of Universal Primary Education in Uganda. The head teachers indicated that teachers in most of their schools were few; the ratio of teachers to pupils did not comply with the required standards. Majority of the teachers each taught hundreds of pupils. This had lowered the quality of education in the region. Agaba (2014) posits that the set targets that in Uganda enrolment of pupils in primary schools had increased by 90.87 in 2010. With the increase in enrolment of pupils, many unplanned-for needs have cropped up in the education sector which has, over time, affected the level of performance in UPE schools. This has prompted some parents to take their children to private schools which, despite the fees charged being high, are regarded as offering better quality education than public schools.

Another challenge facing UPE as identified in the study was insufficient resources such as classrooms, text books and teachers. These were reported as key challenges to

sustainability of Universal Primary Education in Rwenzori region. Other issues threatening sustainability of the UPE programme included reduction of the aid to basic education. Aid reduced from $87 million (about USh 224b) to $34 million (about USh 87b) from 2010 to 2012 (Kagolo, 2012). According to Kagolo (2012), this challenge has generally caused a lot of problems in terms of having enough teaching and learning resources. In relation to financial aid and funding, Agaba (2014) also says that delayed remittance and insufficiency of funds/Capitation Grant negatively lead to increased failure rate. These problems hamper the implementation of teaching as scheduled as teachers are unable to acquire and use instructional materials at the right time.

Absenteeism of pupils and teachers was also reported as another major problem plaguing UPE in Rwenzori region of Uganda. Head teachers lamented that pupils and teachers missed classes regularly. This has perpetuated high levels of drop-out, repetition and poor performance.

Majority, 24(95.2%), of the head teachers agreed that the resources available were not always enough to support school learning activities. As a result, to cater for the needs of high pupils' enrolments in lower primary schools, parents and the school management had adopted a cost sharing strategy to support the UPE programme in the study area. Nevertheless, parents and the school management have not fully adopted this cost sharing strategy. According to the research findings, 90.3% of the respondents indicated that parents were not yet fully in support of the strategy of cost sharing. The parents considered UPE a burden to them since it represented a false promise of free education. In other schools in Rwenzori Region, 90.2% of the respondents indicated that parents were forced to pay for some school needs.

According to 90.5% of the head teachers, the problem of cost sharing has given some parents the impression that UPE is not free. Indeed, it emerged during the study that some parents in rural and urban area of Rwenzori still continue to provide scholastic materials, meals and even pay some monies to support primary schools.

The findings of the study further indicated that teachers and pupils, especially among schools in rural areas, warzones and border districts, did not get meals at school; most times they went hungry if never carried their own lunch to school.

The study also found problems of inadequate teachers (16.7%) and insufficient teaching and learning facilities like libraries and laboratories (28.3%). While it was reported that the government of Uganda had provided the requisite resources to run UPE programme, the delays in the distribution of these resources to the various schools had subsequently delay slowed down the implementation of the whole programme and engendered problems of poor educational quality. The manner of distribution of resources to schools has also perpetuated problems of corruption.

The key issue that affected learners as reported in the field was the absence of meals in school. Of the respondent, 50% indicated that both pupils and the staff went without meals at school. Insufficiency of teachers was identified by 16.7% of the respondents as a clear hindrance to sustainability of UPE in the Rwenzori region. Teachers' strikes have been found to be significant in increased failure rate, despite the good cause to have their welfare demands put into consideration by the Government of Uganda, like increment in salaries and establishment of decent accommodation for the teachers to avoid absenteeism (Agaba, 2014). Teachers constitute the backbone of any learning institution. Therefore, inadequacy of teachers makes learning impossible and this culminates in poor performance among pupils.

4.11.5 Policy Orientation and Actions to address the Challenges/Gaps identified Hindering the Achievement of a Sustainable UPE

One of the key policy recommendations made by the respondents to combat the challenges facing UPE was the creation of accountability systems for purposes of transparency. Majority (90.9%) of the respondents advocated for proper keeping of school records and regular need for auditing. According to the respondents, this eliminates problems of corruption and embezzlement of UPE funds in most schools.

The respondents further suggested that provision of school meals to both teachers and pupils could remedy the problem of absenteeism. They noted that absenteeism as a problem had contributed to the poor quality of education, increased high rates of drop-out and repetition. In total, 54.5% of the respondents said that school feeding programmes needed to be introduced in primary schools to address these challenges.

All (100%) of the respondents also noted that provision of teaching and learning resources was another key element that stakeholders in Uganda should pay attention to in order to ensure the sustainability of the UPE programme. They argued that the government of Uganda should take full responsibility in provision of all necessary teaching and learning materials, such as books, uniforms and sanitary towels for the girls, and that these provisions should be done within stipulated timelines.

It was also proposed by the respondents that the schools' management need to create strong measures of ensuring that teachers were always in school. They argued that this can be achieved by creating a good teaching environment for the teachers. This could be a key pillar in improving the learning outcomes of the UPE programme in Uganda.

The findings indicated that majority of the schools did not have adequate basic facilities such as toilets (100%), classrooms and hostels for teachers and pupils

(27.3%). This had contributed to challenges of hygiene, absenteeism and lateness, especially in rainy seasons, among teachers and learners alike. This problem also contributed to the noted high drop-out rates in UPE schools in the area. The respondents, therefore, recommended that the government of Uganda should ensure that all primary schools in Uganda have adequate facilities in place to ensure sustainability of UPE.

Moreover, majority (90.9%) of respondents suggested that the schools in the Rwenzori Region need to have sufficient playgrounds for extra-curricular activities. It was observed during the study that in most rural, warzone and border districts, schools had no playing fields. There is need to have this facility in place to ensure children get involved in other activities that promote meaningful activity and health.

In a survey of selected schools in the districts where Uganda Debt Network operated, the researcher observed that some classrooms had been converted into teachers' accommodation quarters. It was also noted that pupils shared latrines with teachers, girls and boys shared latrines and that pupils studied in highly congested classrooms with few or no desks.

Despite all of the Ugandan Government efforts to improve learning and educational conditions in primary education, a lot needs to be done to improve the quality of education in UPE schools and to ensure the sustainability of the UPE programme.

CHAPTER FIVE
SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of key research findings, conclusion drawn and recommendations made to respond to the research questions. The conclusions and recommendations are presented in accordance with the objectives of the study. These objectives sought to: establish strategies influencing UPE policy sustainability in Uganda; identify the levels of achievement of UPE sustainability in Uganda; identify priorities put in place to guarantee sustainability of UPE in Uganda; establish the challenges facing the sustainability of UPE policy Uganda, and establish the policy orientations and actions to address challenges/gaps identified.

5.2 Summary of Findings
5.2.1 Strategies Influencing UPE Policy Sustainability in Rwenzori Region of Uganda

The study found that provision of the requisite resources is a key element in ensuring the UPE policy sustainability in Uganda. A total of 101(38.3%) respondents indicated that adequate teaching resources would help the learners to obtain necessary skills and relevant knowledge to help them in life. However, it was also found that some schools lacked libraries and other basic facilities such as separate ablution blocks for staff, male and female students. Majority of parents from rural areas or hardship parts of the Rwenzori region assumed that the government had provided the requisite facilities for UPE schools, but those parents from the urban areas disagreed. Indeed, hostels for teachers and pupils were present in only 3(27.3%) of the schools and well-kept records were available in only 2(66.7%) schools. Toilets were available in all the 11(100%) schools and 10(90.9%) schools had playgrounds.

Parental support and involvement in the teaching and learning process was found to be one the significant pillar to sustainability of UPE in the Rwenzori Region. Majority of the pupils, 232(90%), reported that their parents bought them textbooks to use at school. This means that most schools in the Rwenzori Region were supported by the parents, especially in those areas where the government support had dissipated. Apart from scholastic materials, parents also provided meals for learners and staff members. Two hundred and thirty-five pupils (93.3%) indicated that they took meals at school provided by parents through the fees they paid. Only 9(3.6%) of pupils indicated that meals were provided by the school. This meant that parental involvement in the UPE programme was very crucial in ensuring the UPE programme remained sustainable. UPE growth and development requires the combined efforts of the government, parents, learners and other educational stakeholders.

Funding in terms of sufficient amount and timely disbursement was also found to be an important strategy in ensuring sustainability of UPE in Uganda. All (100%) the respondents reported that the government funding to UPE programmes was adequate. They, however, noted that there were problems of embezzlement of funds by some educational officials in collusion with some politicians. They nonetheless emphasized that funding is a key priority in ensuring UPE sustainability.

Supervision and inspection of UPE programme by local government education supervisors was also identified as a significant strategy in ensuring UPE remained sustainable in Uganda. All the head teachers (100%) asserted that there were good inspectional services in their region. They said that school inspectors monitored the processes of curriculum implementation and usage of UPE resources provided. Thus

supervision of UPE activities in the school environment was thus viewed as one of the key factors in ensuring sustainability of the programme.

Provision of qualified and sufficient teachers in primary schools was also found to be an important factor to guarantee sustainability of UPE in the Rwenzori region. On average, the head teachers reported that they had well-trained and dedicated teachers in their schools. They said that teachers could handle up to thirty (30) lessons per week. On average, the head teachers indicated that they had twelve (12) teachers in their schools and 17(66.7%) of the head teachers said their schools were understaffed by at least 4 teachers. All the head teachers who reported that their schools were understaffed said they had made a request to the District Educational Officer and none of them had received additional teachers. Most of the head teachers reported that some lessons went unattended to because of lack of teachers and that this problem had chiefly contributed to poor performance in most UPE-funded primary schools in the Rwenzori Region. It was further established that overburdening of teachers with many lessons had brought about other problems such as burn-out with some teachers opting out of the teaching profession altogether.

Only 1(4.8%) head teacher reported that UPE programme had affected the quality of education and performance of the pupils and 21(85.7%) felt that teachers' qualification and profile affected the performance of pupils. However, it was noted that qualified and dedicated teachers were few in most primary schools in Rwenzori.

Timely provision of adequate instructional materials was further cited as an important strategy in ensuring the sustainability of UPE in the Rwenzori Region. The respondents described the status of instructional materials in the school as inadequate. It was noted that in regard to this factor that UPE sustainability remains uncertain in

the area. Nevertheless, all 25(100%) of the head teachers said that UPE was a viable project worthy of all the resources and efforts so far expended by educational stakeholders.

In addition, pupils' attitudes and motivation were viewed as important factors in guaranteeing sustainability of UPE in the Rwenzori Region. The study found those pupils' attitudes towards UPE education was good (71.6%). All (100%) of the parents indicated that their children liked going to school and loved their teachers and the education system in general and 60% of the parents' representatives agreed that the children were receiving quality education. Conversely, 40% of the parents were in complete disagreement with these assertions. They believed that the quality of education was poor due to lack of enough teaching and learning resources, poor funding, and inadequate availability of trained teachers, high levels of enrolment, poverty and poor climatic conditions. Of the respondents, 80% asserted that the basic facilities had provided to ensure there was quality education in UPE schools.

Accountability and proper record keeping in relation to utilization of UPE resources was identified by the respondents as a key element in attaining sustainable universal primary education in the Rwenzori Region. Majority, 10(90.9%), of the primary schools had their fee records available of which only 4(40%) were in good condition. School feeding programmes were available in 6(54.5%) schools and only 3(50%) had their records kept in good conditions. Ten (90.9%) of the schools also had teaching/learning materials.

Creating combative measures to curb drop-out and repetition rates was also seen as a crucial factor in handling matters of sustainability in the Rwenzori Region. Teachers reported that preventing early pregnancies, 69(28%), of young girls in school, creating

conducive learning environment, 45(18.3%), and availing of teachers, 30(12.2%), would help ensure sustainability of UPE programme in the Region and even in the whole country.

5.2.2 The Levels of Achievement of UPE Sustainability in Rwenzori Region

The major achievement of UPE in the Rwenzori region was increased enrolment. Stable enrolments and high retention levels were reported by 42.5% of the teacher respondents. Enrolment levels were reported at 156(63.5%) in Primary One and 59.8% in Primary Two. Nevertheless, it was noted that enrolment levels in Rwenzori Region had not yet reached the desired 100% enrolment mark. Majority, 24(95.2%), of the head teachers reported that the trend of enrolment was increasing, but 1(4.8%) head teacher said there were not enough facilities to cater for the increasing student population. The school heads also reported that, on average, the total enrolment in their schools was at 920 (SD = 89.8) and slightly more than half of the head teachers, 13(52.4%), had an average of 80-100 pupils per class. Therefore, enrolment of pupils was still a problem is some places of Rwenzori Region due to a variety of factors, such as hunger, wars, natural catastrophes like landslides and earth.

Progression of pupils from one level to another was also taken as an indicator of a sustainable UPE by 49.4% of the teachers.

Some (38.8%) respondents said that good performance in PLE was another indicator that the UPE programme was beneficial and sustainable in the country. A good number (48.1%) of the respondents regarded high levels of completion as a crucial indicator of a sustainable UPE in the Rwenzori Region. Good performance in PLE is still regarded as a good measure of achievement of UPE programme in Uganda.

Majority of the respondents, 53%, reported that the performance of pupils in PLE was fair in most parts of the Rwenzori Region and the 47% disagreed.

Pupils' completion levels were also seen as an achievement towards sustainability of UPE in the region. However, the completion levels of primary school pupils were attested to by 24.1% of the teachers. Majority of the teachers said most of their pupils failed PLE, others repeated and other dropped out. Therefore, the completion levels were poor as reported by 59.5% of the respondents.

Motivation levels of the teaching and non-teaching staff were reported by 41.5% of the respondents as good and this was a fair achievement in the pursuit of a sustainable UPE programme in the Region. However, 53.6% indicated that teachers were not motivated.

Retention levels were seen as an indicator of achievement of UPE goals in the Rwenzori region. Of the respondents, 57.5% indicated that pupils remained in school until they completed their studies while 17.6% disagreed. This implied that there were good retention strategies. Drop-out levels were reported to have been put under control by 51.3% of the respondents. Therefore, cases of drop-out in the region were reducing due to improved UPE service delivery.

High levels of literacy and numeracy were reported by 56.6% of the respondents who agreed that literacy was at it its best in the region. These respondents said that pupils in the Rwenzori Region could read and write, which showed that UPE was positively impacting the lives of learners.

Majority of the respondents who were interviewed, especially the UPE programme supervisors at local government levels, recommended the following as key strategies

that should be adopted to ensure UPE programme is sustained for present and future generations:

- **Increase teachers' salaries** to meet the economic needs of the teachers in the region.

- **Staff accommodation:** This is also one of the basic needs that the government should pay attention to. Thus, hostels should be constructed for pupils and staff rooms for teachers.

- **Provision of meals:** Pupils and members of staff, both teaching and non-teaching, should be provided with meals at school. This would help reduce problems of absenteeism, dropping out of school or lack of concentration among learners during learning.

- **Improvement of school infrastructure**: It was recommended that more classes should be constructed along with the provision of good toilets, play grounds among other facilities.

- **Transport** was another factor that was recommended to be paid attention to by the government of Uganda. It was reported that teachers and pupils walked long distances to and from school every day and this increased risks of health problems and encouraged absenteeism.

- The strategies put in place included support supervision and annual review of curriculum for primary school, to ensure that it is in line with societal needs of the people of Uganda.

- Training programs for the teachers in primary schools would equip them with skills and abilities to teach pupils in a more modern and advanced way.

- Strategies suggested ensuring access and completion included sensitization of the masses, provision of scholastic materials and enhancing school inspection services.

- Intervention for children with special needs through training of the teachers and guiding and counselling services were seen as some of the key pillars to achieving UPE sustainability in the Rwenzori Region in Western Uganda.

- More strategies to ensure sustainability of UPE included teaching practical lessons and hiring of enough and qualified teachers.

- Suggested strategies to improve levels of literacy of pupils included support supervision, teacher motivation and teacher training.

- Recommended strategies to eliminate gender disparity and ensure equity in UPE programme implementation included thorough sensitization of the masses and also the government paying attention to disadvantaged groups of children, especially girls and those with disability.

- Proposed strategies to improve all aspects of education included support supervision, training of teachers and assessment of learners on a monthly basis.

5.2.3 Priorities to Guarantee Sustainability of UPE in Rwenzori Region

Improvement of teaching conditions/environment was suggested as a priority to guarantee sustainability of UPE in the Rwenzori Region. The state of working conditions being favourable was reported by 48.1% of the respondents, although 51.9% disagreed. Most of the teachers (58.4%) said that the government has tried to motivate teachers through trips, bonuses and provision of accommodation. It was observed that many of the teachers who reported this taught in well-established schools in urban areas of Kabarole and parts of Kasese. However, generally, teachers

still require good payments, transportation, accommodation and meals. From the research results, teachers also reported that their working conditions were very much wanting, as they lacked transport, lunch at school, had problems of poor payments that did not come in time and lacked accommodation. Of the teachers, 51.9% indicated that no proper priorities had been put in place by the government to ensure that teachers are taken care of and to enable them to perform as expected. Teachers were not motivated; they were paid little and their basic needs such as shelter and food were also not provided.

Enhancing the tenets of inclusive education within the UPE programmes was another priority suggested to ensure sustainability of UPE in the Rwenzori Region. From the research findings, teachers attested that the government had tried to provide inclusive education to all children, especially those with disability and girls. Half (50%) of the respondents indicated that the government trained teachers in special needs education and 48.8% said it provided teachers who were trained in guidance and counselling matters. Moreover, 87% of respondents said that counsellors had been helpful in handling pupils with special needs. Conversely, 51.2% of the teachers indicated that they had never received any special training in handling special needs education. Most of these teachers were from border districts, rural and warzone areas.

Maintaining and improving the quality of primary education was found to be another priority for maintaining the sustainability of UPE. Of the respondents, 74.1% asserted that the quality of education was good and 7.4% were either undecided or disagreed. Twenty-three (45%) of the parents rated the general quality of education for all programmes in Uganda (quality of UPE) as not good with only 3(5%) reporting it as good. The quality of education was rated as fair by 26(50%) and 15(30%) of the

parents rated it simply as good. Still, 3(5%) parents rated it as not good. Thirty-one parents (60%) were of the view that their children were receiving quality education and 51(100%) believed that their children liked school, teachers and education in their community. The quality of education is proven by the students' numeracy and literacy levels and also acquisition of practical skills.

Promotion of gender equity and equality was another important priority in ensuring sustainability of UPE in the Region. It was found out that 80.2% of the girls were performing better than boys in Rwenzori schools. However, 9.9% of the respondents were of a contrary opinion; for them the boys still performed way higher than the girls in their schools.

Good remunerations for teachers and schools' staff were also suggested as a priority of ensuring the sustainability of UPE in Rwenzori. Of the respondents, 58.4% reported that they received good salaries which were paid in time. On the other hand, 41.5% disagreed and said that salaries often delayed and was too little to meet their daily needs.

Motivation and satisfaction were further viewed as parameters of sustainability of UPE in the region. Majority (58.4%) of the respondents said that they were motivated and satisfied with their teaching jobs and thus appreciated the state of UPE in the region.

5.2.4 Challenges Facing the Sustainability of UPE Policy Uganda

Negative attitudes by some parents towards UPE programme was seen a challenge to sustainability. Head teachers explained that some parents saw UPE unbeneficial to their children because the programme had lowered the quality of education. These parents felt that UPE should be done away with. There is, therefore, a need for the

government to find avenues to ensure parents believe in the importance of UPE programme in Uganda.

Insufficient resources such as classrooms, text books and inadequate teachers constituted other challenges facing UPE sustainability in Rwenzori Region. Of the respondents, 95.2% asserted that the resources allocated were not adequate to facilitate high enrolments of the learners in their schools. All (100%) of the head teachers indicated that UPE resources provided by the government came late in most schools. This had led to disruption of school programmes and slowed down curriculum implementation in the area.

Absenteeism of pupils and teachers was also reported as another major problem. Head teachers indicated that pupils missed classes on a daily basis. Some pupils were barred by their parents from going to school in order to attend to domestic chores. This had largely contributed to increased drop-out cases, repetition and poor performance.

Poor or lack of accommodation facilities for teachers was another challenge reported in the region. Teachers reported that they worked long distances to get to school. As a result, they became exhausted and this affected their teaching activities. The same problem affected pupils who, due to lack of hostels for boarding, had to walk long distances to and from school thus exposing them to many health problems as well as affecting their concentration levels in class.

High enrolment compounded by inadequate number teachers constituted another challenge to UPE sustainability. Head teachers indicated that teachers in most of their schools were few; their ratios did not match that of the pupils. Majority of the teachers taught hundreds of pupils at a go. This had lowered the quality of teaching and learning in the region.

Another challenge reported was that parents and the school managements had not fully adopted a cost sharing strategy to support UPE education and ensure its sustainability. Of the respondents, 90.3% indicated that parents were not yet fully in support of the strategy of cost sharing; they instead regarded it as a burden and as an aspect that gave UPE the impression of being not free as promised. In other schools of Rwenzori region, it was reported that parents were at times forced to pay for some school needs.

In addition, although all, 25(100%), the head teachers agreed that the government had provided enough resources to support free primary education in the school, the teaching and learning resources were not always supplied in time. As a result, sometimes parents had had to provide books, pay for new facilities. Interestingly, the head teachers said they had registered high enrolments whenever they announced that resources were available in their schools.

Majority of the head teachers, 24(95.2%), agreed that the resources available were not always enough to support learning in most primary schools. As a result, parents and the school management had adopted a cost sharing strategy to support UPE education in order to ensure sustainability, but as already reported, this strategy had not been fully embraced. Some head teachers, 15(61.9%), reported that availability of teaching and learning resources influenced pupils enrolment to a very great extent while 10(38.1%) of them said that it affected enrolments to a great extent. Therefore, inadequacy of teaching and learning resources threatens the sustainability of Universal Primary Education in Uganda.

The greatest challenge that was reported by learners was lack of meals in school. Indeed, 50% of the respondents indicated that both pupils and the staff went without meals at school. This problem was threatening to put learning in jeopardy.

Another reported challenge to sustainability of UPE in the Rwenzori Region was that of insufficient teachers (16.7%). Teachers are a backbone of any learning institution. Inadequacy of teachers, therefore, makes learning impossible which culminates in poor performance of pupils.

Lastly, a good number of schools (28.3%) in the Rwenzori region said there were not enough facilities such as hostels, classrooms and toilets to accommodate the swelling numbers of the pupils.

5.2.4 Policy Orientations and Actions to Address Challenges/Gaps identified as Hindrances to the Achievement of a Sustainable UPE in the Rwenzori Region

One of the policy orientations suggested was employing of enough teachers who are qualified. This would solve the problem of inadequate number of teachers in most primary schools of Rwenzori region. It was reported that teachers in many of the schools handled up to thirty (30) lessons per week. Excessive burdening of teachers with lessons had led to teacher burn-out, with some teacher having opted to abandon the profession of teaching altogether. This posed a threat to UPE sustainability in the Rwenzori Region.

Another policy orientation was the provision of enough resources such as text books, classrooms and other scholastic materials. This will ensure the teaching and learning environment is conducive and attracts more pupils to attend school. Majority of the head teachers, 24(95.2%), reported that the trend of enrolment was increasing but 1(4.8%) said the facilities to cater for the student population were not enough. Only

1(4.8%) head teacher reported that the UPE programme had affected the quality of education and performance of the pupils and 21(85.7%) described the status of instructional materials in their schools as inadequate.

Provision of basic facilities such as text books, classrooms and libraries was also recommended as a key factor in improving the quality of education and the general performance of UPE pupils in the Region. The quality of education was rated as fair by 26(50%) and 15(30%) of the parents rated it as good. Still, 3(5%) of the parents described the quality of education as being not good. Thirty-one (60%) parents believed their children were receiving quality education. Over three-quarters, 41(80%), reported that UPE schools had basic facilities to provide quality education for their children.

Parental involvement was reported as a key remedy to challenges of absenteeism and dropping out of school. Most head teachers who were interviewed all said that parents play an important role in ensuring their children stay in school and concentrate on their studies. One of the head teachers said the following: "I visit my child at school, paying for school uniform and meals". The head teachers also urged parents to embrace cost sharing and support their children through provision of building funds. They also said that parents should communicate with their children about learning.

Another policy orientation was prevention of early pregnancies among girls. Early pregnancies were reported to be contributors of school drop-outs and repetition, especially among girls. The respondents indicated that sensitizing the girl-child on the dangers of engaging in premarital sex would help the learners to avoid the risks of getting pregnant.

Majority (58.4%) of the teachers said that the government had tried to motivate teachers through trips, bonuses and provision of accommodation facilities. Most of the teachers who reported this taught in well-established schools in urban areas of Kabarole and parts of Kasese. This meant that teachers in hardship areas like the rural regions and warzones faced a lot of challenges and the government needs to put more focus on such areas.

School feeding programmes were available in 6(54.5%) schools and only 3(50%) had the records in good conditions. Ten (90.9%) of the schools had teaching/learning materials, of which records were in good condition in only 5(50%) of the schools. Teachers were present in all the 11(100%) schools. Accommodation houses for teachers and hostels for pupils were present in only 3(27.3%) of the schools and records were available in only 2(66.7%) schools. Toilets were available in all the 11(100%) schools and 10(90.9%) schools had a playground. All these findings demonstrate the need for further policy orientation strategies to enhance provision of facilities in UPE schools in Uganda.

5.3 Conclusion

Based on the study findings, it is clear that a number of strategies have been put in place to ensure the sustainability of UPE programme in primary schools in Rwenzori Region. However, most these strategies are not enough to achieve their intended objectives. The government has endeavoured to provide well-trained teachers and the needed resources for quality teaching and learning. However, the resources allocated to most schools are insufficient to cater for increasing enrolments. The study findings indicate that sufficiently availing the requisite teaching and learning resources in time is paramount to ensuring good teaching practices and improving pupils' performance.

Parental support of the UPE policy is highly valued by most teachers and head teachers as well as the programme supervisors such as DEOS and DISOS. Although, parental/community involvement in the UPE project has discouraged some parents who feel overburdened when asked to provide for meals, scholastic materials and school fees. It emerged that majority of the parents in Rwenzori region are poor and hoped that the introduction of UPE would completely lift the burden of school fees and education of their children off their shoulders.

The study also found that adequate funding is very paramount to the success and sustainability of UPE in Uganda. The government of Uganda has tried to provide sufficient finances to UPE. Nevertheless, there are delays in disbursement of the finances. In addition, the process of provision of finances and utilization in schools is affected by high levels of corruption. Most funds end up in the pockets of the few individuals within the education system of Uganda. This has put the sustainability of the UPE policy at stake.

The study further concludes that the supervision of the UPE programme has been effective to date. Most programme inspectors such as DEOS and DISOS among others are doing their work well. This has made teachers and head teachers to remain accountable and to focus on providing quality teaching and learning. The curriculum is highly adhered to. However, the problem of inadequacy of qualified teachers is a major issue in most schools in the Rwenzori Region. Teachers also lack accommodation, are paid poorly remunerations, lack advanced training programmes, transportation and meals in school. These constitute some of the demotivating factors to their teaching morale.

Furthermore, the study concludes that pupils' attitudes are very critical in ensuring the sustainability of UPE in Uganda. A fair number of respondents indicated that pupils are interested in the learning process, although other factors such availability of food and lack of hostels, lack of transportation facilities affect the learners' motivation to attend school and learn.

The study also established that most primary schools of the Rwenzori Region have registered fair levels of literacy and numeracy since the introduction of UPE. However, the aims of UPE have not been fully achieved. Retention levels are generally average in most schools. Pupils' drop-out rates are the decline. Moreover, children with disability and girls are given special attention in most schools, especially those in urban areas. Pupils with special needs are provided with counselling services. It also emerged that teachers in most urban schools are trained to give special education. This is a positive factor towards sustainability of UPE in the Rwenzori Region.

The study also noted that enrolment levels in UPE schools are good in most parts of the Rwenzori Region. The challenge remains, however, on the provision of insufficient resources to cater for the big numbers of pupils. Pupils' performance is also rated as fair in most UPE schools and especially those in urban areas.

5.4 Recommendations

From the study findings and conclusions, the researcher makes the following recommendations:

Inadequacy strategies to attain a sustainable UPE in the Rwenzori Region and Uganda in general, were found a stumbling block to achieve UPE. This can be solved by policy makers introducing a variety of strategies that are stable to maintain UPE in the

Rwenzori for the current generation and the generations to come. The government should endeavour to provide adequate well-trained teachers and the needed resources for quality teaching and learning in UPE schools. The found most schools in the Rwenzori region are having inadequate resources to cater increasing enrolments. Teachers also lack accommodation, are remunerated poorly, lack advanced training programmes, transportation and meals in school. These constitute some of the demotivating factors to their teaching morale. The Ministry of Education and Sports needs to ensure that teachers are fully catered for, to ensure that UPE program is implemented as desired and also sustaining forever in Uganda. This will ensure good teaching practices and improving pupils' performance. The stakeholders in the Rwenzori Region appreciate UPE for it has somewhat improved levels of literacy and would wish this program to continue perpetually.

This study recommends that Parents and the community should be sensitive by the key policy makers and implementers on their roles about UPE program. Parental/community involvement in the UPE program was found to be paramount to sustainability of the policy and should be sustained. It was found that some parents feel overburdened when asked to provide for meals, scholastic materials and school fees and some have lost interest in the program because of the invisible cost UPE has. It emerged that majority of the parents in Rwenzori region are poor and hoped that the introduction of UPE would completely lift the burden of school fees and education of their children off their shoulders. It is thus crucial for policy makers to maintain good relationships with parents as this will ensure sustainability of Universal Primary Education.

This study strongly recommends to responsible UPE policy makers, funders, and implementers to ensure there is sufficient funding and curbing of corruption is done with much urgency to ensure sustainability of UPE in the Rwenzori region and other parts of the country. Funding is very paramount to the success and sustainability of UPE in Uganda. The government of Uganda need provide sufficient financial resource to UPE to UPE program. The government needs to take UPE very serious for it's a key determinant for the economic growth and development of Country. Delays in disbursement of the finances and corruption were recorded as key setbacks to sustainability of UPE program in the Rwenzori region and other parts of the country. Most funds end up in the pockets of the few individuals within the education system of Uganda according to the findings. This has put the sustainability of the UPE policy at stake. There is a danger of failing to sustain UPE and eventually the program will crumble down with perhaps little or no chances of its resurrection with all its mega its benefits to the people of Uganda. The people of Rwenzori region will continue to struggle with issues of illiteracy, diseases, among other issues if the program is not secured from vices threatening its sustainability for now and the future generation.

The study further recommends that there should equitable distribution of resources and services to schools in the Rwenzori Region, regardless the locality of the school. It was established in the study that most primary schools of the Rwenzori Region especially those in urban areas have registered fair levels of literacy and numeracy since the introduction of UPE. Moreover, children with disability and girls are given special attention in most schools, especially those in urban areas. Pupils with special needs are provided with counselling services. It also emerged that teachers in most urban schools are trained to give special education. However, the aims of UPE have not been fully achieved. Retention levels are generally average in most schools.

Pupils' drop-out rates are the decline. Fair distribution will ensure sustainability of UPE in the Rwenzori Region.

The findings indicated that majority of head teachers and teachers, pupils and education supervisors' were male. Therefore, the researcher recommends to the Ministry of Education and Sports to work on equally recruiting teachers of both genders and find proper strategies of enrolling an equal number of pupils in regard to gender distribution in primary schools.

The research found that all UPE schools had feeding programmes at the start of the programme but presently only 23% schools still have them. This meant some schools had scrapped off feeding programmes, which has negatively affected the enrolment levels and the performance of pupils. The researcher, therefore, recommends that the managements of schools, in collaboration with other stakeholders, should work together to restore feeding programmes for both learners and staff in their respective schools.

In addition, the researcher also recommends that schools and the Ministry of Education should establish a committee to come up with actionable strategies to implement the recommendations made by educational experts and stakeholders on issues of sustaining enrolments, good performance in PLE, progression, completion and enhancing good learning environment.

The study further revealed that a good number of teachers, head teachers have undergone some training on matters of gender equality and equity and also provision of inclusive education, especially to the physically challenged learners. However, it emerged that not all schools in the Rwenzori Region practised equity and equality in delivery of UPE services, especially those from rural, warzone areas and border

districts. Therefore, all stakeholders should work together to ensure that there is equity and equality in the implementation of UPE across Uganda and ensuring the general well-being of the Programme in Rwenzori Region.

5.5 Recommendations for Further Studies

In relation to the findings and the conclusion of this study, the researcher recommends that further studies should be done on the impact of decentralization of UPE policy. The research also recommends that further study should be done on comparative analysis of the implementation of the UPE programme in rural and urban areas of Rwenzori Region.

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APPENDICES

APPENDIX I: TIME SCHEDULE/WORK PLAN

Study activities	July-Dec 2014	January 2015	April 2015	November 2015	June 2016	February 2017
Development of proposal	■					
Presentation & defence of proposal		■				
Data collection			■			
Data analysis & interpretation				■		
Writing & submission of thesis draft to supervisors				■		
Corrections & writing of final copy					■	
Submission of thesis for examination						■

APPENDIX II: INTRODUCTION LETTER

Dear Respondent,

My name is Nganzi A. Christopher, Reg No/EDU/D.PHIL/PGPE/1007/13, PhD student of Education Planning and Management at the University of Eldoret (UOE) Kenya. I hereby request you to kindly help me with the information I need to accomplish this research study. This study seeks to establish and examine **Strategies Influencing Sustainability of UPE in Uganda**; the intention is to understand whether Uganda is on the right track to achieving sustainable Universal Primary Education (UPE) goals/objectives. The results of this study will enable the government of Uganda to improve efforts to achieve a sustainable UPE programmes.

APPENDIX III: QUESTIONNAIRE FOR THE TEACHERS

This study seeks to establish and examine **Strategies Influencing Sustainability of UPE in Uganda** whether the country is on the right track to achieve UPE goals and objectives. The results of this study will enable the government of Uganda improve efforts to achieve UPE objectives. You have been selected to participate in this study and all the information you will provide will be treated as strictly confidential. The questionnaire should only take 10 minutes to complete. Your participation is very much appreciated.

SECTION A: BACKGROUND INFORMATION

NO	STATEMENT	RESPONSE
1	District	
2	Name of school	
3	Years of service with current school	
4	Total years of Service with MoES	
5	Age	21-30 years…………...1 30-40 years…………...2 >40 years…………….3
6	Sex	Female………………..1 Male…………………..2
7	Highest Qualification of Formal Education	Masters Degree…........1 Bachelors Degree……...2 Diploma……………....3 Certificate………….....4

SECTION B: STRATEGIES TO INFLUENCE SUSTAINABILITY OF UPE

5. Indicate the current school enrolment using words like (very high, high, average, low, very low) the highest will be rated as 1 and lowest 5

No	Primary Levels	1	2	3	4	5
1	P.1					
2	P.2					
3	P.3					
4	P.4					
5	P.5					
6	P.6					
7	P.7					

6. Kindly indicate 5 key factors that may influence enrolment, retention, and completion levels in your School.

………………………………………………………………………………

………………………………………………………………………………

7. Do you have adequate instructional materials in this school?

Yes [ ] No [ ]

8. If no indicate the reasons why the instructional materials are not always adequate?

………………………………………………………………………………

………………………………………………………………………………

9. Do parents support this school in anyway? Yes [ ] No [ ]

10. If yes, state ways they get involve? (**Can tick in more than one box**)

I.	Feeding	[ ]
II.	School development	[ ]
III.	Trips/tours	[ ]
IV.	Purchase of text books/pencils	[ ]
V.	Water bills	[ ]
VI.	Electricity bills	[ ]
VII.	Others ………………………….	

11. a). Has school fee abolition led to increased enrolments in your school? (**P1**)

Yes [ ] No [ ]

b) Indicate reasons for your response above

………………………………………………………………………………………………

………………………………………………………………………………………………

12. a) How do you rate the level of performance of your pupils in PLE exams

Very poor [ ]   Poor [ ], Fair, [ ] Good Very [ ] Excellent [ ]

b) List four challenges your school is facing under UPE program

………………………………………………………………………………………..

………………………………………………………………………………………..

13. a) What is your level of agreement on the following statements related sustainability of performance of UPE? Rate where **1=Strongly Agree; 2= Agree; 3= Undecided; 4= Strongly Disagree; 5=Disagree**

	1	2	3	4	5
There is high enrolment					
Good retention levels of pupils					
No dropout					
High levels of progression					
High levels of literacy					
Good Performance in PLE					
High levels of transition to secondary level					
High levels of completion					
Good learning environment with quality infrastructure					

Good motivation levels of teaching and non teaching staff

SECTION C: PRORIORITIES IN PLACE TO GUARANTEE SUSTAINABILITY OF UPE

1	What would you say about the general quality of education provided by schools under the education for all programmes (UPE)	Very good….1 Good………2 Not Sure..…3 Poor………..4 very Poor…..5
2	As a teacher, are the working conditions favourable for you to effectively perform your duties?	Yes………..1 No……........2

3	Do you generally receive your salaries on time?	Yes………..1 No……........2
4	Do you feel motivated and satisfied with your job?	Yes………..1 No……........2
5	What is the attitude of the pupils towards teachers and the school?	Very good….1 Good………2 Not Sure..….3 Poor………..4 Very Poor…..5
6	Do you have any pupils in your school with disabilities?	Yes………..1 No……........2 Not sure…...3
7	Does your UPE program have any special programs or initiatives to support pupils with disabilities?	Yes………..1 No……........2 Not sure…...3
8	Have you received any training in special needs education so that you are able to help with pupils with special learning needs?	Yes………..1 No……........2
9	Do you have guidance and counselling programmes in your school?	Yes………..1 No……........2 Not sure…...3
10	How is the performance of girls compared to boys in your school?	Very good….1 Good………2 Not Sure..….3 Poor………..4 Very Poor…..5
11	Comment on the condition of each of the following in your school?	Very good…..1 Good………2 Not Sure..…. 3 Poor………..4 Very Poor…..5
12	Classrooms (Teaching and learning environment)	Very good…..1 Good……….2

		Not Sure...… 3 Poor………..4 Very Poor…..5
13	Staff accommodation	Very good…..1 Good……….2 Not Sure...… 3 Poor………..4 very Poor…..5
14	Staff meals	Very good…..1 Good……….2 Not Sure...… 3 Poor………..4 Very Poor…..5
15	Toilet facilities	Very good…..1 Good……….2 Not Sure...… 3 Poor………..4 Very Poor…..5
16	Library facilities	Very good…..1 Good……….2 Not Sure...… 3 Poor………..4 Very Poor…..5
17	General Quality of learning	Very good…..1 Good……….2 Not Sure...… 3 Poor………..4 Very Poor…..5

14.) What are the challenges that you face in ensuring quality teaching and learning in your school?

....

....

15.) What would you recommend in order to ensure that the government of Uganda meets the UPE goals?

....

....

....

16.) Any other comments

....

....

I appreciate your contribution

APPENDIX IV: DATA COLLECTION FORM FOR SCHOOL MANAGEMENT COMMITTEES, PARENTS

This study seeks to establish **Strategies for Sustainability of UPE in Uganda** whether the country is on track to achieve UPE goals. The results of this establishment and examination will enable the government of Uganda work hard to improve efforts to achieve UPE goals and objectives. You have been selected to participate in this assessment and all information provided by you will be treated as strictly confidential. This interview will only take about 15 minutes. Your participation is very much appreciated.

SECTION A: BACKGROUND INFORMATION

No	STATEMENT	RESPONSE
1	District	
2	Name of school	
3	Age	20-40 years…………1 40-60 years…………2 >60 years……………3
4	Sex	Female………………1 Male…………………2
5	Highest Qualification of Formal Education	Master Degree…......1 Bachelors Degree….2 Diploma……………3 Certificate………….4 NONE OF THE ABOVE

SECTION B: INTERNVENTION LEVELS TO IMPROVE UPE PERFOMANCE LEVELS

NO	STATEMENT	RESPONSE
1	What roles do you play in ensuring that pupils in your school receive quality education?	
2	In your view, what is the general quality of education for all programs in Uganda? (quality of UPE)	
3	How would you rate the overall quality of the school attended by your child?	
4	Do you think your own child is receiving good quality education?	
5	Do children like school, teachers and education in your community?	
6	Are the UPE schools having basic facilities to provide quality education to your children?	
7	What would you recommend in order to ensure that the government of Uganda achieves desired UPE Performance	
8	WHAT LEVIES DO YOU PAY TO THE SCHOOL?	
	Why did you choose this school?	
	What step should the government take to improve UPE	

Thanks a lot for your time

APPENDIX V: QUESTIONNAIRE FOR THE HEAD TEACHERS

This study seeks to establish and examine Strategies Influencing Sustainability of UPE in Uganda, and whether is on track to achieve UPE goals of sustainable performance. The results of this assessment study will enable the government of Uganda to work on gaps hindering the achievement of UPE goals and improve efforts to achieve UPE. You have been selected to participate in this assessment and all information provided by you will be treated as strictly confidential.

SECTION A:

NO	STATEMENT	RESPONSE
1	District	
2	Name of school	
3	Years of service with current school	
4	Total years of Service with MoES	
5	Age	30-40 years…………1 40-50 years…………2 50-60 years…………3
6	Sex	Female………………1 Male…………………2
7	Highest Qualification of Formal Education	Masters Degree…....1 Bachelors Degree….2 Diploma……………3 Certificate…………4
8	Pupil enrolment	Males…………… Females…………
9	Number of permanent teachers	Males…………… Females…………
10	Date of Interview	

SECTION B: IMPROVING UPE PROGRAM

NO	STATEMENT	RESPONSE
1	What programmes do you have in place to improve education for disadvantaged children?	
2	Do you have any Pupil in your school with special needs? If yes, do you have any special consideration for meeting their learning needs?	
3	Do you have adequate school infrastructure in terms of class rooms, library and, staff houses to ensure quality education?	
4	What is the general attitude of parents towards the education of the girl child in the area?	
5	As a school, do you have any special programs for meeting the learning needs of the girl child?	
6	What are some of the gender sensitive issues in your school that may affect the girl child's pursuit of education?	
7	What do you think should be done to improve the quality of education in UPE schools?	
8	How adequate is government funding for universal Education programs? (sources of funding)	
9	What kind of school inspections are carried out to guarantee quality education? (for number of times inspections are carried out per term, feedback, and actions taken)	
10	What would you recommend in order to ensure that the Government of Uganda achieves UPE goals?	
11	Any other comments?	

2. How many teachers do you have in the school? ……………

3. i) Is your school understaffed or overstaffed?

   Yes...... No........

   ii) If yes, by how many teachers? ....

   iii) If your school is understaffed have you made a request for more teachers?

   Yes...... No........

iv) Were you helped when you made a request to MOES? Yes......   No........

4. What is the total enrolment of your school…………………..

5. How many pupils are there averagely in your classes i) 20-40 [ ] ii) 40-60 [ ] iii) 60-80 [ ] iv) 80-100 [ ] v) 100 and above [ ]

6. On average your teachers handle how many lessons per week…………

7. a) Are their lessons that go unattended because of lack of a teacher?

   b) Yes/ No

   c) State reasons for your answer

   d) If the answer is negative tell the effect this problem has on the quality of education in your school?

    …………………………………………………………………………………

    …………………………………………………………………………………

8. i) What is the trend of enrolment in your school

   ii) Increasing   [ ]

   iii) Decreasing   [ ]

   iv) Constant   [ ]

9. Are there enough facilities to cater for the student population?

       Yes ... No....

Mention facilities you find adequate and those you find inadequate

………………………………………………………………………………..

…………………………………………………………………………………

10. i) Do you feel UPE program has affected the quality of Education and performance of pupils in PLE ?

       Yes .... No..... ii) If yes explain briefly how …………………………………

11. i) Do you feel the teachers qualification and profile affects the performance of the pupils

   ii) Yes No ii) If yes explain how……………………………………………

12. i) How can you describe the status of your instructional materials in the school

…………………………………………………………………………………………

…………………………………………………………………………………………

13. What other school factors apart from those caused by the UPE program affecting the performance of pupils in your school

14. In your opinion how can the effect of these factors be alleviated in your school

15. What are the strategies in place to ensure this UPE program does not die a natural death?

16. In opinion do you think UPE a viable project, worth, of expenditures and all other efforts?

Yes ( ) No ( )

Support your answer

16. What are the Key challenges you have encountered in trying to implement UPE in your school

……………………………………………………………………………………

17. What you would you suggest as ways to solve the mentioned challenges?

……………………………………………………………………………………

18. What is your level of agreement on the following statements related to teaching and learning resources? Rate where **1 = Strongly Agree, 2=Agree, 3= Undecided 4= Disagree 5=Strongly Disagree**

	1	2	3	4	5
The government has provided enough resources to support free primary education in the school					
The resources available are not always enough to support school learning hence poor pupils enrolments in lower primary schools					
Parents and the school management have adopted a cost sharing strategy to support UPE education in order to ensure sustainability					
parents pay for new facilities have to be put in place					
Teaching and resources are not always timely hence parents have to provide books for the learning					
We have noted High enrolments whenever we announce of enough resources availability					

19. To what extent does the availability of teaching and learning resources?

Influence pupils' enrolment in lower primary school

Very great extent [ ] Great extent [ ]

Moderate extent [ ] little extent [ ]

Not at all [ ]

I do appreciate your time and sacrifice. Thanks a lot

APPENDIX VI: INTERVIEW SCHEDULE FOR THE EDUCATIONAL OFFICIALS (MINISTRY OF EDUCATION OFFICIALS, DISOS, DEOS AND QASO)

The general purpose of this study will be to **Strategies influencing sustainability of UPE in Uganda education.** Kindly be open and honest as possible. This is not a test; the questions are intended for academic purpose only.

SECTION B:

NO	District	
1	Job Title	
2	Total years of service	
3	Highest qualification	PhD ………………..1 Master's Degree…......2 Bachelor's Degree….3 Diploma……………4 Certificate………….5
4	Sex	Male □ Female □
5	**Age**	20-40 years □, 40-60 years □, >60 years □
6	UPE enrolment	Male …….. Female ……
7	UPE dropout rates	Male …….. Female ……
8	**Interview Date**	

SECTION B: WAYS OF ACHIEVING UPE GOALS

NO	STATEMENT	RESPONSE
1	What strategies have been put in place to improve performance of UPE?	
2	Are there training programmes for teachers, parents and community members proper	

	implementation of UPE	
3	What strategies have been put in place to ensure that all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete free and compulsory primary education of good quality?	
4	What interventions are there For pupils with special needs such as those with disabilities, HIV infected?	
5	What strategies are in place to ensure that the learning needs of all pupils are met through equitable access to appropriate learning and life skills	
6	What strategies have been put in place to improve the levels of literacy of pupils, and equitable access to basic and continuing education for?	
7	What strategies have been put in place to eliminate gender disparities and ensure equity in primary education with a focus on ensuring girls' full and equal access to and achievement in primary education of good quality? Which incentives are there to encourage girls' education	
8	What strategies have been put in place to improve all aspects of the quality of education so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills	
9	How is the state of schools in terms of infrastructure, teaching and learning facilities?	
10	What is the level of motivation of the teachers?	

11	What challenges currently affect pupils in the education for all?	
12	Do you think Uganda is achieving UPE goals? In your view, how well is the government managing education for all programmes?	
13	Which organizations have provided support to implement UPE goals? What are the constraints encountered in implementing government programs to achieve UPE goals?	
14	What would you recommend in order to ensure that the government of Uganda meets the desired ends of UPE?	
15	Any other comments on achievement of UPE goals	

1. Kindly indicate 5 factors that may influence enrolment levels in primary school.
……………………………………………………………………………………
……………………………………………………………………………………
2. How has the abolition of school fees affected pupils' enrolment in primary schools?
……………………………………………………………………………………
……………………………………………………………………………………
3. State strategies put in place by the government to support/ enhance pupils' enrolment, retention and completion levels in primary Schools?
……………………………………………………………………………………
……………………………………………………………………………………
4. What are key determinants you think will ensure UPE programme's performance in the country is sustainable to the possible best ways primary?
……………………………………………………………………………………
……………………………………………………………………………………
I do appreciate your time and sacrifice. Thanks a lot

APPENDIX VII: OBSERVATION SHEDULE

Strategies to ensure sustainability of UPE

Important activities and Items	Availability	State of the records
Fee records		
School feeding programme		
Teaching and learning materials and library		
Teachers presence in the school		
Hostels for teachers and pupils		
Availability of toilets		
Play grounds		

APPENDIX III: DOCUMENT ANALYSIS

Indicators of sustainable UPE Programme in Uganda

Items	Presence	Status
Enrolment records		
Progress reports of pupils		
Attendance records or teachers		
Ledger books (Materials purchased)		
Dropout records		
Qualified teachers records		
Staff development records		
Teachers attendance records		
Parents and teachers Association Meetings records		

Figure 5.1: Map Rwenzori Region of Western Uganda and the Districts in it

(Source: Kabarole Research Center Report 2009)

APPENDIX IX: PERMISSION LETTER TO CARRY OUT RESEARCH IN THE RWENZORI REGION

Telephone: 0483-25050
E-mail: Kabaroled@yahoo.com

THE REPUBLIC OF UGANDA

Office of the District Education Officer,
Kabarole District,
P.O. Box 38, Fort Portal.

IN CASE OF ANY CORRESPONDENCE ON THIS
SUBJECT PLEASE QUOTE REF: Educ/ 106/1

Date: 2nd June, 2015

TO WHOM IT MAY CONCERN:

This serves to introduce to you Mr. Nganzi A. Christopher Reg. No. EDU/D.PHIL/PGE/1007/13, who is the doctoral student of the University of Eldoret - Kenya.   He is currently conducting a research on **"The Sustainability of Universal Primary Education in Uganda"**, A study of Rwenzori Region.

He is in good standing, and the information collected from primary schools in Rwenzori Region will only be used for his Doctoral Thesis only.

Appreciating the attention and support you will accord him in advance.

Yours faithfully,

Rwakaikara Patrick
DISTRICT EDUCATION OFFICER, KABAROLE