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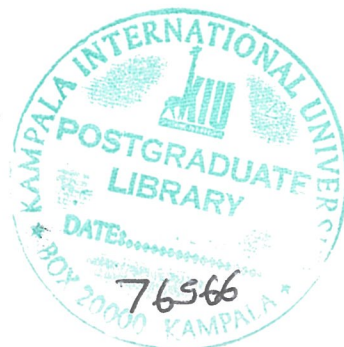

A   Thesis Report

Presented to the School of

Postgraduate Studies and Research

Kampala International University

Kampala, Uganda

In Partial Fulfillment of the Requirements for award of the Degree of

Master of Arts in Project Planning and Management

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By:

SUPERVISOR: **Dr.TIBAIJUKA. B.**

DECLARATION A

"This dissertation is my original work and has not been presented for a Degree or any other academic award in any University or Institution of Learning".

HENRY ORIOKO

Name and Signature of Candidate

30th 08 - 011

Date

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DECLARATION B

"I confirm that the work reported in this dissertation was carried out by the candidate under my/our supervision".

Dr TIBAIJUKA B. Theobe

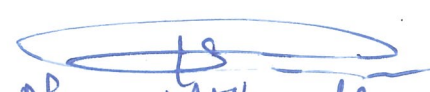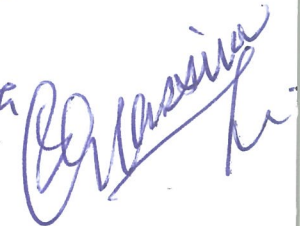Name and Signature of Supervisor

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APPROVAL SHEET

This dissertation entitled **Construction of UPE Classrooms Project In Soroti District** " prepared and Submitted by **HENRY ORIOKOT MPP/42677/92/DU** in partial fulfillment of the Requirements for the degree of Master of Arts Project Planning and Management has been examined and approved by the panel on oral examination with a grade of <u>PASSED</u>

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DEDICATION

This study is dedicated to my dear Friend Mr. Opio Sunday who without his support, I would not have completed this study.

Thank you

ACKNOWLEDGEMENTS

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LIST OF ABBREVIATIONS

BEUPA   Basic Education for Urban Poverty Areas

CAO   Chief Administrative Officer

DEO   District Education Officers

EFA   Education For All

EPRC   Education Policy Review Commission

ESA   Education Standards Agency

ESIP   Education Strategic Investment Plan

ESSP   Education Sector Strategic Plan

FPE   Free Primary Education

MIITEP   Malawi Integrated In-service Teacher Training Programme

MoEST   Ministry of Education Science and Technology

NAPE   National Assessment of Progress in Education

NRM   National Resistance Movement

PEAP   Poverty Eradication Action Plan

PEDP   Primary Education Development Programme

PSQL   Primary School Quality Levels

PLE   Primary Leaving Examination

PTAs   Parent Teachers Associations

RDC   Resident District Commissioner

SMC   School Management Committee

UPE   Universal Primary Education

ABSTRACT

Since independence in 1962, the education system in Uganda has comprised of three levels under the control of Ministry of Education and Sports, namely, the primary education, post-primary education and higher education,(university). In 1986. The National Resistance Movement formed a series of commissions to streamline the provision of education services and supervision by the Ministry of Education and Sports. Subsequently, the Education Policy Review Commission was established and made the recommendation to universalise primary education. In 1996, the President announced the start (launch) of free education for all primary going children with the main components including the provision of free education for a maximum of four children per family, and the removal of school fees in primary schools from grades one to seven. The main goal was to provide for the minimum necessary facilities and resources to enable all Ugandan children of school-going age to enter and remain in school until after primary seven

However, Universal Primary Education (UPE) in Uganda has various challenges major one being lack of availability of enough classroom space for children in soroti district ,the researcher found out that their was gross under funding which has led to lack of class rooms, poor planning, budgeting and forecasting for ever increasing number of UPE children ,gaps, and the researcher recommends that the district education officer together with ministry of education and sports involve all other stake holders in the planning process, monitoring and evaluation of classrooms to ensure quality is meet, improve on the funding for the UPE classrooms construction.

THE PROBLEM AND ITS SCOPE

BACKGROUND

Universal Primary Education (UPE) in Soroti has experienced a number of challenges since its inception in 1997. To overcome these challenges, various projects have been taken by the government of Uganda through the Ministry of Education and Sports so as to achieve the objectives of Universal Primary Education (UPE). Among the projects are, Construction of Classrooms, Toilets Teachers Houses Project.

The government has pursued policies to expand access to all universal education according to the Ministry of Education and Sports. In 1996, the President launched free education for all primary going children with the main components including the provision of free education and the removal of school fees in primary schools from grades one to seven.

Soroti District is located to the North East of Uganda about 350 km from Kampala and covers an area of 2,256.5 sq km of land and 406 sq km of water and It borders the districts of Kaberamaido in the west, Kumi in the east, Katakwi in the north and Kamuli and Pallisa in the south. The district has a population of over 371,986 people,out of which 190,587 are female and 181,399 are Male. The main languages / dialects spoken are Ateso, Kumam, and luganda . Kiswahili language is also widly used.

The main Economic Activity of the people in soroti is Agriculture with main emphasis on food crops such as millet, cassava, cow Pease, potatoes, beans, Simsim and sunflower. Cash crops cotton. Vegetables such as Tomatoes, Onions and cabbage.

In regard to schools the district has a total of 173 primary schools where 153 belongs to government, 6 are private and 14 are community based schools. For secondary schools, the district has over 39 schools, 8 of which are government, 14 private and 17 community based schools. There 3 technical; institutions, 2 teacher training colleges.

According to the Ministry of Education and Sports (1999:10), the main objectives of Universal Primary Education (UPE) are:

* To establish, provide and maintain quality education as the basis for promoting the necessary human resource development:
* To transform society in a fundamental and positive way in providing the minimum necessary facilities and resources to enable every child to enroll and remain in school until the primary cycle of education is complete:
* To make basic education accessible to the learner and relevant to his/her needs as well as meeting national goals;
* To make education equitable in order to eliminate disparities and inequalities:
* To ensure that education is affordable by majority Ugandans: and to meet the objectives of *poverty* eradication by equipping every individual with the basic skills and knowledge with which to exploit the environment for both self and national development.

The above mentioned objectives highlight that UPE in general is important and significant for development. For the effective implementation of the objectives, the management functions are key elements of successful

PROBLEM STATEMENT

According to the 3rd joint monitoring and evaluation exercise that was conducted in 2009 (Ministry of Education and Sports .the implementation of Primary Education is still constrained by inadequate classroom space to meet the increasing numbers of UPE children, The study also highlighted the poor quality of completed classrooms. Soroti district is one of those districts experiencing lack of adequate infrastructure to implement UPE programme.

PURPOSE OF THE STUDY

The purpose of the study was to find out the underlying causes of failure, by the district to construct adequate and quality classrooms for the UPE children in soroti district .The main goal of UPE is to provide for the minimum necessary facilities and resources to enable all Ugandan children of school-going age to enter and remain in school until after primary seven. However, Universal Primary Education (UPE) in Uganda has various challenges ranging from lack of enough classroom space to meet the UPE increasing number of children. A lot of funds from donor agencies and government of Uganda have been released to fund UPE in soroti district However, the number of classrooms constructed for UPE implementation are not enough to meet the number of UPE students ,some of which continue to attend classes in the open or in congested classrooms .

RESEARCH OBJECTIVES

General objectives:

The general objective was to find out if the plans and budgets for the financial years 2005-2010 by Soroti district for construction of UPE classrooms were adequate and were carried out fully to meet the needs of classroom space by UPE children in the district.

The specific research objectives were:

1. To establish the budget allocation of funds for construction of UPE classrooms for the financial years 2005-2010/11.

2. Establish the number of UPE classrooms constructed and available during the period between years 2005-2010 using the funds allocated.

3. To examine the quality of the class rooms in terms of size, materials   design and Accessibility to the pupils.

4. To find out the number of pupils enrolled for Universal Primary Education in Soroti between financial years 2005-2010.

5. To find out the gaps of classrooms based on number of UPE pupils and the challenges.

RESEARCH QUESTIONS.

1. How much funds were budgeted for and released for the construction of UPE classrooms for each financial year 2005/206 to 2010/2011.

2. How many classrooms were constructed using the allocated funds during the financial period 2005-2010/2011

3. What is the quality of the classrooms built in terms of size and building materials, design and accessibility?

4. What ware the number of UPE pupils enrolled during the period 2005-2010?

5. What were the classroom gaps and challenges experienced during the period 2005-5010.

SCOPE OF THE STUDY.

This study covered the whole of Soroti district. The district is composed of ten sub-counties and there are 174 schools in total.

The study focused on the funds allocated for the construction of UPE classrooms, the number constructed and their quality in comparison to the number of UPE pupils admitted during the period 2005-2010.

SIGNIFICANCY OF THE STUDY

This study is very important because it identifies the number of UPE class rooms which have been constructed between the years 2005-2010, it also tells us how the number of UPE pupils, and what challenges are faced by the District in the construction of UPE classrooms, This will help to establish facts on how the UPE construction project was managed during the period 2005-2010 in Soroti district.

CONCEPT DEFINITION OF OPERATIONAL KEY WORDS/TERMS

This section entails brief definitions of the main concepts used in this research as discussed below.

UPE

Universal Primary Education, free Primary education for all school going pupils up to primary seven established by H.E .the President of Uganda.

CAO

Chief administrative officer, is the person who is responsible for the day to day running of the district Public Administration

Project

Project is a cutting edge to development with specific objectives, budget and time frame as an activity.

Construction:

Building of classrooms to accommodate provide conducive learning environment for the ever increasing number of pupil enrolling for primary education

Enrolments

For the purpose of this study, enrolment includes the decision to enroll in a given primary school.

Attainment

Should be understood as the highest level of education completed or highest grade completed by the pupil.

Demand determinants

Demand determinants in education are the conditions that influence individuals' decision to enroll and attain certain level of education.

The main determinants include individual (age, sex) and household characteristics (Income, gender of head); location (provinces, urban and rural) and socioeconomic Background.

Supply Factors - These refer to conditions provided for pupils by the education system. Number of schools, number of teachers, qualification of teachers, distribution of schools around the country, constitute some examples of supply conditions.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

INTRODUCTION

The exercising of public administration involves carrying out a chain of actions across the whole range of government functions and does not take place in a vacuum Various factors influence the practice of public administration both from the external environment within which government ministries operates and the internal environment within the ministries. Cloete (1991:85), states that factors such as the policies of political parties, needs and expectations of citizens, circumstances such as population growth, foreign policy, conflicts, technological developments and gender make up the environment of public administration. Du Toit and Van der Waldt (1997: 110) indicates that the environment of public administration is the basis of problems confronting government institutions. Edwards and Sharkansky (1978:9) state that the environment is the combination of social, political and economic factors that influence policy makers. From the above, it could be concluded that, for any government ministry to succeed and fulfil its mandate, the environment in which the ministry operates need to be analysed. This chapter therefore analyses both the external and internal environments influencing the management of UPE in Uganda.

CONCEPT, IDEAS, OPINION

The structure and implementation of the Universal Primary Education in Soroti District policy framework for managing UPE in Uganda can be depicted in the UPE policy guidelines pamphlet which was fast compiled and issued in 1998. Which later due to

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the lack of commitment from the stakeholders, the policy was revised and re-issued on the 6th of October 2008 outlining the relevant guidelines on policy, planning, roles and responsibilities of stakeholders in the implementation of UPE. In conjunction with Subsequent to consultation with the relevant stakeholders on ways to improve the management of UPE and aims to strengthen the stakeholders commitment, provide obligatory clarifications on the main policy positions in order avoid imitation, possible areas of role conflict and abandonment of the vital aspects of the programme (Ministry of Education and Sports 2008b:V).

UPE in Uganda is managed in a decentralized system with various stakeholders playing a role in the formulation, implementation, monitoring and evaluation of the policy as provided for in the Local Government Act of 1997 and article 176 of the Constitution of the Republic of Uganda 2005 (Act 21 of 2005). For example the Local Government Act of 1997 provides for, pre-primary, primary, special and technical schools to be managed by district councils with each district having the authority to formulate, approve, and execute its own development plan, register UPE children, and distribute textbooks. In addition to the above, monthly remittances for schools from central government are all channeled through the distinct administration officer (Ministry of Education and Sports %uU4.12; Nakabugo, Byamugisha and Bitheghaire 2008:60),

DISTRICT LEVEL

The district is the highest level of local government with the district local council, also referred to as LC5, as the highest political office led by the district chairperson elected

by universal adult suffrage. Followed by the chief administrative officer as head of Public servants at district level, appointed by the central government Public Service Commission, and responsible for finances and for the implementation of district and central government decisions. Below which are other lower local governments such as municipalities, city councils, town councils and sub counties. Currently there are 79 district councils, one city council, five city division councils, 13 municipal councils, 37 municipal division councils, 98 town councils and 870 sub county councils (Local Government Act of 1997; Bitarabeho 2008:3).

EXTERNAL ENVIRONMENT

According to (IDRC) (2009:1),analysis of the external environment is an attempt to understand the forces outside the institutional boundaries that play a role in the shaping of the institution. Du Toit & Van del Waldt (1997: 114) concur in stating that the external environment is the environment outside an institution and influences the internal environment as well as activities of an institution repeatedly.

POLITICAL ENVIRONMENT

All ministries maneuver within government legislation and regulations making it complicated to divide the political environment from the daily functioning of government ministries. According to Du Toit and Van der Waldt (1997:104), the political environment affects all public managers' activities through systems of government, the constitution, the bill of rights, the nature of dissemination and implementation of legislation. This section therefore analyses the political environment in which UPE evolves by providing a structure of the policy, principles, stakeholders

and the specific legislation and regulations that support or inhibit the development of UPE. The legislation that is discussed includes the Constitution of Uganda 2005, Act 21 of 2005, the Poverty Eradication Action Plan (PEAP), 2004/2005-2007/2008, the White Paper on the Education Policy Review Commission, 1992, the Education Sector Strategic Plan, 2004-2015, Education Sector Investment Plan, 2004-2015, the Gender in Education Policy, 2008. Early Childhood Development Policy, 2007 (ECD, 2007), the Local Government Act, (1997) and the PrePrimary and Primary Act, 2008 (Act 13 of 2008).

The urge to provide free primary education can be traced back to the United Nations General Assembly of 1948 which adopted the Universal Declaration of Human Rights (Article 26 of the Universal Declaration of Human Rights 1948) stating that "everyone has the right to education and education should be free for at least the elementary and fundamental stage". At the time, in Uganda, this was more of a myth than reality as by the time the country was still in the hands of colonialists and the education system reduced to only a few individuals taking part. In 1963, to overcome this problem, the ducation Board Castle Commission was appointed to evaluate the system and identify a solution for improving the education system so that it would equal the demand for manpower in the newly independent country (Byamugisha & Nishimura 2008:99). Although recommendations were made to promote primary education, raise standards of agriculture and technical education, expansion of girls' education and the provision of adult education between 1971 and 1986, little was attained. This was due to the fact that the country underwent a period of political turmoil (Syngeflakis and Arudo 2006:3, Tomasevski, 1999:17; IOB, 2008:39).

THEORETICAL PERSPECTIVE

Hierarchy of needs theory

This was and still is the most familiar theory of motivation developed by Abraham Maslow in 1950 commonly known as the most original thinker on motivation. This

theory identified that within every individual there exists a hierarchy of five needs represented on a pyramid from the highest to the lowest need. These needs include physiological needs such as hunger, thirst, shelter, sex and other bodily needs; social needs like affection, sense of belonging, acceptance and friendship; esteem needs comprising of both external and internal factors like self respect, autonomy and status and self-actualisation need represented at the peak of the pyramid. For further understanding of the theory Maslow separated the needs into lower needs covering physical and safety needs and upper needs comprising of social, esteem and self-actualisation and can be satisfied internally (Robbins 2003:43). Based on the fact that the implementation UPE in general involves individuals, it is definite that these individuals have a vast array of needs i.e. social needs, psychological and personal needs all in one way or another influencing their performance. Therefore, for the successful implementation of UPE to prevail, it is of importance that the hierarchy of need theory is strongly emphasized within Ministry of Education and Sports.

Vroom's expectancy theory

Also *known* as the expectancy theory of motivation, Vroom argues that strength of a tendency to act in a certain way depends on strength of an expectation. Action will always be followed by a given outcome and attractiveness of that outcome. Three

variables are included in this theory and cannot be left out which are attractiveness, also meaning the desire one places on the outcome after completion of the job: performance/reward variables meaning the level of performance needed to attain the goals and objectives and; effort variables detailing how much is needed by an individual to reach a certain goal (Robbins, 2003:53).

I Based on the findings represented on figure 2.3, it is clear that there is limited motivation for stakeholders participating in the implementation of UPE. Referring to the Vroom's theory, although motivation to engage in a task depends on how one believes they can accomplish what they attempt to; making such an assumption can lead to disaster in any institution (Robbins 2003:53). Therefore for the successful implementation of UPE to prevail, it should be the role of the Ministry of Education to encourage, motivate and plan carefully for employees so that they can believe in themselves so as to perform.

Two- factor theory

This theory also referred to as the motivation hygiene theory was proposed by a psychologist by the names of Herzberg in 1950. Herzberg believes that individual's relation to work is basic and one's attitude towards work can determine whether the outcome will be a success or a total failure. As a result Herzberg grouped factors that influence a person's attitude toward work into two categories namely: motivators and hygiene factors. In the category of motivators he identified promotional opportunity, recognition, responsibility and achievement. Hygiene factors which he also called factors that lead job dissatisfaction included quality supervision, wages, company pay policies, working conditions, relationships, job security and personal life (Robbins,

2003: 46,Whitely, 2002:85) Attitude towards work plays a great role in the success on any institution, ministry or even primary school. Teacher's attitudes towards teaching cannot be taken for granted as they hold the key to success for pupils. Therefore for UPE to succeed and ensure that by 2015 all children of school-going age are not only enrolled are able to complete primary school, the Ministry of Education and Sports has to apply the two- factor theory and strongly consider the hygiene factors (factors that lead to disgruntlement) while planning for UPE given the differences in the level of development in the various regions, the safety and geographical location of schools,

Equity theory

Slightly different from the other theories is the equity theory also grouped with contemporary theories of motivation. It states that the fact that employment does not take place in an enclosed environment means that employees will always compare themselves with others. Employees measure what they put into the institution against what they get out of (outcome) and then compare with the other employees. After the comparison and they are satisfied, equity is reached and justice is served. But when the opposite occurs employees view themselves as undermined, unappreciated and will always want to correct the situation. According to this theory, when dissatisfaction takes place employees may co-opt others to change their outcomes, distort their own input and even quit their jobs all in all leading to low performance rates (Robbins ,2003:50-51).

Given the fact that the provision of primary education in Uganda involves both government aided schools and private school, with teachers receiving different salaries and benefits, comparison is bound to happen in one way or another amongst

the teachers. Therefore for the successful implementation of UPE to prevail within an appropriate management framework focusing on planning and organising, it is very important (hat the equity theory is present within the Ministry of Education and Sports.

RELATED STUDIES:

MANAGEMENT OF UNIVERSAL PRIMARY EDUCATION IN BANGLADESH

Primary education in Bangladesh is free, compulsory and maintained by the government with more than 83% of children enrolling (PEDPII Baseline Survey 2006:3). Before any form of formal education in Bangladesh, basic education was provided informally by opinion leaders and was predominantly theological and philosophical. Due to religious, cultural and political changes, including moving from Hinduism, pragmatic Buddhism to egalitarian Islamic values, education in Bangladesh changed and the idea of UPE surfaced in 1947 although was abolished in 1953 (Khatun 1992:iii). After independence in 1971, the new government decided to officially mako primary education free by providing for it in the Constitution 1972 stating that primary education would from then be provided *by* the government and a fundamental right to all citizens (Article 17 of Constitution of Bangladesh 1972). To strengthen primary education in Bangladesh, the Mujib government, at the time adopted various measures and among these are the first five year plan (19731978) focusing on instructional matenals which informs schools construction, attracting children to school and keeping them in school until completion as well as developing curriculums, Among other initiatives was the formation of the KudratKhuda Education

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Commission to carry out research, advise government on plans objectives and strategies on how to modernise education (Rabbi, 2009:13).

Referring to the research and recommendation from the Commission, by the year 1985 the third five year plan was in place and emphasising a 10% increase in student enrolment, reconstruction of schools, and repair of schools and revision of the primary curriculum all in the name of UPE. Thus, by the year 1993 also during the fourth five year plan, to strengthen the UPE policy in Bangladesh, law was passed declaring all primary education not only free but also compulsory (Rabbi ,2009:14). Despite the changes in government, commitment to UPE in Bangladesh continued between 1997-2002, with 1,046 satellite schools in place, massive investment at $1,600 million injected in primary education for a period of five years on top of the activities in the first, second third and fourth five year plans (Rabbi 2009:18).

Primary schools are the main focal points of the entire primary education system and it is the responsibility of the central government to see to it that they are well managed. Organised in a pluralist system, primary schools in Bangladesh are divided into various categories namely: government primary schools that don't charge fees; registered non- government primary schools managed and supervised by government bodies: non- 'registered primary schools run by government bodies; community schools; Primary Teacher Institutes (PTI) attached experimental schools controlled and run by the government; religious schools; kindergartens and non-governmental schools (Rabbi 2009: 33; Chowdhury et al , 2001:4).

For effective management, UPE in Bangladesh is provided for by government, the private sector and NGO's but remains in actual fact publicly financed. It is organised in a decentralised manner with the Ministry of Primary and Mass Education (MOPME) at the centre led by the secretary of government responsible for the overall planning, financing, policy formulation, evaluation, execution of plans and, initiating legislative measures related to primary and non-formal education. The Directorate of Primary Education is divided into six divisions namely Administration, Planning and Development, Training, Monitoring and Evaluation and Policy and Operations created to streamline UPE and strengthen its infrastructure. Reporting to each Directorate is the Division which comprises six offices of divisional directors located at each division head-quarter. District education offices headed by district primary education officers are responsible for the administrative tasks and supervision of all primary schools in their district. The sub- districts *(Upazila)* made up of 481 *Upazila* education officers and school clusters are responsible for the management, monitoring of primary education and provision of in- service training of all teachers in their respective clusters (Rabbi 2009:33). All in all, this creates a positive perception towards primary education and makes it possible for the effective and efficient implementation of the UPE policy in the country.

Even though the general perception of UPE in Bangladesh is positive with the national primary education enrolment rate at 80%, the country is still experiencing management challenges (Ardt, Hastings, Hopkins, Knebel, Loh & Woods 2005:6). According to Rabbi (2009: 40), the national budget allocation towards education is relatively low as compared to other South Asian countries. Allocating only 23% of its

Gross Domestic Product (GDP) compared to the 3.5% regional average and the fact that the budget revenue is the primary instrument financing education expenditure, financial constraints are inevitable in the country. This has resulted into poor payment of primary school teachers, inadequate allocations on day-to-day school activities, poor infrastructure and delays in school planning forcing head teachers to seek for funds elsewhere and in the end hampering the attainment of the UPE goal. With 45% of the population in Bangladesh struggling to meet their basic needs and surviving on one dollar a day, the country's primary education is also faced with the problem of poverty impacting on household demands for primary education. Children of school going age are forced to stay at home and seek job opportunities in order to meet their basic needs and sustain their family, which leads to an even bigger challenge for primary education resulting in child labour (Ardt *et al.*, 2005:9).

As a result of industrialisation attributed to the increasing exposure to the forces of globalisation, a decline in the agricultural sector in Bangladesh, the country is also faced with the problem of urban-rural disparity and the unequal development between towns. This has resulted in low attendance among children, especially those in the urban poor regions (slums) with few schools within their reach. Overcrowding in the classrooms, low 3rticipation from the students and an increase in the student teacher ratio all negatively influence the efficiency of education. Teachers cannot keep up with large classrooms holding back the implementation of UPE policy (Ardt et al, 2005:6).

Due to the cultural diversity, beliefs and norms of Bangladesh, the success of primary education is still restrained with issues attributed to culture. Some individuals still believe that boys should receive first priority in going to school as opposed to girls and education should be provided based on one's class in the society (Rabbi, 2009:25)

To put a stop to the above challenges, the government of Bangladesh created different measures, among them was free and compulsory education for all. By 1990 no child was to stay home because of a lack of teachers, learning materials, classrooms, irrespective of gender or income. Authority was given to committees to ensure that all children residing permanently in their areas of jurisdiction, registered and attend school regularly, while failure to comply led to a fine of not more than 200 *Taka's* (Compulsory Primary Education Act, 1990, (Act 27 of 1990)). To strengthen UPE further, in 1992 a series of textbooks and teachers' guide books were introduced, and by 1999 a curriculum based on 53 competencies had also been put in place (Rabbi, 2009:26)

To overcome the food shortage associated with the high levels of poverty, the government established the Bangladesh Food For Education (FFE) Programme, an international best practice in UPE and the first ever food for education programme was launched in 1993. The programme was designed and administered at national level to provide free monthly food supplies to poor families. The families are to meet their monthly food demands and will send their children to school instead of retaining

them home or even sending them to work. For the programme to be successful, economically backward unions with low literacy levels were selected amongst government, registered non government, community schools, satellite primary schools and one religious school (Ahmed & del Ninno 2002:13-20). As a result of the Programme, enrolment in primary education has increased and out of the 5.2 million children that enrolled in 2000, 2.1 million were beneficiaries of FFE programme. The enrolment in Bangladesh and the success of UPE in the country has greatly benefited from the supportive programme.

In addition to the above and to close the gap between urban and rural schools, the government of Bangladesh established the Bangladesh Rural Advancement Committee (BRAG) n 1985. The purpose was to increase the reach of school activities to include out of school children. Emphasising participation, the BRAG focuses on enrolment of children in the poor rural and urban areas where access to a formal education system is limited. BRAC address the realities of poor children focusing mainly on particular sub-groups like adults; rural communities and ethnic minorities (Ardt at *al*, 2005:123). Operating as the largest nongovernmental institution in the field of education n Bangladesh, BRAC currently provides non-formal primary education to over 1.2 million children out of the 1 A children receiving primary education. Based on the success of the BRAC programme, in 2008 the government decided to delegate its role of monitoring all primary schools in Bangladesh to BRAC (Rabbi 2009:38) thus, indicating the importance of NGOs to the development and success of primary education.

In Bangladesh as a means of increasing awareness of primary education, the government expressed a renewed commitment to the integration of young labourers into the primary education sector through its Second Primary Education Development Program (PEDP II) under the Basic Education for Urban Working Children Project. The Programme aims to *'provide non-formal education and life skills for* 200,000 *children (60% girls), impart livelihood skills training; undertake social mobilizatiori activities to raise awareness of child labor issues and to advocate for the elimination of the worse forms of child labour"* (Ardt *et* &. 2005:10). All in all, aiming vastly at improving primary school access, participation and completion in accordance with the Government's 'Education For All' (EFA), Poverty Reduction Strategy, Millennium Development Goals (MDG5) and other policy commitments along with the quality of student learning and achievement outcomes to Primary School Quality Levels (PSQL) standard (Ardt et *al.,* 2005:10; PEDPII Baseline Survey,2006:4).

As way of strengthening institutional capacity and as a means of increasing teacher numbers, the government of Bangladesh developed a National Academy for Primary Education (NAPE) at national level: Primary Teacher Institutes (PTI) and, Sub1strict *(Upazila)* Resource Centers (URC) at the *Upazila* level to provide training to teachers, supervise primary teacher institutions, organise officers' training research workshops and seminars, organise subject training for primary teachers and, train teachers on pedagogical aspects and subject teaching methods to promote quality in teaching as means of improving primary education (Rabbi, 2009:34).

Although Bangladesh is considered as a developing country, and despite the pervasiveness and depth of poverty and vulnerability to national calamities, according to UNDP (2010:7), Bangladesh has already achieved gender parity and made progress towards increasing primary enrolment with half of the 16.2 million students enrolled in primary school being girls, and a 97.4% Gross Enrolment Rate. Therefore based on these facts and the findings in chapter three for the successful implementation of UPE in appropriate management framework focusing on planning and organising to prevail, examples such as providing free monthly food supplies to poor families to meet their monthly demands in exchange to sending their children to school; and strengthening of the role of the community and non government institutions to include monitoring and evaluation should be taken into consideration by the Ministry of education and Sports.

MANAGEMENT OF UNIVERSAL PRIMARY EDUCATION IN KENYA

Perceived as the most general of all education skills and a basic human right, primary education in Kenya is based on objectives such as to convey literacy, numeracy and developmental skills; develop a measure of logic through personal judgment develop self—expression and utilisation of the senses; lay foundation for further education: develop awareness and understanding of the environment; to develop the whole person including the physical, mental and spiritual capacities; and appreciate and respect the dignity of labour and to develop positive attitude and values towards the society (Nafula 2001:102). To fulfill these objectives and meet with the demands of primary education, the government of Kenya, under the leadership of the National

Rainbow Coalition Party (NARO), announced Free Primary Education (EPE) in It is organised in a decentraliseci manner with various stakeholders at national, district levels and school level. The Ministry of Education, Science and Technology takes the overall responsibility for planning, recruitment and the payment of teachers and overall funding of FPE. At district level with the help of the district education officers, quality assurance and standards officers (QASOs) make sure that there is effective utilisation of FPE funds provide for, up to date statistics on enrolment and EPE disbursements (Sifuna. Qanda and Sawamura 2008:37).

In terms of funding, expenditure on education in Kenya is attributed to both the government and international donors with the government allocating between 35-40% on education of which 51% goes to the primary education sector annually and about Kshs, 45 billion from international donors. To see to it that the funds reach the schools and are well accounted for, during the implementation of free primary education the Kenyan Ministry of Education, Science and Technology established a system in which all 18,000 public primary schools receive capitation grants straight from the Ministry through two bank accounts namely: SIMBA (School Instructional Materials Bank Account) which covers direct teaching and learning materials; and the General Purpose Account (GPA) which carries various costs including wages for support staff, repairs, maintenance, quality assurance, water and electricity. Both are managed by the school management committees (SMC) (Nafula 2001:107).

Irrespective of the above, and according to Sifuna and Sawamura (2009: 53) and Nafula (2001:107), substantial problems still exist with regards to initial access, inherited geographical and gender disparities, low enrolment rates compared to the demand of primary education, especially children with special needs where *"the portion of the handicapped receiving* formal *education is far* below *their* share *of* the population"* (Nafula, 2001:107). High dropout rates occur due to various reasons, such as culture which demands that girls stay home to take care of sick parents, or work in the fields and boys, from the nomadic pastoral communities to take care of livestock. In addition to the above constraints, according to Sifuna and Sawamura (2009: 53) the implementation of UPE in Kenya is also faced with irregularities in terms of policy implementation where the majority of the stakeholders are confused over the meaning of the FPE Policy and their roles and responsibilities in the implementation of the Policy.

Despite the high expenditure on primary education, the amount of the grant per pupil per year is inadequate as compared to the cost of maintaining schools. For instance, each child, irrespective of the location, receives Kshs. 1020 per year to be spent on instructional materials and maintenance, with no provision for buying new school facilities like furniture and construction (Sifuna and Sawamura 2009:66,76). Coupled with late releases of the funds to schools, mismanagement and corruption, this has made it difficult for planning leaving schools with rio choice but to collect school fees as well as levies from parents.

To try and close the gaps in the implementation of FPE in Kenya, the government has established school management committees to try and link the community, head teachers, district officials and the Ministry of Education, Science and Technology which will assist schools in the administration, the management of funds and decisions on spending (Sifuna et *al,* 2008:43), In addition, in order to strengthen primary education, the Kenyan Sector Support Programme was launched in 2005 as a master education plan for the country. The objectives include promoting access to primary education with the aim of achieving an enrolment ratio of 100%; quality and relevance of education through the establishment of units responsible for quality development in various provinces, and efficiency and effectiveness of resource mobilisation, allocation and utilisation in order to mpnve *the* status of primary education (Nafula, 2001 :8). Among other initiatives to improve the implementation of UPE, Kenya has also formulated a food programme in conjunction with the community which provides for porridge at breakfast (prepared using local ingredients) for primary school children in order to improve nutrition, participation and school attendance. The government also implemented a primary school de-worrning programme in 1998 as a treatment of intestinal parasites such as hook worms, roundworms, whipworms and *Schistosomiasis* all common among children in the rural areas of Kenya and a hindrance to school attendance. The programme covered rural populated poor farming communities, offering *Albendazole* treatment every six months to alt ch!dren in school with the ultimate objective to enhance student's performance (Birdsall, Levine, and Ibrahim 2005: 143-146). The study in this section establishes the relationship between enrolment and feeding and disease, as well as the importance of a link between the central government, the district officials and the community. Thus

based on the findings in chapter three, for successful implementation of UPE within an appropriate management framework focusing on planning and organising to prevail, examples such as strengthening the role of School Management Committee (SMC), sending finances direct to the schools bank account and initiation of feeding programmes should be taken into consideration by the Ministry of Education and Sports in Uganda.

INTERNATIONAL BEST PRACTICES IN THE MANAGEMENT OF UNIVERSAL PRIMARY EDUCATION ELSEWHERE

Irrespective of the fact that various countries agreed at the same time to the second Millennium Development Goal to provide free education to all children of school going age, different countries implementing UPE are at different stages when it comes to the planning and organising of UPE. For instance while some countries like Bangladesh, Chile, Mexico, Madagascar and Zambia have managed to meet most of the UPE indicators such as literacy, low teacher to pupil ratio, high attendance rates, low dropout rates, quality, equity and even high completion rates, countries like Uganda, Somalia, Liberia, Cape Verde and Equatorial Guinea are still lagging behind (Birdsall *et at.* 2005:1: UNESCO 2010:1). Therefore given the different levels of success in the implementation of UPE, to come up with a concrete institutional framework in which UPE in Uganda can be implemented, best practices in the management of UPE elsewhere in the world wilt be discussed in this section.

As part of capacity building to overcome institutional weakness in the management of UPE, teacher training programmes as well as reward systems have been introduced. In Malawi, for instance, to lower pupil teacher ratio and deal with high enrolment ievels, the In-service Teacher Education Program (Iv1IITEP) was initiated with the majority of trainees being untrained teachers. The Programme is implemented using a mixed-mode consisting of college based training and distance school-based training to build capacity of teachers in the country (Kunje, Chirembo and Ogawa 2008:63). The Program is based on supervised distance learning for two years and has proven that school —based training is possible even in very resource-poor environments. The Program uses locally-written. well illustrated student teacher handbooks, which outlines the structure of the course and stimulates discussion: zonal seminars for trainees, where practical and relevant skills are exchanged: and enables the successful mentoring between experienced teachers and trainees (Kunje *et* al, 2008:63).

In Chile, to strengthen institutional capacity, the country put in place a national reward system referred to as SNED to provide incentives to teachers depending on their school performance. Implemented with an objective to monitor school quality, the system provides merit awards to basic schools-based on the results of high performance in language tests and mathematics: school management initiatives such as teachers' workshops and participation in school governance: schools' working conditions: coordination between teachers and parents: and how well children from poor backgrounds are integrated into schools. With the consideration of the above,

awards are passed on to basic schools which are then paid directly as bonuses to all teachers in that school (Birdsall et *al,* 2005:122).

According to Avensteup, Liang & Nelleman (2004:18) *'without commitment* to *carry out what is needed and the willingness to devote oneself to the* task *capacity remains an objective".* Given that head teachers and teachers play a pivotal role in both the implementation and management of UPE, the Ministry of Education and Sports in Uganda should focus on the training and provision of incentives in the form of bonuses to teachers and head teachers in order to increase capacity, knowledge and skills while maintaining efficiency, quality and effectiveness in the management of UPE.

To promote awareness in Brazil, the Education Secretariat of the State of Parana in Brazil introduced the *Boletim da Escola* in 2001, an annual school report card of performance for each primary and secondary school under its jurisdiction. The report card covers student achievement and parents' opinions seeking to increase awareness and engagement of the community in UPE. As a result, in 2002, approximately 1.3 million report cards were distributed increasing interest and boosting communication between the teachers, administrators and the community (Birdsall *at al.* 2005). For effective management of UPE communication is essential as it wilt provide information essential for planning. in El-Salvador, initiatives like EDUCO have been implemented to promote coordination through community partnership. The initiative started in 1991 based on the principles of sharing responsibility for basic education coverage with the

local community promotion of community participation in the design and administration of education services, and decentralisation and improving teacher supervision through parental involvement. In the initiative, each school is administered by a community institution made up of parents and teachers elected every three years which has the authority to appoint and dismiss teachers, monitor teacher's performance, manage school funds and organise community meetings on how to improve school performance. As a result of the initiative, parents have become more devoted to their children's performance and teachers performed better and are more devoted to attending the general community meetings This has led to an increase in accountability and co-responsibility in the education administration, overcoming the negative cycle of accountability absence during the implementation of primary education (Birdsall *et al,.* 2005:119).

In India, to promote coordination, community ownership for better schools, known as the Movement for Alternatives and Youth Awareness (MAYA) was initiated in 1999 with aims to build and strengthen human institutions of the poor. Also referred to as a nongovernmental institution at the local community level in India, MAYA operates through village-level meetings to solve school problems on quality issues in 15,000 government schools in six districts in the state of Karnataka. MAYA works with students, parents, school committees, the education bureaucracy, and the state bureaucracy and provides a link between all the primary education stakeholders from the education administrators to the cultural leaders (Birdsall *et* a!. 2005:126). The aim is incorporate culture and local communities in school governance while maintaining

participation from the locals in the implementation of UPE irrespective of the culture and context of each community.

Uganda may not be able to replicate the experience of the selected countries with international best practices in general, in sense that each country selected, success in primary education is attributed to various institutional factors and historical backgrounds specific to that country. However, Uganda can replicate the successful policies and programmes that these countries have put in place to promote free primary education. Among these are the following.

a) MIITEP and SNED put in place to promote in-service training for teachers and motivation as represented in Malawi and Chile respectively;

b) *Boletim da Escofa* to increase awareness in Brazil:

C) EDUCO to promote coordination through community partnership in ElSalvador:

d) MAYA to promote coordination through community ownership in India. Given that most of the policies and programmes above represent critical factors in organising as a management function, for the successful implementation of UPE to prevail in an appropriate management framework focusing on planning and organising the Ministry of Education and Sports should try and adopt some of the above mentioned programmes.

PLANNING AND ORGANISING FRAMEWORK OF UNIVERSAL PRIMARY EDUCATION IN MEXICO, BANGLADESH AND KENYA

This section will unfold the planning and organising trends in the management of UPE in Mexico, Bangladesh and Kenya.

National commitment and high public expenditure on education

Based on the historical backgrounds of Mexico, Bangladesh and Kenya, there is strong national commitment towards UPE expressed both through legal and institutional frameworks as well as through the budget allocation for primary education. In Bangladesh and Mexico, for instance, not only has primary education been recognised as free, it has also been legalised as a basic right for all children, Furthermore, primary education is compulsory and should be provided by the government (Ardt *et al.* 2005:4: Santibanez et a/. 2005:65). In terms of finance, all three of the countries allocate at least 50% of their national budget as a proportion of the Gross Domestic Product (GDP) to primary education with Mexico spending about 5.9% of its GDP on education, Kenya aHocating 51% of the education budget to primary education on top of what is contributed annually by international donors such as the World Bank, Swedish International Development and the Canadian International Agency (Sifuna & Sawamura 2009:53). Therefore based on the level of achievements in primary education in the above mentioned countries, a conclusion can be made that national commitment and high public expenditure contributes a great deal to the success of primary education. And for the successful implementation of UPE to prevail with in an appropriate management framework, mechanisms should be developed within the Ministry of Education and Sports to increase national commitment and public

expenditure as will help solve planning challenges at national and district and school level caused by limited funds.

Community involvement in the implementation of Universal Primary Education

In all the selected countries, there is a significant form of community ownership with communities engaged in different activities to see to it that UPE is a success. In Mexico and Bangladesh, this can be observed in the government initiatives. In Mexico community involvement is increased through the PROGRESA *(Oportunidade)* Programme providing cash transfers to poor households in the most marginal rural areas, on condition that their children attend school. The BRAC, the largest nongovernmental institution in Bangladesh, provides education to poor families in the rural hard to reach areas and the PEDP ii Programme aims to improve the quality of education and equity of access. Through providing non formal education and life skills education whJe creating awareness of child labour issues, communities have been involved through the creation of school management committees comprising representatives from local communities, parents and teachers expected to back up head teachers in the general management of schools, identify priority areas for development, mobilize community support, and mange UPE funds (Sifuna et a!. 2008: 43). Clearly depicted in the trends above, community and civil society support and involvement are indispensable when it comes to local level planning and management, and building up an attractive and efficient primary education delivery system. However, based on the interviews conducted in chapter three, the study identifies a top-down approach with limited consultation amongst lower level stakeholders in the

implementation and planning of UPE, an indication that there is limited community and civil society support and involvement when it comes to planning of UPE. Therefore for the successful implementation of UPE to prevail in an appropriate management framework focusing on planning, the Ministry of Education and Sports should encourage a bottom-up approach with all-inclusive consultation with stakeholders at the district and schools levels since they are at the grassroots and are more aware of the problems affecting schools and the needs of schools and the community.

In addition to the above, the study has also established the importance of a stronger partnership with NGOs towards providing quality education to the rural children and the empowerment of the local communities and partnerships as means to an end towards the success for the implementation of UPE. Therefore based on the findings for the successful implementation of UPE, the Ministry of Education and Sports should foster more partnerships with NGO's, SMC's and CCT's to take up some of the management roles and the role of the community and civil society should not be taken for granted by the Ministry of Education and Sports.

Institutional control

In three of the selected countries, institutional control is vested in the national governments in the ministries of education, school management committees and teachers' unions. in Bangladesh it is referred to as the Ministry of Primary and Mass Education under the leadership of the secretary of Government, followed by the

directorate of primary Education along with the directorate, district education offices and the Upazilla education officers responsible for the overall planning, financing, policy formulation, evaluation, execution of plans, training and the initiation of legislative measures related to primary and non-format education (Rabbi 2009:33).

In Mexico responsibility is vested in the Secretana *de Education Pu'blica* (SEP) and the teachers' union (SNTE). It is the SEP's responsibility to guarantee the national unity of basic education, improve its quality, and seek equity in the access to these services. It also establishes that it is the states' obligation to provide initial and basic education, including indigenous and special education services, as well as teacher training programmes. It is through the SNTE that all major reforms and policies gain approval (Santibanez et al, 2005:65). in Kenya institutional control is vested in the Ministry of Education, Science and Technology (M0EST), district officials, head teachers and school management committees who are responsible for the planning, organising, finance and implementation of UPE in Kenya (Sifuna et a!. 2008:43).

According to Rabbi (2009:32), the overall education management depends on the institutional structure and any changes will require considerable leadership and the management skills if reforms are to be implemented smoothly. Therefore based on the fact that interview responses in chapter three indicated that the management of UPE is still faced with challenges related to institutional control where by those in managerial *positions* have no management skills whatsoever since they were just promoted from being teacher to head teacher and then district officials without any form of management training, for the successful implementation of UPE in an

appropriate management framework to prevail institutional control should be clear and not taken for granted.

Institution

In all of the selected countries, primary education is organised in a decentralised manner where various stakeholders take part in the provision of UPE in these countries. That is to say, authority over implementation of UPE is delegated to national government, district and school level. In Mexico authority being divided between the federal, state and municipal government, Kenya between the national government, district and school management committee and in Bangladesh, between the national government, the division offices, the district and the *Upazilla.* Thus, indicating that success of UPE is also dependant on the institution structure amongst other factors *i.e.* maximum communication, coordination, finance and control. And for the successful implementation of UPE to prevail in an appropriate management framework focusing on planning and organising, the institution structure should not be taken for granted.

Enrolment as a result of food support

There is also strong emphasis on increasing enrolment in all the three countries which can be observed in these countries poverty eradication policy initiatives such as PROGRESA in Mexico, BRAC and FFE in Bangladesh and the food programme in Kenya that provides porridge to primary school children in impoverished areas. Thus, indicating that enrolment in primary education is critical for the success of primary education and as thus should not be taken for granted within the Ministry of Education and Sports for the successful implementation of UPE.

CHAPTER THREE

METHODOLOGY

INTRODUCTION

This chapter covers the research design, research population. Sample size, sampling procedures, and the research instruments used for data collection.

RESEARCH DESIGN

The research design and methods used were developed within a qualitative and qualitative research paradigm. Data generation and analysis was informed by a constructivist conceptual framework (Denzin and Lincoln, 1998). The data in this study was collected mainly through Review of existing information, Direct observation /brainstorming and Self-administered questionnaire approach was used guided by the consideration that "interviews as a principal method of gathering information can be used to suggest assertions and as a means of following-up some interesting and unexpected behaviour" (Silverman, 2001, p. 113). It was intended that the findings of the interviews in this study, which are exploratory will inform the design of further research to examine construction of UPE classrooms effectiveness. Using the above approach, data was generated through semi-structured interviews using DEOs, head teachers, teachers, parents and the community, questionnaire. Multiple sources of data and data collection allowed for triangulation and crosschecking of emergent assertions from the data collected.

The theoretical framework for the methodology for this study was derived from the literature on construct ruction of UPE classrooms, and classroom quality. We sought

information on DEO, CAO, LCs, head teachers, parent and community that might be important to explain the state of Construction of UPE classrooms in the district.

The naturalistic inquiry methods used enabled the researchers to explore complex and covert aspects of the sites as well as particular observations that were identified *a priori.* In fact, Patton (1990) clearly articulated conditions under which interviews are suitable to delve into the interviewee's world.

RESEARCH POPULATION

This was focus towards The general population set used in this research is made up of the district staff and other stake holders in the construction of UPE classrooms in the district .The existence of the following categories of users among the user population, namely, District education officer (DEO) and district inspector of schools, Chief Administrative officer (CAO), PTA committee and head teachers, Local council five (LC.V), Local council and Selected constructors was recognized.

Upon this recognition the researcher proceed to construct a sampling frame for each stratum, using names of staff and school obtained from the district education department. The random selection method of the data collection was applied to construct a random sample of a defined size for each stratum. The strata sample sizes was pre-determined in such a way as to ensure a proportional representation for each stratum. The district has 174 school on UPE is the basis of a decision to deal with 20% of them, which is 34 , and about 18 members of staff, so a sample size of 34 is identified initially. The researcher used the list of schools, as kept at the district education's office. A similar list but for staff was requested by the head teachers help

in filling the questionnaires and the responses are summarized according to the respective groups – schools visited included (Arapai sub- county) Agirigiroi P.S, Angai P.S, Arapai P.S, Odudui P.S, Onyakai P.S, Tukum P.S.(Gweri sub- county) Abelet P.S, Angopet P.S, Gweri P.S, Omugenya P.S, Opucet P.S, Telamot P.S.   .(soroti-sub-county) Abule P.S, Aparisa/Tubur P.S, Palaet P.S, Tubur P.S. Pioneer primary school,Achetgwen (tubur sub-county) P.S, Oderai P.S, Owalei P.S,Fr hilders primary school

SAMPLE SIZE

The sample was comprised of four sub counties out of eight in district which has 174 schools that received UPE funds for the construction of classrooms Simple random sampling and probability sampling technique was used. This is because the procedure gives each and every participant an equal chance of becoming a respondent regardless of the school. A total of equal number of 18 schools, **34** head teachers and teaching staff both men and women who are residents of Soroti district was randomly select the responds and only persons involve in planning, coordinating, managing and implementation of UPE project in the district.

SAMPLING PROCEDURES

In the sampling the respondents, the researcher focused on the following characteristics of the respondents involvement in the planning and budgeting for the classroom construction for UPE school in the district .procurement /selection of contractors, monitoring and evaluation of UPE infrastructure development , Participation in the enrolment of UPE pupils, Community and other stake holders in in the whole process of the construction of UPE classroom in the district among others.

RESEARCH INSTRUMENTS

The researcher used the following instruments for data collection:

a) For secondary data the researcher Reviewed of existing documents at the district and UPE schools

b) For primary data the researcher used Direct observation method and Self-administered questionnaire

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A. literature review was conducted to identify the prevalent issues surrounding the implementation of UPE in the district.

B. Observation were made especially in regards to the quality of classrooms

C. **Stage three: The Self-Administered Questionnaire**

The self administered questionnaires was designed to provide a descriptive view of the perceptions of district respondents with The content validity of the question items used in this survey was initially established by ensuring that the definitions and concepts addressed is grounded in fact or established by theory as well as verifyed through stage two.

DATA VALIDITY AND REALIBILITY.

The questionnaires were pre presented in kaberamaido district for validity and reliability. Later the questionnaires were cleaned of unclear questions and made ready for data capture.

DATA GATHERING PROCEDURES.

At the district the researcher approached the CAO who later called in the district education officer (DEO) to agree on how to conduct the interviews ,including visiting

schools . The process of data collection, organization, and analysis, writing up, and submitting the report took a period of nine (9) month,in the same area ,the researcher was accompanied by at least one LC staff.

ETHICAL CONSIDERATIONS

A letter indicating the purpose of the research and specifying the kind of cooperation requested from participants (respondents) was written and served as an introductory tool to the District before data collection was started. The letter informed the respondents that the information obtained was for academics purpose and was to be treated as confidential.

LIMITATIONS OF THE STUDY

Information in this study was obtained through the reviews of the literature and interviews from keyr stakeholders in the implementation of UPE in the district. The fact that UPE is a government Initiative also referred to as the president's "baby" introduced just before the elections in 1997; political influence and bias in some of the stake holder's responses was among the encountered limitations during the study. Hard to reach places due to poor infrastructure, some information they regarded sensitive and contradictory to what has been said to the public by heads of departments and national level stakeholders. In relation to documentary review, the main challenge getting hold of documents with full information required. the researcher had to move from one office to another to piece together information that was adequate.

CHAPTER FOUR

DATA PRESENTATION, INTERPRETATION AND ANALYSIS.

This chapter covers findings in accordance with each evaluated research questions. And the findings of the study is presented in verbal form, graphs and tables where applicable and the findings are to be shared with the organizations and the community after completion for future research and planning

Table 1: Planning for UPE in the district

Communication challenges	% at school level that related to the construction challenge	% of district officials that related to the construction challenge	% of LOCALCOUNCIL officials that related to the construction challenge
DEO	60%	60%	5%
CAO	70%	90%	10%
LC3	70%	60%	40%
H/M	70%	20%	"NIIL"
CONCILORS	40%	30%	450%
COMMUNITY	50%	25%	28%

At district and school level, the planning for construction of UPE classrooms s were evaluated through the question; what is your involvement in the formulation of the plans and strategies, programmes for the construction of UPE classrooms. The majority of respondents at both district headquarters and school levels expressed

dissatisfaction as far as having their contribution /ideas taken in to account when allocating resources for the construction of UPE schools in their areas.

Funding of UPE Capitation grants

UPE has had three options of eligibility for financing under the four core areas: - scholastic materials, co-curricular activities, school management and administration.

- The first was by following the original percentages as set by the Ministry of Education at 35% scholastic materials, 20% co-curricular activities, 15% management, 20% contingency and 10% administration.

- The second option was to allow the districts set their own percentages and submit to the Ministry for approval. They then have to stick to these percentages for the whole financial year.

- The last was to leave the percentages open so that they are determined according to the needs of the school at a particular time and work plans submitted to the District Education Office for approval before utilization. This modality has enabled schools to cater for their priorities in time. For soroti in this financial year 20% has been fixed for administration to cater for the increase in prices of essentials like fuel/transport fares. The other components vary depending on need of the school. 100% of all UPE funds are budgeted at the school level.

SFG Capitation grants

UPE classrooms are constructed Under SFG apart from construction of classrooms, teacher's houses and latrines, purchase of cupboards and maintenance of facilities are now allowed.

Table 2 Funds budgeted for compared to actual release in 2005-2010

Financial Year	Planned & approved	Actual received UPE capitation grand	SFG fund	TOTAL RECEIVED	Variances	comments
2005/2006	2,512,000,000	219,086,000	859,512,000	1,078,598,000	1,292,924,000	Lack of proper budgeting
2006/2007	4,770,737,000	207,842,434	770,737,000	978,579,434	4,562,894,566	No money
2007/2008	5,690,897,000	214,870,840	88,555,000=	303,425,840	5,476,026,160	Under funding
2008/2009	4,32,946,373	236,090,978	32,946,373=	269,037,351	186,855,395	under funding
2009/2010	6,118,964,000	281,811,551	118,964,000	393,775,551	5,837,152,449	Under funding
2010/2011	7,365,967,000	277,254,000	365,967,000	643,231,000	6,088,713,000	Under funding

For the past two years this district has not received any SFG until last year (2008) when the government sent I billion Ugandan shillings for the construction of latrines, money only enough to provide 20 latrines for the entire district made up of 380 government aided schools'

From the above table it's clearly indicated that their was continues shortage of the budgeted funds, the money budgeted for is never released which has affected the constriction of UPE classrooms. Some other reason is also poor budgeting which the government looks as over estimation of figures which has rendered the district budgeting meaningless.

The researcher focused on the number of UPE classrooms constructed using the funds received in fulfillment of the approved plans. The findings are frustrating in the table shown bellow

Table 3: Number of constructed classrooms in the district uring the financial years 2005-2010.

Year	Planned	Actual
2005	537	98
2006	659	150
2007	690	20
2008	730	120
2009	780,	50
2010	9 82,	150

As show from the above table 3 the planned classroom were not really built due to the under funding which has created Avery big gap in school since the available number of class room can not accommodate/march the rapid growing number of pupils being enrolled for UPE programme and those with some few classroom they are

very crowded For the past two years this district has not received any SFG until last year (2008) when the government sent I billion Ugandan shillings for the construction of latrines, money only enough to provide 20 latrines for the entire district made up of 380 government aided schools'

The researcher investigated the quality of constructed classrooms in regards to size and quality of materials used according to Ministry of Education and Sports guidelines, the size of classrooms to accommodate a number of pupils should be built of burnt bricks and roofed using gage 30 iron sheets .the findings showed that there are no guide lines from ministry of education and sports.

See picture figure bellow:

The report shows pupils in Soroti still study out side due to lack of enough space / class rooms which do not meet the number of enrolled. As result many pupils in soroti district are still studying under trees which has also contributed to poor performance of UPE schools in the district, since pupil's attention can easily be diverted by any thing passing by thus loosing attention to what the teacher is saying.

The figure bellow is an example taken of the congested UPE classrooms in Soroti district which is very dangerous to the innocent children due to poor ventilation and can lead to the spread of un wanted diseases.

Figure 2: Example of a crowded classrooms in the district

It can be deduced from the tabulated data that primary school enrolments are

Increasing but at a decreasing rate and the class are too crowded since UPE started; some children dropout due to lack of infrastructure. its is also very dangerous to the

pupils since their no enough ventilation for fresh air which can lead to the spread of some diseases. and incase of any danger there is no emergency exit.

Quality of building materials used the research findings are that the quality of classrooms were not built of materials as stipulated in the guidelines while others were built out of week materials see the picture bellow take shows clearly the quality of structure.

Figure 3: Quality of UPE classrooms.

Despite government effort to build classrooms the quality is still a problem since the ministry does not give the minimum slandered for the class rooms see the above figure.

This caused the government double spending on one project and due to poor material the school roof have ended up being blown away by wind which has off recent killed so many of the innocent students. See picture 4 bellow;

Figure 4: School roof blown off forcing pupils to study from under trees

The above picture show one of the newly constructed UPE classroom block structures which has been blown off by wind due to poor roofing and materials used living the pupils with no other option.

Table 4 bellow clearly shows that their was continuous increase in UPE pupil enrolment in each and every year which show the clear indication of the next years ahead but this is no classrooms to meet that rapid growing number of UPE on going pupils in the district..

Table 4. Number of pupil enrolled between the years (2005-2010) in Soroti district

Year	2005	2006	2007	2008	2009	2010
Enrollment (Gov't aided schools)	38,399	47,216	47,827	55,525	65,574	75,260
Pupil teacher ratio	65	58	56	56	54	51
Pupil classroom ratio	106	98	94	94	85	79

At district level and school level, the planning for construction of UPE classrooms were evaluated through the question; what is your involvement in the formulation of the plans and strategies, programmes for the construction of UPE classrooms. The majority of respondents at both district headquarters and school levels expressed dissatisfaction as far as having their contribution /ideas taken in to account when allocating resources for the construction of UPE schools in their areas

The district faces a number of challenges as far as construction of classrooms is concern. The main challenge is under funding of the approved budgets, the details of which have indicated in table 2 compared to actual the majority (100% per level) of The respondents cited delays and under funding as the major challenge for the construction of the planned classrooms and the results of the interviews are indicated in the table bellow

Table 5: Challenges faced by UPE the district in construction of UPE classrooms.

Challenges	stakeholders that related to the challenge	stakeholders that related to the challenge	stakeholders that related to the challenge
Delays in UPE funds	100%	100%	100%
Change in the budget	100%	100%	100%
Inadequate amount of school finance to meet estimated expenditures	100%	100%	100%

The implications of under funding in both on government UPE funds and SGF funds are that SFG funds is not *any* different from that of the UPE funds, implying that the implementation of UPE is still greatly constrained by financial challenges. A situation clearly represented by the statement made by one of the UPE stakeholders at district level "If UPE funds and SFG came in full and regularly then UPE would be moving on swiftly.

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Table 6: How monitor of UPE projects were at various levels in the district.

MONITORING challenges	% of Head teachers	% of DEO TEAM that related to the challenge	% of LG level officials that related to the challenge
Scattered schools with poor roads	"NIL"	100%	100%
Limited facilitation	100%	100%	67%
Weak linkage between levels	100%	100%	67%
Decentralized policy in centralized system	100%	100%	67%

Based on the interpretations of respondents to the interview question, a deduction can be made that majority of respondents (100% at both school and district and 67% at national level) cited limited MONITORING facilitation, week linkage between levels and decentralized UPE policy operating in centralized system as major coordination challenges they face during the implementation of UPE.

While all stakeholders (100%) at the district and national level indicated the issue of scattered schools with poor roads as another coordination challenge. Thus indicating that implementation of UPE is still faced with numerous coordination challenges amidst various institutional levels.

Figure 5: An example of a classroom built out of poor materials.

The above building show some of classroom being used in UPE programme to cater for the every increasing number of pupils going to school which clear show poor planning methods and lack of infrastructure to cater for ever increasing number of pupils.

Table 7: Feedback from UPE implementers at all levels schools

Communication challenges	% at school level that related to the challenge	% of district officials that related to the challenge	% of national level officials that related to the challenge
Large number of districts	"NIL"	100%	100%
Long distances	75%	100%	100%
Lack of proper communication channels	100%	100%	100%
Irregular feedback from the top	100%	100%	"NIIL"
Limited funding	100%	100%	100%
Inadequate flow of information	100%	100%	100%

From table 7 above, 100% of the stakeholders representing all levels interviewed indicated that long distance, lack of proper communication channels, limited facilitation resulting from limited finances and inadequate flow of information were also serious challenges faced during the implementation of UPE. Responses to this question from all the stakeholders indicate that a large number of stakeholders feel that there is inadequate communication and feed back among stakeholders

The implication is that corrective decision on construction of classrooms can not be taken on time and they is delayed communication to all the stake holders in the district.

CHAPTER FIVE

FINDINGS, CONCLUSION AND RECONMENDATIONS.

FINDINGS

This chapter reveals clearly findings on the funding approved budgets for the construction of UPE class rooms in the district always fell short of the amount required their was gross under funding experienced under the government UPE capitation funds as well as SFG funding During the financial years -2008-2009 SFG funds were not at all received by the district As a result their was construction of less number of classrooms which can cope up with the ever increasing number of on going UPE school pupils,

The researcher found out that in many sub-counties UPE pupils attend classes in congested number as evidenced by some pictures taken and some still study under trees.

The researcher also found out that the numbers of classrooms constructed can not much the ever high growing number of UPE School going pupils which have left many pupils still studying under trees in the district.

The researcher also found that some classrooms were small in size while others were built using poor construction materials which can cause danger to the pupils due to poor ventilation, crowded and no emergency exit and all the stake holders were not involve in the planning process of the construction of the UPE fund

The researcher also found out in the key respondents at the district and schools that they did not have any guide lines as far as size of classrooms for a given number of pupils is concerned.

The study revealed that a number of challenges faced by the district in their efforts to construct enough classrooms for pupils, the main challenge were under funding However failure to adequately project the number of pupils undermines the planning process and renders the plans inaccurate

CONCLUSIONS

Based on the findings on each question the researcher found that the district authorities and schools carried out planning and budgeting for the construction of the classrooms in their area based on projected number of pupils to be enrolled.

The funds released however, fell short of the amount required .the under funding was experienced under the government UPE capitation funds as well as SFG funds. During the financial years -2008-2009 SFG funds were not at all received by the district.

The implication of underfeeding was glaringly evident in the number of classrooms constructed during the period 2005-2010/2011 the numbers were far bellow the planned and in many cases bellow 5% of the planned number.

As a result of construction of less number of classrooms, the researcher found out that in many sub-counties UPE pupils attend classes in congested number as evidenced by some pictures taken.

The researcher also revealed that some classrooms were small in size while others were built using poor construction materials. The key respondents at the district and schools

However did not have any guide lines as far as size of classrooms for a given number of pupils is concerned.

The study revealed that a number of challenges faced by the district in their efforts to construct enough classrooms for pupils, the main challenge was underfunding .however failure to adequately project the number of pupils undermines the planning process and renders the plans inaccurate.

RECOMMENDATIONS

According to Fox et al (1991:72) for the organizing function to be successful, the institutional structure must reflect objectives and plans, the powers of the leader, like any plan reflect the environment and must be efficient and effective (Fox et al, 1991.72). Therefore, from the findings of the study and the above conclusions the researcher makes the following recommendations.

It is recommended that the government fully fund UPE approved budget so as to ensure that the necessary and planned number of UPE classrooms are constructed.

It is recommended the District officials monitor the construction UPE classrooms by the constructors to ensure use of standard and recommended materials for quality of the buildings.

To correctly cater for all school going age children in the district .it is recommended that the ministry of education and sports to involve stakeholder such as Uganda bureau of statistics to correctly project the number of children to be enrolled in to UPE every year.

It is recommended that in order to foster maximum communication at all levels of implementation for the effectiveness of the UPE policy, district education officer should promote participatory evaluation and standard quality of all classrooms to constructed to accommodate a rapid growing on going number of pupils.

It recommended that the district education officer develops a Monitoring and Evaluation division to help monitor construction of classrooms and its progress towards the achievement of the UPE aims and objectives

It is recommended that for the Ministry of Education and Sports with District Education office to improve its communication mechanisms and involve stakeholders in the planning, budgeting process, it should develop a division of communication within the Ministry of Primary Education to provide information to all stakeholders, collect and translate all data in all the different languages, publish findings, and communicate to the public about to polices objectives to UPE.

It is recommended that for the successful construction of UPE classrooms in Soroti district, the roles and responsibilities of district, division and school levels have to be

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APPANDIX I

RESEARCH INSTRUMENTS

SURVEY QUESTIONNAIRE FORM FOR THE CONSTRUCTION OF UPE CLASSROOM PROJECT IN SOROTI DISTRICT

Interview questions for District education office (DEO)

Dear Sir/Madam

I am kindly request you to participate in this exercise as a respondent and write your answers in the space provided for each question but if this proves to be insufficient, please write answers on extra sheets of paper.

This exercise is purely academic and the questions raised herein are for the same purpose. Your answers will be treated with the confidentiality.

Thank you for your cooperation.

Date:.............................. ....Time..

1. How much money did you plan for your schools between the following years 2005-2010?

Year	planned	Actual
2005		
2006		
2007		
2008		
2009		

2. Who is involved in providing and developing the policies and policy guidelines for UPE classrooms construction? ....

3 What are some of the financial challenges faced by UPE implementers at the district level between the following years2005-2010? ....

4. How many pupils were? Enrolled between the said years (2005-2010) in soroti district...

5. How is the monitoring and planning of the management of UPE Classrooms construction done in the district ....

6. Do you always get feed back from the stake holders who are implementing the Classroom construction project? at all at all levels..

7. What was you role in planning of the construction of universal primary education classroom..

8. Was you role in planning of the construction of UPE classrooms...

SURVEY QUESTIONNAIRE FORM FOR THE COSTRUCTION UPE CLASSROOMS PROJECT IN SOROTI DISTRICT

Interview questions FOR LC V

Dear Sir/Madam

I am kindly requesting you to participate in this exercise as a respondent and write your answers in the space provided for each question but if this proves to be insufficient, please write answers on extra sheets of paper.

This exercise is purely academic and the questions raised herein are for the same purpose. Your answers will be treated with the confidentiality.

Thank you for your cooperation

Date:................................. ....Time...

1. Do you always get feedback from universal primary education from the implementing schools?

Yes ☐ No ☐

How much money did you plan for your schools between the following years2005-2010?

Year	Planned	Actual
2005		
2006		
2007		
2008		
2009		

2. Who is involved in providing and developing the policies and policy guidelines for UPE classrooms construction? ....

3 What are some of the financial challenges faced by UPE implementers at the district level between the following years2005-2010? ....

4. How many pupils were? Enrolled between the said years (2005-2010) in soroti district...

5 How is the monitoring and planning of the management of UPE Classrooms construction done in the district ....

6. Do you always get feed back from the stake holders who are implementing the Classroom construction project? at all at all levels...

7. What was you role in planning of the construction of universal primary education classroom...

....

....

8. Was you role in planning of the construction of UPE   classrooms............

....

....

APPANDIX.1.RESEARCH INSTRUMENTS

SURVEY QUESTIONNAIRE FORM FOR THE COSTRUCTION OF UPE CLASSROOMS PROJECT IN SOROTI DISTRICT

Interview questions for Selected Constructors:

Dear Sir/Madam

I am kindly requesting you to participate in this exercise as a respondent and write your answers in the space provided for each question but if this proves to be insufficient, please write answers on extra sheets of paper.

This exercise is purely academic and the questions raised herein are for the same purpose. Your answers will be treated with the confidentiality.

Thank you for your cooperation

Date:................................ ....Time...

1. How much money did you plan for your schools between the following years2005-2010?

Year	planned	Actual
2005		
2006		
2007		
2008		
2009		

2. Who is involved in providing and developing the policies and policy guidelines for UPE classrooms construction? ....

3 What are some of the financial challenges faced by UPE implementers at the district level between the following years2005-2010? ....

4. How many pupils were? Enrolled between the said years (2005-2010) in soroti district...

5 How is the monitoring and planning of the management of UPE Classrooms construction done in the district ....

6: Do you always get feed back from the stake holders who are implementing the Classroom construction project? at all at all levels...

7. What was you role in planning of the construction of universal primary education classroom...

was you role in planning of the construction of UPE classrooms...

PROPOSED BUDGET

ITEM DESCRIPTION	UNITS	UNIT COST	TOTAL COST
Memory sticks of 2GB	2	50,000	100,000
Box of pens	1	30,000	30,000
Box of HB pencils	1	20,000	20,000
Razer	1	10,000	10,000
Ream of papers Zerox A4	5	20,000	100,000
Laptop computer Dell studio	1	3,500,000	3,5000,000
Vehicle(4x4w) Double carbine	1	60,000,000	60,000,000
Liters of Fuel	300L	3,000	900,000
Accommodation For a month	30	100,000	3,000,000
Feeding for a month	30	50,000	1,500,000
Airtime for a month	30	20,000	600,000
Printer	1	700,000	700,000
Binding costs	10	100,000	1,000,000
Research dissemination to stake holders	1	5,000,000	5,000,000
Grand total			107,960,000

OFFICE OF THE ASSOCAIOTE DEAN, SOCIAL SCIENCE
SCHOOL OF POSTGRADUATE STUDIES AND RESEARCH (SPGSR)

Dear Sir/Madam,   August 8, 2011

**RE: REQUEST FOR HENRY ORIOKOT MPP/42677/92/DU
TO CONDUCT RESEARCH IN YOUR ORGANIZATION**

The above mentioned is a bonafide student of Kampala International University pursuing a Master of Arts in Project Planning and management.

He is currently conducting a field research of which the title "**Construction of UPE Class Rooms Project in Soroti District.**"

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

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

Any assistance rendered to him will be highly appreciated.

Yours truly,

Dr. Roseann Mwaniki
Associate Dean Social Sciences, (SPGSR)

EDUCATIONAL BACKGROUND.

2009/2011	Masters Degree in Project Planning and Management (MPP)
1997 – 2000	Bachelor's Degree in Business Administration (Management and marketing)
1998	Advanced Diploma in Business Administration
1997	Diploma in marketing Management
1996-1997	Diploma in Accountancy – Light Bureau of Accountancy
1994-1996	Uganda Advanced Certificate of Education – UNEB – Masaba Secondary School.
1990 – 1993	Uganda Certificate of Education –Soroti Secondary School
1983 – 1989	Primary Leaving Certificate –Madera Primary School

OTHERS:

- ❖ Honors award from **USA** honors society
- ❖ Certificate in gender based Violence
- ❖ Certificate in Entrepreneurship
- ❖ Certificate in Volunteer Anti-Corruption Africa
- ❖ Certificate in Environmental management
- ❖ Certificate in policy and promotion (NISIET India)
- ❖ Certificate in Environment management and keeping clean environment.

PROFFESSIONAL SKILL ACQUIRED

- ❖ Managing relations and leading People, Judgment Ability to identify key issues in complex problems.
- ❖ Monitoring and Evaluation, Good governance and accountability, Financial and Entrepreneurship skills., Research / Data Collection and analysis skills
- ❖ Executive skills, planning and control, Better Administrative and mass Management Skills.
- ❖ Excellent interpersonal communication and analytical planning and budgeting for effectiveness.
- ❖ Working with the local community and capacity building

EMPLOYEMENT AND RESPONSILITY

2007 TO Date: Programme Manager.

Uganda Management Assistance Programme (UMAP).

Po Box 11236 Kampala. Tel:+256-0792-445-544,0414-592962

Email : **umapngo@yahoo.co.uk**

20006-2007: East African Marketing Representative for

Global Training Center & International Management Systems

(ISO) Consultants. Gig House,

Oxford   Street, Malmesbury, Wiltshire, SN169AX

2003 – 2004: General Manager

Pearl Textiles Industry P.O. Box 10499 Kampala

TEL: 0414-220556.

RESPONSIBILITIES

❖ Managing People and to provide clarity and direction to the team and delegate authority with responsibility. Able to manage performance effectively. Solicits and values input from others.

❖ Responsible fore the Overall management of the Organization and to ensure all the activities that are planned are effectively implemented

❖ Influencing and identify key people in a decision process. Able to deploy a range of approaches, and can select the appropriate style for a situation. Has a robust network of contacts. Works for win-win in resolving differences.

❖ Responsible for the promotion of Good governance and accountability, Human rights, Anti-corruption campaigns.

❖ Drive for Results and seek better ways of doing things, improving on the status quo, and creating energy and enthusiasm in the process. Willing to take ownership, to exceed expectations.

❖ Responsible for the Mobilization and sensitization of the community in the social and economic planning and development their area.

❖ Responsible for monitoring, supervision and evaluation of the programme activities through review of progress and financial reports from the implementing partners, undertaking of field projects visits and participating in office reports and briefs and monitoring action taken.

- Participation in the resource Mobilization and project proposal writing, Manage strategic and sustainable planning and control, budgeting and over seeing the expansion of the Organization.
- Responsible for policy advocacy gender promotion, Initiate and participate in the development of work plans, operational plans and technical reports of the project.
- Developing and maintaining financial and administrative system and ensuring timely reporting to all stakeholders, local, national international and development term of reference for consultancy especially those responsible for project review and audit.
- Responsible for the maintenance and repair of the Organization al's assets, training recruiting motivation solving some of the staff problems.
- Contribute ideas in the identification, discussion and formulation of transition to recovery programmes aimed at the implementation of the Organization goals.
- Draft correspondence on programme and project implementation with the partners, partspants, NGO and the district authorities prepare periodic progress report on the implementation of the programmes of the project , provide information updates ob bi-lateral, mult-lateral and the NGO programme complentary.
- Facilitate visits of technical and evaluation mission and subject specific consultancies through timely administrative action such as arrange for and record meetings with the government implementing agencies and other concerned / relevant parties.
- Ensure conformity of the project disbursement by implementing partners with procedures by work plans, availability of resources for the expenditure recommend to the senior advisor necessary budget line change.
- Establishing and maintaining close working relations with the officers responsible for the information publicity and training activities in the district / municipalities.
- Prepare the periodic media communication releases necessary to publicise and increase awareness of the objectives and actives of the project for which the programme is responsible as well as response concerns of local government.
- Keeping close to HIV/AIDS infected people and with ought neglecting the orphans / destitute.

NGOs WORKSHOPS / SEMINARS ATTENDED

- Train of trainers with the emphasis on the economic empowerment funded by USIAD.

- ❖ Inauguration and promotion of Girls Child Education in Uganda with reference to girls (Action – Aid and DENIVA)
- ❖ Human Rights – Promoting and Advocating for equal Rights for everybody (funded by UNHR).
- ❖ The Role, Freedom, RIGHTS OF THE Refugees from host Country (funded by UN).
- ❖ NGO Networking and identifying the Roles of the Community Based Organisation and NGOs in the Developing world (Action Aid and DENEVA)
- ❖ Setting up an Agenda for women Empowerment and Entrepreneurship skill in the next millennium (funded by FOWODE)
- ❖ workshop on positive living with AIDS /HIV infected people
- ❖ Campaign for ABC Abstain Being Faithful and use Condom – UGANDA AIDS COMMISSION.

HOBBIES

- ❖ Reading, Traveling, Discussions, sports meeting and creating friends, sharing information

REFERENCES

1. Prof. Ogira Charles

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Dr. B.Tebeijuka.

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3. Mr. David Eyoma

Director of Studies, Gaga mixed high School

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