

**CHALLENGES OF UNIVERSAL PRIMARY EDUCATION IN UGANDA**

**ACASE STUDY OF KISOMORO SUB-COUNTY,**

**KABAROLE DISTRICT**

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## DECLARATION

I Agnes Namwanga, declare that this research report is my original work and has not been submitted before for any academic award or published at any university or institution of higher learning

Signed.. *Namwanga.*

Agnes Namwanga

Date. *08.07.2010.....*

## **APPROVAL**

With my approval as university supervisor, this research report is presented for examination

**Signed.....**

**Mr .Ssemugenyi Fred**

**Date.....**

## DEDICATION

This work is dedicated to my parents, husband, children and friends

## ACKNOWLEDGMENTS

I acknowledge the contribution of all the persons who supported me morally, spiritually and materially during my course of study.

Thanks go to my parents for sponsoring me through this course, Kampala International University, my lecturers and all the respondents.

Special thanks go to my supervisor **Mr .Ssemugenyi Fred** for the sincere guidance he rendered to me throughout the study. His patience and contribution cannot be forgotten. May God bless him abundantly.

## **ABSTRACT**

This research was carried out in five schools in Kisomoro sub-county Kabarole district purposely to find out the challenges facing the implementation of Universal Primary Education in this area.

Chapter one contains the introduction, statement of the problem, significance of the study and study objectives.

In chapter two related literature was collected and was categorised as follows; introduction, challenges affecting the implementation of Universal Primary Education.

Five schools were used and data was collected using methodology shown in the following subtopics; Study site and location, Study design, Sampling techniques / Methods of sampling, Study instruments, Data collection procedure.

Chapter four concerns presentation of results in the following order; Information from head teachers, Information from teachers, Information from the school management committee, Information from pupils,

Chapter five is discussion of results under the following headings, socio demographic data, age range , information from head teachers, information from teachers, information from the School Management Committee, information from the pupils, conclusion and recommendations.

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## CHAPTER ONE

### INTRODUCTION

#### **1.1 Back ground of the study**

Universal primary Education is the provision of free and compulsory basic education to all children of school going age in a given country by the government.

In Uganda, Universal Primary Education was conceived as the provision of basic education to four children per house hold. The programme was used as a campaign strategy during the 1996 presidential elections and launched in 1997 through all government aided primary schools in Uganda. Since then, the number of school going children enrolled in the primary schools through out the country has more than tripled.

Before the launch of Universal Primary Education gross enrolment of primary school age children was very low and completion rates especially of girls was dismal. About 40 percent of primary teachers was not well trained or un trained. Instructional materials were in short supply and physical infrastructure of the schools was in dis repair. The whole burden of financing primary education fell on the households. The primary school teachers earned a dismal salary and there were clear imbalances in the distribution of basic education opportunities.

Gradually the government has developed systems that are taking care of the large enrolments.

Ambitious goals have included classroom construction, provision of textbooks , training and recruiting of large numbers of primary school teachers.

Through decentralisation, decision making powers, recruitment of teacher's resource distribution was transferred from the national ministries to the district local government level. Improved quality was found to have began to be apparent in the majority of the primary schools across the country.

Like all other areas in the country side, Kisomoro sub-county primary schools have benefited from the Universal Primary Education programme. The schools have registered increased enrolment, more and better infrastructure, more up to date textbooks and better trained teachers. With such support schemes in place, one would expect and anticipate that performance coming from most if not all the primary schools in Kisomoro sub-county.

## **1.2 Statement of the problem**

Universal primary education that was introduced in 1997 had a broad aim of meeting both quality and quantity aspects of primary education. It is argued that primary education is not concerned with any classes or groups but has to deal with the entire population of the country. It touches life at every point and it has to do most with the formation of national ideology and character then any single activity- social, political or educational. Those who are concerned with the great work of primary education should

visualize its problems and objectives not in the context of the dark buildings, but against the background of its ultimate ends and purpose.

### **1.3 Objectives of the study**

The general objective of this study was to determine the major challenges to the Universal Primary Education implementation programme since its initiation.

#### **Specific objectives of the study were to**

- ❖ Identify the challenges of successfully implementing the Universal Primary Education in primary schools in Kisomoro sub-county;
- ❖ Assess the impact of the challenges of implementing Universal Primary Education on the stake holders in Kisomoro sub-county.
- ❖ Suggest measures for overcoming the Universal Primary Education implementation challenges.

### **1.4 Research questions**

This study was guided by the following research questions;

- ❖ What were the apparent challenges of implementing the Universal Primary Education at the general level?
- ❖ What was the positive impact of Universal Primary Education implementation in the primary schools in Kisomoro sub-county?
- ❖ What kind of sensitization was being conducted to raise the level of awareness of the stakeholders in the Universal Primary Education programme.
- ❖ How regular and what quantities of Universal Primary Education capitation grant did primary schools in Kisomoro sub- county receive?

### **1.6 Significance of the study**

Universal Primary Education should be taken as a partnership among parents, education staff, various government and non-government organs.

It is also important that every stakeholder understands and performs their roles and responsibilities.

This study intended to bring to the lime light the duties of the various stakeholders in the implementation of the Universal Primary Education programme. This was important because it would help to understand the root causes of the challenges that were dogging the primary schools in Kisomoro sub-county.

### **1.6 The scope of the study**

This study covered selected primary schools in Kisomoro sub-county. It was to highlight the challenges of implementing the Universal Primary Education programme in the selected schools in this sub-county since its launch in 1997. The study was expected to assess the impact of the challenges of implementing Universal Primary Education on the quality of learning in the primary schools in this sub county.

### **1.7 Limitation**

The researcher anticipated that the cost of transport would be very high since the schools to be visited were widely distributed within the sub-county.

Also it would be difficult to collect reliable data since most respondents would ask for money which the researcher did not have.

Type setting the work was also costly.

## 3.1 Delimitations

The researcher hoped to hire a bicycle instead of a motorcycle in order to cut down on the transport costs.

Further more, she hoped to use persuasive communication skills to obtain vital information without paying.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Definitive review of Universal Primary Education**

Before 1986, education in Uganda survived only through household and community support for teachers and schools. The National Resistance Movement took over power in 1986 and the following year established an Education Policy Review Commission headed by Professor Senteza Kajjubi.

One of the most important recommendations of the commission was the provision of free primary school education (UPE) by government to all school going children by the year 2000 in Uganda.

This recommendation was concretized in the government white paper on Education published in 1992.

In 1996, President Yoweri Museveni promised free primary Education to four children per household as a campaign strategy during the presidential elections saying that, the Universal Primary Education programme would help eradicate poverty.

In a move to support the president's Universal Primary Education programme, the government increased budgetary provision to the Education sector. The government also established an Education Sector Investment Plan (ESIP) to harness external financial

support to the Universal Primary Education programme. These strategies by government sent a signal to people that education is important.

So in January 1997, the government launched the Universal Primary Education programme which was later redefined to provide Education to all primary school going children in Uganda.

Elwana D, writing in The East African news paper, quotes one Vincent Oyat, a parent in Apac District, who expressed his happiness with the programme; Oyat said that the programme had enabled him and the community to send their children to school with them only buying uniforms and exercise books.

Besides Universal Primary Education being expected to eradicate poverty, it has other objectives such as transforming society in a fundamental way and making Education accessible and relevant to the learners.

In 2000, Uganda became a signatory to the Dakar Framework for Action which helped to reaffirm the Education for All Vision of Jomtien. The Millennium Development Goals (MDGs), further aim at ensuring school-going children everywhere to at least complete primary school by the year 2015.

## **2.2 Progress of Universal Primary Education**

While the government white paper on Education published in 1992, recommended a gradual approach to Universal Primary Education (UPE) in Uganda, His Excellence the president looked at that time frame as being too slow. He therefore resolved to launch



the Universal Primary Education programme in 1997 as part of his political campaign strategy. The programme continues to enjoy political, financial and social support through out the country.

In the fore word to the second stakeholders' Universal Primary Education hand book, Dr, Khiddu Makubuya, the then minister of Education and sports said, it was important to second the journey of Universal Primary Education implementation, outlining the successes and challenges the country has faced. I n the same hand book, Honorable Namirembe Bitamazire echoes the importance of chanting the journey of the Universal Primary Education programme implementation.

The Universal Primary Education programme has taken shape in Uganda due to a strong political commitment in the person of His Excellence Yoweri Museveni. Also the strategic mission and policy framework provided in the white paper on Education has been instrumental Rapid and continuous economic growth has made it possible for the government to channel a reasonable chunk of its resources to the Education reform. Parents Teachers Association (PTA) groups and School Management Committees have continued to play a very crucial role in the development of primary education.

Universal Primary Education has been seen to have been providing equality of education to the economically disadvantaged children with all income groups enrolling equally in the primary schools. Enormous improvements in female access to primary education have been made.

Alex Ndeezi Uganda's first deaf member of parliament has hailed the government for launching the Universal Primary Education programme in Uganda. He says the programme has provided for increased awareness of the educational needs of children with disabilities. He says efforts are being made to build special units within the mainstream schools to meet the needs of children with special learning needs. The same member of parliament (MP) has said that although Universal Primary Education (UPE) has some weaknesses, it is acclaimed world wide as a wonderful programme.

He says it is a reflection of political commitment to education for all, and a role model of how a poor country like Uganda can eliminate wide spread illiteracy and develop her human resource by providing affordable education.

### **2.3 Challenges of Universal Primary Education**

Universal Primary Education has gradually overcome most of the barriers that had retarded access to primary education despite that, many challenges still persist.

One such challenge is the need to improve the quality of Education provided under the Universal Primary Education programme in spite of the enormous increase in the numbers of pupils enrolled in the schools

Another challenge is expansion of access to secondary and post-primary education within tight resource envelopes.

Thirdly, monitoring service delivery through the decentralized districts is still a challenge to overcome.

On a more local scene, drop-outs is still a big challenge. In spite of the government's efforts to improve the quality of education, many children do not complete the seven years primary cycle.

Surprisingly many of these drop-outs occur during the transition from primary one to primary two.

One of the main reasons for this drop-out is said to be lack of interest. Family responsibilities could be another reason, as many of the children are withdrawn from school to go home and keep their young siblings, scare birds from crop gardens or offer any other form of labour at home.

The majority of the children enrolled in the Universal Primary Education schools do not have a mid day meal as their parents do not pack anything for them to eat nor do they pay for meals to be prepared at school. This continues to affect children's performance as evidence from the 2000 Uganda National Examination Board (UNEB) survey indicated. Also before implementing any interventions the (MoES) pilots them and discusses results.

Uganda has links with numerous international conferences such as the world conference on ETA and world Education Forum (WEF) which has enabled the country to continue receiving financial support towards Universal Primary Education

Other important Universal Primary Education policies include age of admission at P.1, not sending children away due to lack of uniform or failure to pay for school meals. Another policy empowers School Management Committees to run the primary schools on behalf of the government.

### **2.3.1 Cultural practices**

Chaube (1998) argues that although every nation or society world over observes its traditions and practices in most developing countries due to ignorance, traditions and practices rule the lives of most people. Among such traditions and practices are some religious fanatics and caste discrimination. These have proved obstructive in the expansion and development of education especially at lower levels of primary.

Compared to the Ugandan situation where girls in the country side are being denied access to school due to cultural attachments, Universal Primary Education with its customs of education for boys and girls still faces a challenge.

Despite the on going struggle by the Uganda government where by it is sensitizing the public of the goodness of sending children to school to acquire basic knowledge, much is still wanting.

This inspires the researcher to go a head and establish such challenges of Universal Primary Education that can help the government improve on its operation.

### **2.3.2 Dull curriculum**

According to ministry of finance planning and economic development (MFPED) report 2005, Many primary schools within the country had not been converted to basic schools and there fore there curriculum was one sided and still devoid of interest. Children of tender age could neither find it interesting nor attractive. On the contrary, the curriculum seemed burdensome. This could have been the root cause of their dropping out. I n the words of Gandhi, “True education is that which draws out and stimulates the intellectual and physical faculties of the learner”. (Venka Teswaran, 1997:86)

Sutherland M (1998) argues that, what schools teach depends on what educators see as the desired result of education, but not all educators have the same opinions. The child centered educator will want all children with all their abilities to have a large share in deciding on the curriculum while the collective educator will want to make sure that children learn the skills and the ways of behaving which are necessary to the life of the collective. She adds that one of the most frequently posed complaints in the history of education in developing countries is that the current is wrong, it does not prepare the young generation suitably for life in today’s society.

Dewey contends that “we violate the child’s nature and render difficult the best ethical results by introducing the child too abruptly to a number of special studies, of

reading, writing and geography". It is that with the current subject centered curriculum, teachers focus their efforts and attention on making students learn the topics in the subject and courses of study according to a fixed syllabus in a rigid set pattern to enable them pass a set of examinations. The present needs of the child are hardly kept in mind and some other times children lose interest in what is being taught. As cited in Vankateswaran (1997:135)

### **2.3.3 Inadequate trained teachers**

As mentioned earlier, the increase in pupil number as a result of Universal Primary Education has raised the challenge of the need for more teachers. Government has done some work in this regard and a number of teachers have been trained and upgraded, however, the teacher pupil ratios are still poor. For example in 1996, the ratio was 1:37.62 and by 1999 this had declined to 1:67.63.

Also the number of untrained teachers is still high. For example in 1989, only 52.7% of the teachers had been trained but by 2001 this had risen tremendously to 75%. In effect 25% of the primary school teaching force was still untrained. This coupled with the poor teacher pupil ratio certainly creates pressure on the school system. (Primary school figures, Mugaba, (V.2002 www.)

### **2.3.4 Providing physical facilities**

The massive increase in pupil number immediately created the problem of class room space. Although the ministry of education and sports has embarked on a drive to build more schools and provide more instructional materials, this is still far inadequate for us, the ministry acknowledges. (MoES, 1999:11)

### **2.3.5 Financial difficulties**

Higgins (1968) argues that financial and hence poverty in developing countries have been a major barrier to effective undertaking of the major government – financial programmes. He adds that in most developing countries, there are many families whose members despite full day's hard labor do not find it possible to make two ends meet. Children of tender age in such families have to work for their living. These coupled with poor government financing makes many families unable to meet the requirements of their children's education.

In the Uganda situation, it was noted that some parents could not afford fees to cater for teacher's meals (600sh) and this made some children to drop out of school. (Policy review news letter, November 2005).

A question remains whether the current Universal Primary Education programme can not sustain itself and whether there are some imaginary payments that make some parents fail to send their children to Universal Primary Education schools and this forms the basis of the research study.

Kochhar (2000) argues that, a dynamic system of supervision and inspection has been the cornerstone of a sound system of education. He argues further that, in a set up where all change tends to be initiated from the top and filter down through the administrative hierarchy to the schools, the inspectorate forms an important link. Supervision and inspection are being considered as the backbone of educational improvement but this has been at a minimal level within most of the developing

countries, which could be partly responsible for the inefficiencies in primary education.

#### **2.3.6 Uncongenial home environment**

According to Uganda debt network (November 2005:6-7) it was stressed that uncongenial home environment was a challenge of Universal Primary Education in Uganda and this had had great contributions to the levels of drop outs from the Universal Primary Education schools. Parents within most homes in the country side could not see the value of studies and thus lacked the tradition of learning in their families. For instance, it was revealed that most of the children do excessive work at home and get little time to attend to their studies. One Abusage of Kahando was asked why her children could not constantly keep in school and had this to say; “look I cant grow food alone that will feed the whole family if these children do not give a hand” Thus children of school-going age have been made to gardens and protect them against wild animals and birds that could attack the crops. Given that Kahando lives closer to Kisomoro, this greatly inspired the researcher to find out whether such issues do still exist and the way forward. Connected to the above is the issue of hunger and malnutrition. Universal Primary Education does not provide food for schools. Thus within most parts of the country, children have to go home for lunch. In such areas, when children go home for lunch they instead find it not ready and they have to wait for it. Others do not find anything to eat at home and decide to roam around the villages looking for what to eat in the form of mangoes, sugarcane, jack fruits and guavas. Much as the government is improving the livelihood of its people



in the country side by promoting agriculture, much is still needed. This set a task for the researcher to try and find out whether the scenario of food security is partly one of the causes of ineffective Universal Primary Education in the area of study.

As manifested in the objectives of Universal Primary Education, was the component of provision of qualified teachers in the primary schools through out the country. Given the current trend, there has been the problem of inefficient teachers and thus inefficient teaching in most parts of the country.

Teaching at primary stage requires full justice to all classes and all pupils.

It has been realized that in most Universal Primary Education schools, teachers are inadequately prepared and this made them not to offer the best services as expected of them. The unfairness of teachers in Universal Primary Education has also been realized even in terms of the greed for money where teachers levy extra financial payments from the learner's parents to eat their meals. This has led to absenteeism and dropping out of pupils from primary schools since such charges may not be afforded by most parents in the country side. Nsongya primary school in Kisomoro projected the following scenario;

A girl of 10 years of age was attending a banana plantation, when she was asked why she was not in school; she disclosed that she had been sent a way for not paying 1000 shillings which every pupil had to pay for examination. When the girl went home, her mother could not raise that much, she instead made an arrangement for her to work in the banana plantation. (Policy review news letter November 2008)

## CHAPTER THREE METHODOLOGY

### 3.1 Introduction

This study was carried out in Kisomoro sub-county Bunyangabu county Kabarole district, It covered five primary schools in Kisomoro sub-county It was hoped that, the five primary schools would be representative enough of all what prevails in the twelve schools in Kisomoro sub county.

### 3.2 Study design

The study conducted was descriptive in nature and it was done towards the end of the first term session.

### 3.3 Sampling techniques / Methods of sampling

There are 12 primary schools in Kisomoro sub-county, of various grades ranging from grade five up to grade one, with varying population sizes, both of the pupils and staff.

Out of these, *five* are grade iv, *three* are grade iii, *two* are grade ii and the other *two* are grade i. Since the grading of schools is determined by pupil population and in turn determines staff size. During this study, the following schools were select; one grade four school, *two* grade three schools, one grade *two* school and one grade one school.

The following primary schools were expected to feature in this study.

**Table.1 Showing demographic data of the selected schools**

S/no	School	Grade	population
01	Nsongya primary school	III	700
02	Rubona primary school	II	1000
03	Kisomoro primary school	III	800
04	Karambi B primary school	IV	600
05	Kabata primary school	I	900

The study used random sampling to select respondents from each of the primary schools identified. The head teachers and teachers, parents and the school management committee took part in this study. A total of 20 people took part in the study.

### 3.4 The study employed the following instruments for data collection

#### i. Questionnaires

Open and close-ended questionnaire were admitted to the sampled population for responses which were collected for analysis.

#### ii. Interviews

The researcher held face to face interviews with the selected population and recorded their responses for analysis.

#### iii. Observation

The researcher used the senses of hearing and sight to collect information. Being a native of the sample study area, the researcher used every opportunity, both casual and formal to identify, and capture information pertinent to the topic of interest.

#### iv. Opinionnaires

The researcher used open-ended Opinionnaires to gather information about the topic of study. Respondents expressed their feelings on issues related to progress and challenges of Universal Primary Education in the sampled area.

### **3.5 Data collection procedure**

Permission was sought from the relevant authorities in the selected primary school, using a letter from the University. Prepared questionnaires, interview and observation guides were used.

A friendly and a relaxed atmosphere was created during the administration of the instruments

## CHAPTER FOUR

### 4.0 DATA PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS

This research study was descriptive in presentation using qualitative information. Some quantitative data was presented in tabular form. Responses from interviews, observations and Opinionnaires was interpreted and used in the decisions from which conclusions were made and recommendations proposed. A detailed analysis and discussion was presented below.

#### 4.1 INFORMATION FROM HEAD TEACHERS.

From the five head teachers, the following information was collected and tabulated as below;

**Table 2. Showing basic information about the five schools**

School	Item	Males	Females	Total
Nsongya P/S	No. of pupils	288	412	700
	No. of teachers	5	3	8
	Latrine stances	4	6	10
	Staff stances	2	2	4
	Class rooms 8	Desks 104		
Rubona P/S	No. of pupils	437	563	1000
	No. of teachers	4	5	9
	Latrine stances	5	7	12
	Staff stances	3	5	8
	Classrooms 12	Desks 160		

Kisomoro P/S	No. of pupils	483	317	800
	No. of teachers	6	2	8
	Latrine stances	6	6	8
	Staff stances	2	3	5
	Class rooms 8	Desks 98		
Karambi P/S	No. of pupils	345	255	600
	No. of teachers	7	5	12
	Latrine stances	6	6	12
	Staff Stances	4	4	8
	Class rooms 9	Desks 116		
Kabata P/S	No. of pupils	502	398	900
	No. of teachers	5	6	11
	Latrine stances	6	6	12
	Staff stances	2	2	4
	Class rooms 9	Desks 156		

Table one above shows that in each school there were 5 stances of pit latrine for teaching and non teaching staff and 10 for pupils. The stances for pupils seem to be too few for the total of 4000 pupils in the five schools. Desks and classroom blocks are still few for the children in the five schools.

The number of teachers too leaves a lot to be desired i.e. the ratio of 1:83 is overwhelming for one teacher to handle.

**Table 3 school requirements available and required in the five UPE schools**

S.No	Requirement	Actual requirements		School requirements in %		
		Available	Needed	Available	Needed	Total
1	Desks	634	376	63.4	37.6	100
2	Latrine stances	54	26	54	46	100
3	Class rooms	37	35	51.3	49.7	100
4	Teachers	148	92	32	68	100

The table above shows school requirements on average for the five schools. It shows that, of the 1000 desks required, only 634 are available, 54 out of the 80 latrine stances are available, 37 out of the 72 class room blocks are available and 148 out of the 240 teachers were available.

The head teachers further revealed that the supplementary readers were inadequate for the large number of pupils they have. Supervisory support got by the schools was minimal and it was only from the District local government and center coordinating tutors from the near by core primary teacher's colleges.

The school's annual budget on average is 2.6 million Uganda shillings but only about 1.7 million Uganda shillings is realized on average per school.

Results also revealed that only one of the five schools provided meals for its teachers while no school reported to have any arrangement for children's meals at all. As far as the completion rates are concerned, it was found out that only 53 % of the pupils who join primary one complete primary seven in the same school. The other 47% includes those who drop out immediately and those who loiter from one school to the other and

eventually drop out. It is only a very small percentage of these that in the long run completes primary level successfully.

#### **4.2 INFORMATION FROM TEACHERS.**

Teachers from the schools visited gave the following information;

Materials for preparation are never in time; such materials include;- pens and preparation books.

The text books they have do not have enough content so they have to keep on moving from one school to another to borrow better books to use.

The rate of pupil attendance is between 40 and 60 out of the total number of children. The amount of Universal Primary Education grants are not enough and thus there is also no way of providing meals for teachers apart from only one school. The problem of many pupils per teacher also featured and the teacher pupil ratio quoted was 1:85. This indicates a very big teacher pupil ratio.

On the side of the challenges the teachers are facing, not having lunch echoed most, delayed Universal Primary Education grants, poor accommodation and large number of learners which make the teachers overworked and thus the learners not attended to as expected.

Suggested solutions to these were that the government should recruit more teachers, build more classrooms, good teacher's houses and provide meals to these overworked teachers.



#### 4.3 INFORMATION FROM THE SCHOOL MANAGEMENT COMMITTEE(SMC)

These reported that the school management committee and the head teacher make the school budget and the other key roles of the SMC include; representing other parents in the school, linking the school to the community and managing the school.

When asked about how often they visit the school, most of the SMC members indicated that they visited the school at least once every two weeks (70% of the members), while the others visited the school once a month(30%).

Among the problems in the school the committee members highlighted the shortage of water for the children to use, few desks, classrooms and teachers, children and teachers having no lunch and absenteeism of children during market days and in the planting season.

Solutions to these are similar to what the head teachers gave which include; provision of food, desks, and construction of the class room blocks, posting more teachers to the schools and the community to be sensitised on how to own the responsibility as stake holders in the education of their children.

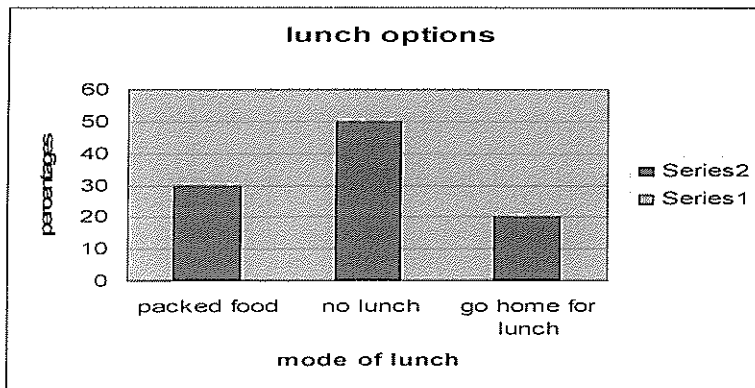
#### 4.4 INFORMATION FROM THE PUPILS

Ten pupils were used per school to provide information that the researcher required from each school thus a total of 50 pupils was used.

Information from the pupils revealed that no school gives lunch to the children. All the children have to carry food from home, go home for lunch or decide to spend the whole day hungry.

Out of the ten pupils, only 3 had packed food for them from home,5 go without lunch and the two go back home at lunch time to eat food.

**Figure.1 Bar chart showing mode of lunch that children get**



Some pupils were adult learners who had extra family challenges and responsibilities.

On the side of how they acquire school requirements, pupils gave the following information;

**Table.3 Shows how children get school requirements**

S/No	Mode of acquiring school requirements	N.o of children	Percentage
1	I buy my own requirements	1	10
2	I get them from the church	4	40
3	My guardians give the requirements	2	20
4	My parents buy for me	3	30

On the side of text books, information from learners revealed that about 8 children per class share a text book. The text books are very old and out dated compared to what they see with other children in private schools.

Children's information also revealed that, only 60% of the pupils know how much Universal Primary Education grant their school gets. The 40% do not know.

## **4.5.2 DISCUSSION OF RESULTS**

The purpose of this study was to find out the challenges of universal primary education in Kisomoro Sub County in Kabarole district.

### **4.5.1 Socio demographic data**

The main respondents in this study were teachers, upper primary pupils, School Management Committee members and school head teachers.

### **4.5.2 Age range**

All pupils were between 10 and 16 years. Teachers were between 25 and 59 years (administrators inclusive)

This shows that pupils were old enough to give the correct information and the teachers were old and experienced enough to give reliable information.

## **4.5.3 PRINCIPLE FINDINGS**

### **4.5.4 Information from head teachers.**

From the five head teachers, the information collected showed that the number of pupils was too big compared to the number of teachers they have in the schools.

This was clearly revealed by the teacher pupil ratio of 1:83. This implies that, the efficiency of the teachers has to be low and thus affecting the performance of the pupils at Primary seven (P.L.E) and the future Education levels.

On the side of sanitary facilities, information from head teachers revealed that there were 15 stances of pit latrines for the whole school population on average. This indicates a problem of having them fill up very soon and since funds are not readily available, children may fail to get where to ease themselves.

The few desks and class rooms are not enough since on average 4000 children need about 1000 desks and at least 100 class rooms. The shortage of class rooms and desks affects the performance of the pupils since they can't sit and study comfortably. Children are most affected during the rainy season when they can not even study from under trees.

The head teachers further revealed that the supplementary readers were inadequate for the large number of pupils they have. This makes it very difficult for the teachers to teach certain skills such as reading.

Supervisory support got was only from the District local government and

Centre coordinating tutors from the near by core primary teacher's colleges.

Such little supervision makes the teachers work not interesting since they have no enough encouragement when offering their service in the known difficult conditions.

On the side of UPE funds, results show that the school's annual budget on average is 2.6 million Uganda shillings but only about 1.7 million Uganda shillings is realized on average per school per year. This makes it very hard for the head teacher and the School Management Committee to budget and plan for the school appropriately.

Results also revealed that only one of the five schools provided meals for its teachers.

This meant that, teachers either teach on empty stomachs or go back home to prepare meals for themselves. In the long run they return late for the afternoon classes which makes children lose their precious time.

Among all the five schools, none was reported to have any arrangement for children's meals at all. The children like their teachers have to either carry packed food to school, go back home for lunch or roam around the villages looking for fruits. This kind of school life affects the way children perform negatively because they can never concentrate when they are hungry.

As far as the completion rates are concerned, it was found out that only 53 % of the pupils who join primary one complete primary seven in the same school. The other 45% includes those who drop out immediately and those who loiter from one school to the other and eventually drop out. It is only 2% a very small percentage that in the long run completes primary level successfully.

#### **4.5.6 Information from teachers.**

Teachers from the schools visited gave the following information;

Teachers revealed that materials for preparation are never delivered to them in time; such materials include;- pens and preparation books. Due to this, teachers never do their work in the expected time.

Revealed by the teachers was also a problem of text books. The ones they have do not have enough content and some are really out dated so, they have to keep on moving from one school to another to borrow better books to use. Due to this, most of the teachers prepare inadequately thus inadequate teaching.

When it comes to the rate of pupil attendance, it is between 40 and 60 out of the total number of children. This is evidence of an increasing number of absenteeism in the schools which directly affects learner performance at all levels of primary school learning.

Teachers also revealed that Universal Primary Education grants are not enough for even only scholastic materials. This therefore clearly indicates that there is also no way of providing meals for teachers with the exception of only one school.

The problem of many pupils per teacher also featured and the teacher pupil ratio quoted was 1:83. such an overwhelming number makes the teachers overworked and when

linked with other problems such as teachers having no lunch, the situation becomes worse.

#### **4.5.7 Information from the School Management Committee. (SMC)**

These reported that the school management committee and the head teacher make the school budget. In case there is proper management and facilitation by the government, such a system can help to avoid misappropriation of school funds by some of the head teachers. The SMC also represents other parents in the school and links the school to the community. This makes parents as stake holders to own the school system.

On average, all the SMC members visit their schools at least twice a month. This is an indication that the school is in close contact with the community. Such a healthy relationship helps the school to solve problems easily since it is owned by the community.

Among the problems in the school the committee members highlighted the shortage of water for the children to use, few desks, classrooms and teachers, children and teachers having no lunch and absenteeism of children during market days and in the planting season.

Solutions to these are similar to what the head teachers gave which include; provision of food, desks, and construction of the class room blocks, posting more teachers to the schools and the community to be sensitised on how to own the responsibility as stake holders in the education of their children. Such information indicates that, the community is aware of the challenges the school is facing. This therefore can be a basis for laying strategies to help in solving some of the problems in the schools.

#### **4.5.8 Information from the pupils**

Information from the pupils revealed that no school gives lunch to the children. All the children have to carry food from home, go home for lunch go and look for fruits around the village or decide to spend the whole day hungry.

Out of the ten pupils, only 3 had packed from home, 5 go without lunch and thus end up roaming in the villages looking for what to eat and the other two go back home at lunch time to eat food.

This information indicated that, it is possible 50% of the children in UPE schools in Kisomoro sub-county go without lunch during their primary school life (refer to figure 3 on page 20). Thus the effect of this on the children's life becomes immense since the children at primary level need a lot of food for growth and play other than just academic.

The issue of adult learners who had extra family challenges and responsibilities also came up. Such learners mislead others, some do not obey teachers as expected and some tempt teachers into sexual relationships since they are adults like them.

Such issue interfere with the teacher's work and also lowers the performance of the learners.

When it came to how the pupils acquire scholastic materials, most of the children indicated that they get their materials from their guardians, the church or they buy them



for themselves. Only 40% of the pupils indicated that they get school requirements from their parents.

This situation shows that, many parents have left their responsibility to other people and organizations such as the church. The implication to this is that, such parents do not value their children's education.

On the side of text books, information from learners revealed that about 8 children per class share a text book. The text books are very old and out dated compared to what they see with other children in private schools. These therefore make children only to access out dated and inadequate information that can not sustain them in this academically very competitive era.

## **CHAPTER FIVE**

### **5.0 CONCLUSION AND RECOMMENDATIONS**

The purpose of this study was to find out the challenges of universal primary education in Kisomoro Sub County in Kabarole district.

#### **5.1 Summary of findings and conclusion.**

- Teachers lack the required preparation materials such as lesson plan books, pens and reference books
- Teachers do not get lunch meals at their work stations.
- The pupils are too many compared to the number of teachers.
- The desks and class room blocks are not enough for the children.
- Some parents were not providing their children with school requirements.
- Many children do not have lunch during school days.
- There is a high rate of absenteeism during market days and planting season.
- Many children drop out of school before primary seven.
- Text books are not readily available and accessible for the children.
- The SMC members are not regular at the schools.
- Stances of latrines are not enough for the school population.
- There is no regular support supervision for the teachers.

Due to all the above, it is clear that Universal Primary Education is facing a good number of challenges that are slowing down its implementation process.

## 5.2 RECOMMENDATIONS

In agreement with the findings in this report, the following recommendations were considered;

- Teachers need to be considered as far as their lunch time meals are concerned.
- More teachers need to be recruited to reduce the work load.
- Up to date text books should be made available and accessible to teachers.
- Teachers need regular support supervision.
- Parents should be sensitised on the value of providing meals to their children..
- More desks and class rooms should be constructed in the schools.
- The government should sink more pit latrines in the schools.
- Preparation materials should be availed to the teachers in time.
- Parents should support and encourage the children to stay in school.
- Child labour in the markets and gardens should be reduced / stopped







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## APPENDIX (i)

### Questionnaire to head teachers; (Please fill in or Tick where applicable)

I am a DEP student in my final year of study. As part of my course, I am required to carry out a research and write a report. The purpose of this questionnaire is to gather information that will be used in my research report. Please, answer the questions as honestly as possible.

#### 1. Basic information;

Name of school.....

Grade of school .....

School enrolment; No. of boys..... girls.....Total.....

Number of teachers; Males.....Females..... Total.....

Number of complete classrooms.....,No. of desks.....

Latrines; No of stances for girls....., Boys.....

No of stances for female staff....., Male staff.....

#### 2. Teaching and Learning;

(a) What is the ratio of teachers to learners?

(b) Are there any supplementary reading materials? Yes/ No.

(c) Does the school receive any supervisory support from the MoES, DLG, Core PTC?

Yes/No

3. (a)What is the annual budget of your school?.....

(b) How much is realized?.....

(c) Do you collect/receive any other funding e.g. from parents/NGOs?.....

4. Does your school provide mid day meals to staff/pupils?.....

If so, what is the source of the funding?.....

5. What is the completion rate of your pupils at PLE level?.....

## APPENDIX (ii)

### Questionnaire for teachers; (Please fill in or Tick where applicable)

1. Do you receive preparation materials such as counter books and pens in time?

Yes

No

2. What is the status of text books for pupils in your school?

.....

3. What is the rate of pupil attendance in your school?

.....

4. Does your school receive enough UPE funds?

Yes

No

5. Does your school provide mid day meals to the staff?

Yes

No

6. As a member of staff, name at least two challenges your school is facing in the UPE era ?

(i)

.....

(ii)

.....

.....

.....

Suggest how you would want your school to be improved.

(i).....

.....

(ii).....

.....

### APPENDIX (iii)

#### Questionnaire to School Management Committee members (SMC);

(Please fill in or Tick where applicable)

1. Who makes your school budget?.....

2. What is the work of a school management committee member in the UPE programme?

.....

.....

3. How often do you visit the school? Once a week.

4. What challenges does your school experience?

.....

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5. How do you propose to overcome them?

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