

820/6

**UNIVERSAL SECONDARY EDUCATION AND POVERTY ERADICATION IN
NTOROKO DISTRICT
A CASE STUDY OF RWEBISENGO SUB-COUNTY**

**BY
KEMIGISA RUTH
BPA/46307/151/DU**

**A RESEARCH REPORT SUBMITTED TO THE COLLEGE OF HUMANITIES
AND SOCIAL SCIENCES IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE AWARD OF A BACHELOR'S
DEGREE OF PUBLIC ADMINISTRATION OF
KAMPALA INTERNATIONAL
UNIVERSITY**

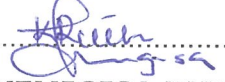
MAY, 2018

DECLARATION

I, KEMIGISA RUTH, hereby declare that this academic Research report has not been presented to any institution for any academic award, publication, or other use. The work here is original. Where the works of others are quoted, appropriate references have been given.

I therefore wish to present it for the award of a Bachelor's Degree in Public Administration of Kampala international university.

Signature

.....

KEMIGISA RUTH

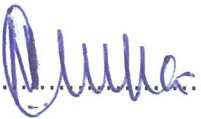
BPA/46307/151/DU

Date

.....

APPROVAL

I certify that KEMIGISA RUTH conducted a research study and prepared a research report entitled "Universal secondary education and poverty eradication in Ntoroko district" A case study of Rwebisengo sub-county. I therefore, certify that this research report has been supervised and approved by me as a requirement for the fulfillment of the award of a Bachelor's degree of Public Administration of Kampala international University.

.....

Signed:

DR. BENJAMIN BELLA OLUKA PhD

Senior Lecturer/University Supervisor

.....09/05/2018.....

Date:

DEDICATION

This Research Report is dedicated to the Almighty God, my uncle Mr. David Bomera my mother Mrs. Baguma Grace and my friend Mr. Muhumuza Kenneth for their encouragement and love during the course of my studies.

ACKNOWLEDGEMENT

I am indebted to my supervisor Mr. Oluka Ben for the guidance and support he accorded to me with patience. I wish to thank the staff of Kampala international University for their devotion they shown while teaching us. I would like to extend my appreciation to the staff of Ntoroko district for their co-operation and support. Lastly, I would like to thank my colleagues, the students in BPA class at KIU for their valuable contribution, support and team spirit they exhibited throughout the course.

LIST OF ACRONYMS

BOM.....	Board of Management
EFA	Education For All
GEM	Global Education Monitoring
MDG	Millennium Development Goals
UK	United Kingdom
UNHRC	United Nations High commission for Refugees
UNDP	United Nations Development Program
UNESCO	United Nations Education Science and Cultural Organization
UN	United Nations
UPE	Universal Primary Education
U.S.A	United States of America
USE	Universal Secondary Education

TABLE OF CONTENT

Contents

DECLARATION	i
APPROVAL	ii
DEDICATION	iii
ACKNOWLEDGEMENT	iv
LIST OF ACRONYMS	v
TABLE OF CONTENT	vi
ABSTRACT	ix

CHAPTER ONE 1

1.0 Introduction	1
1.1 Background.....	1
1.2 Statement of the problem	3
1.3 Objectives of the study	4
1.3.1 General objective.....	4
1.3.2 Specific objectives	4
1.4 Research questions	4
1.5 Scope of the study	5
1.5.1 Geographical scope.....	5
1.5.2 Content Scope	5
1.5.3 Time scope.....	5
1.6 Significance of the study	5

CHAPTER TWO 7

REVIEW OF LITERATURE 7

2.0 Introduction	7
2.1 Definition of Operational key Terms.....	7
2.2 Conceptual framework.....	8
2.3 Indicators of Quality Education.....	9

2.4	The concept of Universal Secondary Education (USE)	10
2.5	USE and poverty eradication, a global perspective	10
2.5.1	USE and poverty eradication, a Ugandan perspective	12
2.6	The role of universal secondary education on poverty eradication.....	14
2.7	Challenges facing universal secondary education in Uganda	15
2.8	Solutions to the challenges facing universal secondary education	16

CHAPTER THREE 18

METHODOLOGY 18

3.0	Introduction	18
3.1	Research Design.....	18
3.2	Study Population	18
3.3	Sample size.....	18
3.4.	Sampling technique	19
3.5	Data collection methods.....	20
3.5.1	Primary data collection.....	20
3.5.2	Secondary data collection.....	20
3.6.	Research Instruments	20
3.6.1	Interviews:	20
3.6.2	Questionnaires	20
3.6.3	Observation.....	21
3.7	Validity of Research Instruments	21
3.8	Measurement of Variables.....	21
3.9	Reliability of research Instruments.....	21
3.9.1	Data processing and analysis.....	22
3.9.2	Ethical consideration	22
3.9.3	Limitations of the study and solution.....	22

CHAPTER FOUR	23
PRESENTATION, ANALYSIS AND DISCUSSION OF RESULTS	23
4.0 Introduction	23
4.1 Profile of respondents	23
4.1.1 Presentation of respondents according to age	23
4.1.2 Presentation of respondents according to Gender	24
4.1.3 Presentation of respondents according to their Marital Status	24
4.1.4 Presentation of respondents according to their level of education	25
4.1.5 Presentation of respondents according to occupation	25
4.2 Presentation of respondents according to the role of universal secondary	26
4.3 Presentation of respondents according to the challenges facing universal	27
4.4 Presentation of respondents according to the solutions to the challenges facing	28
4.5 Presentation of respondents on the relationship between USE and poverty	29
4.6 Discussion	30
 CHAPTER FIVE.....	 32
SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS	32
5.0 Introduction	32
5.1 Summary of findings	32
5.2 Conclusion	33
5.3 Recommendations	34
5.4 Areas for further research	35
REFERENCES	36
Appendix A:	38
Self-Administered Questionnaire about Universal Secondary Education and Poverty Eradication in Ntoroko district.	38

ABSTRACT

The topic of the research study is Universal Secondary Education and Poverty Eradication in Ntoroko district. This study was guided by four objectives namely; (i) to establish the role of universal secondary education and poverty eradication in Ntoroko district, (ii) to establish the relationship between universal secondary education and poverty eradication in Ntoroko district, (iii) to find out the challenges facing universal secondary education in Ntoroko district, (iv) to establish solutions to the challenges facing universal secondary education in Ntoroko district. This study was conducted in Ntoroko district, Rwebisengo sub-county. In executing this study, both qualitative and quantitative methods were used. Qualitative methods used included individual interviews; key informant interviews, questionnaires; and observation. Secondary data was also used in this study. The findings revealed that USE reduces ignorance and illiteracy among students in Ntoroko district. The findings revealed that there is a positive relationship between USE and Poverty Eradication in Ntoroko district. The findings further revealed that inadequate financial allocation is the major challenge facing universal secondary education in Ntoroko district. majority of the respondents said that inadequate financial allocation is the main challenge facing USE in Ntoroko district. The study concluded that a positive and significant relationship between universal secondary education and poverty eradication in Ntoroko district. Inadequate financial allocation is the main challenge facing universal secondary education in Ntoroko district. An increase in budgetary allocation by the central government is the best solution to the challenges facing USE in Ntoroko district. The study recommends that there is urgent need for the government to increase community sensitization and awareness about the importance of universal secondary education. This can work better by sensitizing parents about their role in program. The government should create strong and strict laws to bun parents from failing to take their children to schools.

CHAPTER ONE

1.0 Introduction

This chapter covered the background to the study, the statement of the problem, the purpose of the study, objectives of the study, the research questions, the scope of the study, and the significance of the study.

1.1 Background

Universal Secondary Education (USE) is a policy issue that is currently receiving much attention in circles of international development and education. Attention to the USE policy can be traced to the international commitment made to achieving the Millennium Development Goals (MDGs) and the goals of Education for All (EFA). Although the MDGs and EFA set targets that specifically pertain to primary education, the evolution of educational systems in response to the MDG and EFA educational targets have also influenced the post-primary education sectors in many countries. The overarching goal of the MDGs was to eliminate extreme poverty by 2015 (UNDP, 2006).

The MDGs have been very influential in determining how countries set and plan to reach educational targets, specifically those relating to primary education enrollment and completion. Much educational target setting in the developing world, following the creation of the MDGs and the original goals of EFA, has focused on achieving Universal Primary Education (UPE). One of the goals of EFA was that by 2015 all children have access to free primary education. As of 2005, it was estimated that as much as 70 percent of the education budget in countries that signed the MDGs had been allotted for primary school (Lewin, 2005).

The educational focus has slowly shifted from primary completion to post-primary quality and enrollment in many MDG-signing countries. As more and more children enrolled in and completed primary school, as a result of initiatives supporting the MDGs and EFA, international educational targets switched from universal primary education to universal secondary education (Lewin, 2005).

In 1990, Uganda pledged to uphold the goals of EFA, and ten years later, in 2000, Uganda was one of the 189 countries that formally pledged to adopt the MDGs. In response to the objective stated in EFA to access to primary education, Uganda launched the UPE policy in 1997 and in January 2007, the country embarked on a strategy to implement a nationwide Universal Secondary Education (USE) policy.

UPE was designed to increase access to primary education and expand Uganda's educational system so that the country would be in a better position to achieve its development goals. The objective of the UPE program was to "expand access to all children of school going age (6-12 years old)" (MoES, 2006) and "establish, provide, and maintain quality education" (Bategeka, 2005).

Following the introduction of UPE, gross enrollment jumped to 132 percent between 1997 and 2006. As Uganda's primary education system grew, pressure was exerted on the country's post-primary sector, specifically secondary education, to accommodate primary school graduates. The boost in primary school enrollment created what is referred to as the "UPE bulge" (MoES, 2008).

The large numbers of children and adolescents who benefited from UPE policy were not being readily absorbed into secondary education or the job market. Transition rates from primary to secondary school were less than 20 percent in 1997 (MoES, 2006), meaning 80 percent of primary school graduates did not move forward in the system and into secondary school. UPE was considered to be highly successful in raising primary school completion rates in Uganda, and the success of the UPE program is one key characteristic that ultimately contributed to the increased interest in secondary education in Uganda (MoES, 2008).

Uganda's commitment to secondary education began in 2006, following nine years of UPE. The roots of the USE policy are political. USE was first mentioned during the presidential campaign of President Museveni in 2006. Museveni ran on a platform of

universal secondary education, and he promised free post-primary education for all students who were qualified to enter secondary school. The USE policy was extremely popular with the people of Uganda, and Museveni was subsequently re-elected. After Museveni's re-election, the MoES was quick to respond by granting the President's wish to focus on secondary education. In 2007, the USE policy was officially created and endorsed by the MoES. It was defined as being "the equitable provision of quality secondary education to all Ugandan students who have successfully completed the primary leaving exam" (Lewin, 2006).

Officially, the goals of USE are to increase the primary to secondary school transition rate to 80 percent by the year 2015 by providing tuition-free secondary education and to "increase equitable anticipation in quality secondary education" (MoES, 2008). By specifically focusing on secondary education, the MoES states: "USE will benefit future economic growth, ensure more equitable access to secondary education for boys and girls, and reduce poverty. It should result in closing the gap between Uganda and other competitor countries in the proportion of the labor force with successfully completed secondary schooling" (MoES, 2008).

1.2 Statement of the problem

In Uganda initially, secondary education was believed to yields considerable private returns, and provide opportunities to acquire attitudes, skills, and competencies that could enhance the ability of young people to participate fully in society (Lewin 2005). Truly, countries that have expanded access beyond primary school have not been subjected to the danger of failing to effectively eliminate poverty among people.

Unfortunately universal secondary education in Uganda seems to be taking a different path. The quality of education in USE schools is poor and yet thousands and thousands of Ugandans are enrolled every year. It is highly believed that the high rates of unemployment in the country is due to failure of USE products to fully exercise the skills and competencies attained in schools to create jobs. As if that is not enough, teachers in USE schools claim that problems like shortage of human, physical and financial

resources, inadequate or delayed disbursement of subsidies to schools and the private costs of education such as, cost of extra tuition, uniform, books and transport among others are subjecting USE program to failing to effectively equip students with skills, knowledge and competencies that can enable them to be competitive and innovative enough to fight poverty in their homes and their communities. Therefore, this study will investigate the impact of universal secondary education on poverty eradication in Ntoroko district.

1.3 Objectives of the study

1.3.1 General objective

To examine the impact of universal secondary education on poverty eradication in Ntoroko district.

1.3.2 Specific objectives

- (i). To establish the role of universal secondary education and poverty eradication in Ntoroko district?
- (ii). To establish the relationship between universal secondary education and poverty eradication in Ntoroko district?
- (iii). To find out the challenges facing universal secondary education in Ntoroko district?
- (iv). To establish solutions to the challenges facing universal secondary education in Ntoroko district?

1.4 Research questions

- (i). What is the role of universal secondary education and poverty eradication in Ntoroko district?
- (ii). What is the relationship between universal secondary education and poverty eradication in Ntoroko district?
- (iii). What are the challenges facing universal secondary education in Ntoroko district?

- (iv). What are the solutions to the challenges facing universal secondary education in Ntoroko district?

1.5 Scope of the study

1.5.1 Geographical scope

Ntoroko district is located in the western region of Uganda with its headquarters in Kibuuku town council. Ntoroko district is one of the two Ugandan districts in the west of the Rwenzori Mountains. The district is bordered by the Democratic Republic of the Congo to the west and north, Hoima district to the north-east, Kibaale district to the east, Kabarole district to the south, and Bundibugyo district to the south-west. The town of Ntoroko is approximately 144 kilometres (89 mi), by road, north-east of Kasese, the largest town in the Rwenzururu sub-region. This location is approximately 376 kilometres (234 miles), by road, west of Kampala, the capital and largest city of Uganda.

1.5.2 Content Scope

The study aimed at investigating the impact of universal secondary education on poverty eradication. Special focus was put on, identifying the relationship between universal secondary education and poverty eradication.

1.5.3 Time scope

The study covered a period of one years from 2017-2018, reasons being that this time helped the researcher to critically evaluate the trend of universal secondary education, for example, whether USE is trying to minimize poverty in Uganda or not and if not, what could be the reasons that. It is in this regard that the time scope was spread for a full year to effectively trace and track all the variables of the study.

1.6 Significance of the study

The study findings were expected to be useful to different categories of people in different ways:

It is hoped that the results of the study will be useful to many stakeholders in education including the government, parents and the students. The government will be able to speed up the release of the funds to schools. This will enable both enrolment and retention to increase.

The parents will learn the importance of meeting their obligations in the program, knowing that free secondary education does not cover all that the school requires to give their children quality education.

The study findings are expected to form baseline information for policy analysts to effectively evaluate the performance of USE on poverty reduction and come up with sustainable mechanisms to boost the program.

The study findings are also expected to provide up-to-date literature that can be used by academicians who may wish to carry out more studies on the subject matter of universal secondary education and poverty eradication or a related field. It is thus hoped that the study findings will stimulate further research.

CHAPTER TWO

REVIEW OF LITERATURE

2.0 Introduction

This chapter presented a review of relevant literature on the subject matter of the study. It was presented in accordance with the major themes of the study: the contributions of universal secondary education on poverty eradication, the challenges facing universal secondary education and the solutions to those challenges. In reviewing the literature, materials were drawn from different sources for the researcher believe that any relevant literature irrespective of the place or time could still provide the study with a substantial basis upon which the study references can be based. Attempts were made to fill the research gap, between the past writers and the present situation, especially in Ntoroko context.

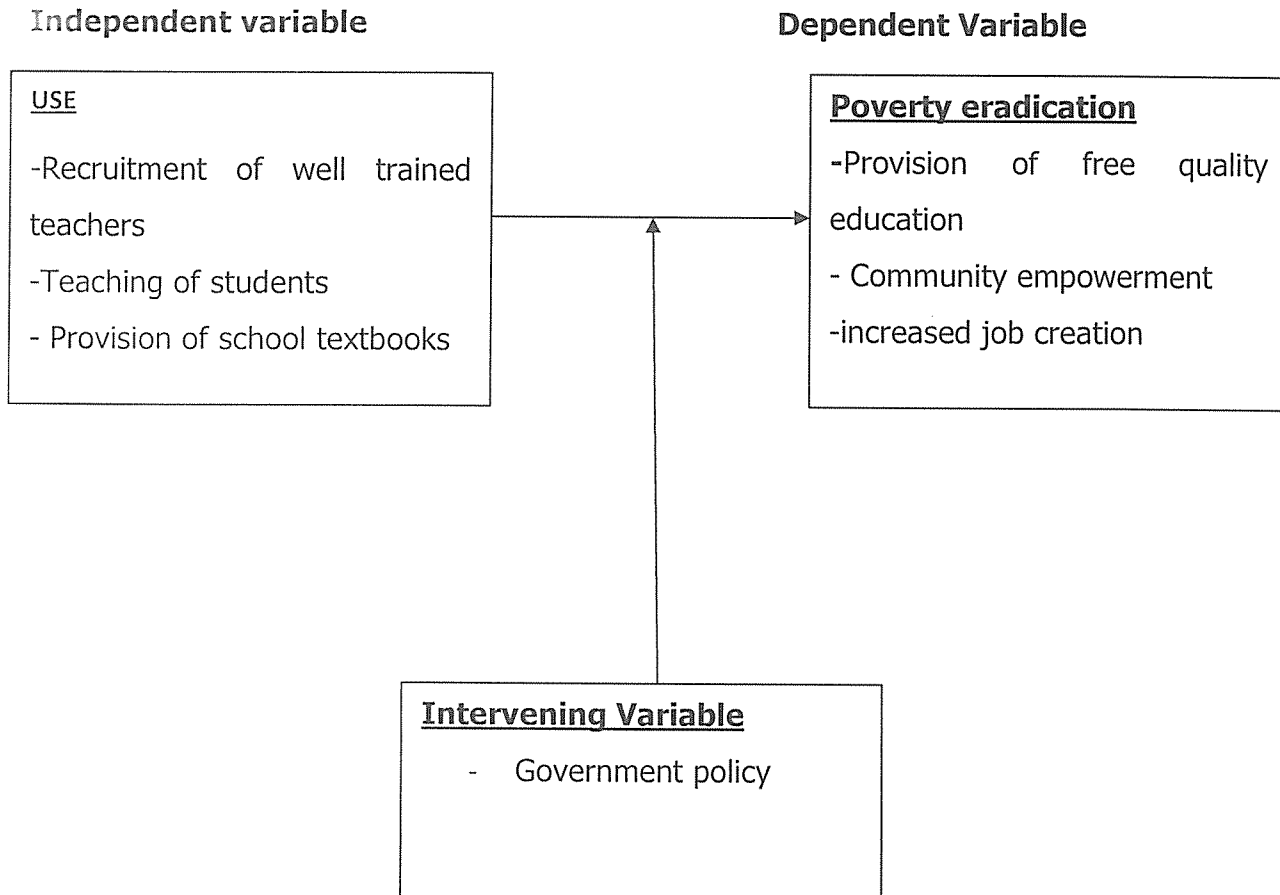
2.1 Definition of Operational key Terms

USE in full refers to Universal Secondary Education

Poverty is defined as the inability of a household/individual to have access to basic needs.

Poverty eradication means eliminating deep poverty which is measured as all individuals and families living below 40% of the middle income level in the population.

2.2 Conceptual framework



Source: Researchers Conceptualization 2018

From the conceptual framework above, universal secondary education is the independent variable and poverty eradication is the dependent variable. It is expected that USE through recruiting of well trained teachers, teaching of students and providing students with enough textbooks can contribute towards poverty eradication by equipping students with skills and knowledge of fighting poverty, empowerment and job creation. However, the two variables are intervened by the government policy which creates and implements laws that controls USE and poverty eradication programs.

2.3 Indicators of Quality Education

In a school set up the inputs refer to the quality of the learners; their health, nourishment, their readiness to participate and learn and the support given to them to learn by their families in terms of financial and psychological support. The financial inputs usually facilitate provision of instructional materials, textbooks, physical facilities and equipment like laboratories, classrooms, latrines /toilets, boarding facilities, stationery, co-curricular facilities, seats, desks and other instructional facilities. These facilities should be gender sensitive and comfortable to all assuring health and safety. Water and sanitation, class size, psychological elements such as peaceful safe environment are key inputs. The quality of the content also matters. A student centered and non-discriminatory curricular that has unique content covering all areas of numeracy, literacy, life skills and peace educations are indicators of quality inputs (UNESCO, 2010).

Human resources in form of teachers, support staff, principals and Head teachers their experience, professional development, adequacy especially of teachers in terms of pupil teacher ratio are crucial key inputs. The extent of care for the teachers especially those with special needs are paramount. Time resources refer to the concern for time by the members, utilization of instructional contact hours, management of meetings and quality of time spent on co-curricular activities (World Bank, 2010).

Other inputs are in terms of quality assurance procedures. Quality assurance refers to the process of ensuring that learning and teaching resources are put into proper and maximum use to achieve desired outcomes. In schools it refers to use of; inspection, monitoring implementation of the school curriculum through external and internal inspection, external in-servicing of teachers and other support staff, recording, rewarding, promoting and grading staff according to well-defined quality system standards (UNESCO, 2010).

2.4 The concept of Universal Secondary Education (USE)

Attention to the USE policy can be traced to the international commitment made to achieving the Millennium Development Goals (MDGs) and the goals of Education for All (EFA). The overarching goal of the MDGs was to eliminate extreme poverty by 2015 (UNDP, 2006). The MDGs have been very influential in determining how countries set and plan to reach educational targets, specifically those relating to primary education enrollment and completion (UNDP, 2006).

Much educational target setting in the developing world, following the creation of the MDGs and the original goals of EFA, has focused on achieving Universal Primary Education (UPE). One of the goals of EFA was that by 2015 all children have access to free primary education. As of 2005, it was estimated that as much as 70 percent of the education budget in countries that signed the MDGs had been allotted for primary school (Lewin, 2005). The educational focus slowly shifted from primary completion to post-primary quality and enrollment in many MDG-signing countries. As more and more children enrolled in and completed primary school, as a result of initiatives supporting the MDGs and EFA, international educational targets switched from universal primary education to universal secondary education (UNDP, 2006).

2.5 USE and poverty eradication, a global perspective

Education is one of the basic human rights that are universally proclaimed internationally. For example, the African Charter on the Human and Peoples' Rights, Article 17, provides that every individual shall have a right to education; the African Charter on the Rights and Welfare of the Child, Article 11, articulates detailed provisions on the right to free and compulsory basic education for the child and, state's obligation towards that right; while the United Nations International Convention on Social and Economic Rights, Article 13, declares the recognition of the right of all to education and the objectives thereof. The Convention on the Rights of the Child, Articles 28, 29 and 30, secure the rights of a child to free and compulsory basic education. Kenya is also a signatory to the Jomtien Protocols (1990) and the Accra Accord (2002), which

established the Millennium Development Goals (MDG) and modalities for assessing progress thereof.

According to UNESCO (2000), illiteracy imposes both relative and absolute burden on the economic well being any nation. Many countries like Britain, USA, Canada, Egypt and Sweden, among others, began long ago in the 1950s to offer free secondary education. This could partially be responsible for the advancement in these nations. Sub-Saharan countries such as Nigeria, Uganda and Kenya are also trying to wake up to this reality. In 2000, all the United Nations (U.N) member states adopted the Millennium Declaration, which aimed at creating a global corporative approach to solving challenges facing future world developments in the education sector (UNESCO, 2002). The millennium declaration created a framework of goals, targets and indicators, known as the Millennium Development Goals shortened as the MDGs. One of the key MDG is Education for All (EFA). Through the EFA goal, the Dakar Framework for Action World Education forum was held in Dakar (Senegal) in 2000. EFA was regarded as a basic right, national and international priority that requires a strong and sustained political commitment, enhanced financial allocations as well as the participation of all EFA partners in the process of policy designing, planning and implementation of the goals (UNESCO, 2002). All participating countries committed themselves to the achievement of this goal and meeting set targets.

According to UNESCO (2011) the global, participation in upper secondary education is on the increase. In 2009, enrolment at this level of education represented 56% of the relevant age group compared to 45% in 1999. Europe is the exception, with enrolment rates exceeding 100%, due to young people enrolling in multiple programmes. In the Americas, 70% of young adults are enrolled in upper secondary courses, followed by East Asia with 48% and West Asia with 40%. The enrolment ratio is lowest in Africa, with only 29% of young adults in upper secondary education Southern and Eastern African Consortium for Monitoring and Evaluation Quality (2012) indicates that in Zanzibar secondary school Gross Enrolment Rate in 2000 was 85.5% while the Net

Enrolment Rate was 54.7%. In 2005, the secondary school enrolment rate in Kenya had risen to 934,149 and in 2008 it was at 1,030,080 which was a 15% increase.

The new analysis on education's impact on poverty by UNESCO's Global Education Monitoring (GEM) Report team is based on the average effects of education on growth and poverty reduction in developing countries from 1965 to 2010. It shows that nearly 60 million people could escape poverty if all adults had just two more years of schooling (World Bank, 2000).

If all adults completed secondary education, 420 million could be lifted out of poverty, reducing the total number of poor people by more than half globally and by almost two-thirds in sub-Saharan Africa and South Asia (UN, Global Education Monitoring Report, 2017). Education provides skills that boost employment opportunities and incomes while helping to protect people from socio-economic vulnerabilities. A more equitable expansion of education is likely to reduce inequality, lifting the poorest from the bottom of the ladder (UN, Global Education Monitoring Report, 2017).

As an empowerment right therefore, education is the primary vehicle by which economically and socially marginalized adults and children can lift themselves out of poverty and obtain the means to participate fully in their communities (UNHRC, 2012)

Further, education is vital in eradication of poverty, reduction of child mortality rates, fight against disease epidemics such as HIV and AIDs and developing a global partnership for development (World Bank, 2000).

2.5.1 USE and poverty eradication, a Ugandan perspective

Uganda was among the first countries in sub-Sahara Africa to start Universal Secondary Education (USE) in February 2007 (Oketch and Ngware, 2012). The USE was aimed at doubling the number of those joining secondary school or continuing with learning. The Acting Ugandan Education Commissioner in the year 2007 argued that the programme

was envisaged to help rural communities to produce people who actively participate in economic activities (Oketch and Ngware, 2012).

In January 2007, Uganda embarked on a strategy to implement a nationwide Universal Secondary Education (USE) policy. UPE was designed to increase access to primary education and expand Uganda's educational system so that the country would be in a better position to achieve its development goals. The objective of the UPE program was to "expand access to all children of school going age (6-12 years old)" (MoES, 2006) and "establish, provide, and maintain quality education" (Bategeka, 2005).

Following the introduction of UPE, gross enrollment jumped to 132 percent between 1997 and 2006. As Uganda's primary education system grew, pressure was exerted on the country's post-primary sector, specifically secondary education, to accommodate primary school graduates (Bategeka, 2005).

USE was first mentioned during the presidential campaign of President Museveni in 2006. Museveni ran on a platform of universal secondary education, and he promised free post-primary education for all students who were qualified to enter secondary school. The USE policy was extremely popular with the people of Uganda, and Museveni was subsequently re-elected. After Museveni's re-election, the MoES was quick to respond by granting the President's wish to focus on secondary education. In 2007, the USE policy was officially created and endorsed by the MoES. It was defined as being "the equitable provision of quality secondary education to all Ugandan students who have successfully completed the primary leaving exam" (Lewin, 2006).

The program was a success story as enrolment in secondary schools skyrocketed from 150,000 to 380,000 taking up almost 90% of all primary school grandaunts, that is, 90% transition (Oketch and Ngware, 2012).

2.6 The role of universal secondary education on poverty eradication

There has been a growing recognition that although primary education is important for individual welfare, it is nevertheless an insufficient condition for national economic growth and poverty reduction. The recognition is that primary school leavers are still too young to become independent economically and socially engaged in various activities. For some children, completion of primary education means the end of schooling and the entrance to the world of work. However, because of their limited knowledge and skills from primary education and immature age, primary school leavers are in many cases unable to fully participate in the world of work. By extending the minimum level of basic education from primary to lower secondary education, some governments assume that this will enable some children who complete basic education to directly join the world of work (World Bank, 2005).

Education is vital in eradication of poverty, reduction of child mortality rates, fight against disease epidemics such as HIV and AIDs and developing a global partnership for development. It is therefore one of the contributors to achievement of Millennium Development Goals (World Bank, 2000).

The denial of secondary education to children from poor households is likely to limit their chances of escaping poverty. Because of social, political and economic benefits associated with secondary education, governments in SSA are looking for ways that enable the poor to gain access to secondary education. For these and other reasons, free secondary education is seen as a potential strategy to expanding access to education for the poor (World Bank, 2005).

The Free Secondary Education Policy is adopted to increase enrolment. According to the Ministry of Education-Kenya (2012), the overall sector objectives are to ensure equitable access, attendance, retention, attainment and achievement in education. The Free Secondary Education policy aims at making secondary school education completely free and preferably compulsory as part of the basic education as in the case of other countries such as Japan and UK (Arnot, 2010).

2.7 Challenges facing universal secondary education in Uganda

The efficacy of secondary education in the USA has been challenged for "falling behind" international counterparts, not producing youth prepared for the labour market, and falling short" of providing equitable opportunities to all U.S. children. Dropping out of school is one of the most serious and pervasive problems facing education programs (Cobb and Johnson, 1997; Thurlow and Johnson, 2000).

According to the World Bank (2006), the big challenge for secondary education in Latin American and East Asian countries in the context of increased primary school enrollment rates, which puts pressure on increased resources as demand for secondary education increases. The major challenges that these countries are encountering are inadequate resource allocations, constraints of expansion and increasing the quality of secondary education (UNESCO, 2001).

Educational systems in developing countries are inherently inefficient due to among other reasons a low budgetary allocation which lowers the quality and quantity of inputs, especially physical infrastructure such as classrooms, workshops, laboratories and learning materials (World Bank, 2005).

Some of the limitations of the program according to Oyaro (2008) were that principal's input was not sought in planning and the principals were not trained sufficiently in knowledge and skills on implementation.

Poor planning and limited enhancement of the head teacher's capacity to manage the programs negatively influences the achievements of the desired goals. Therefore, this incapacity limits the possible level of success of the programme.

The Government funding left out some key areas that make learning to go smoothly in the schools. Such areas include infrastructure development that include classrooms, libraries and laboratories among others, provision of meals to the students while they are in school and buying school uniforms. However, the feeling that the government

provides free education has led to unwillingness by many parents to make any payments to the schools (Kilonzo, 2007). Persistent delays by the government in sending the money to schools was hampering the effective implementation of free secondary education (Kilonzo, 2007).

According to Kuria and Onyango (2006), BoMs are not giving necessary leadership that would promote Total Quality Management practices necessary for schools continuous improvement. Wangatho (2007) asserts that most of the BOM members have inadequate education, training and commitment to manage schools properly.

Implementation of FSE is also likely to be affected by disharmony between the B.O.Ms and the principals.

According to Kilemi and Osita (1999), principals of schools can overrule decisions by the BOGs and vice versa. This will definitely end up in a haphazard and unsystematic implementation of any projects or utilization of the school funds sent by the FSE program for that matter. In some cases, principals of schools dominate BOMs if BOMs are lacking in capacity and vice versa. This in the final analysis creates a disconnect in this implementing arm of the school.

2.8 Solutions to the challenges facing universal secondary education

The improvement of the quality of education entails among other things deliberate review of the content, processes and methods that include the curriculum process, learning materials, facilities and human resources. Their review process should specifically include: reorientation of the teaching and learning methods to make them locally relevant, culturally appropriate, age and gender sensitive, inclusive of all learners and cognizant of global concerns;_Change in pedagogy - learner centred teaching and learning methods will have to be promoted to empower learners to become self driven and reflexive in their approach towards life in general and sustainable development in particular; continuous professional development of all educators focusing on pedagogy, and content and the use of participatory action oriented on the job approaches which

will engage them in a continuously empowering process at the theoretical and practical levels in the pursuit of sustainable development (UNESCO, 2005).

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter highlighted the research design that was used in the study, population of the study, sample selection methods and size, data collection instruments, procedure of data collection, data analysis techniques and encountered limitations to the study.

3.1 Research Design

The study used a case study in which both qualitative and quantitative techniques of data collection was employed. The design was used because it is a method of investigation in which self-report data collection from samples of pre-determined interests can be done. The quantitative methods established quantifiable data while qualitative methods were used to establish peoples' perceptions, attitudes and beliefs about universal secondary education and its role on poverty reduction.

3.2 Study Population

The study population was 70900 people in Ntoroko district. The district is located in the western region of Uganda. Both male and female respondents were selected for the study. Local leaders, teachers, district civil servants, health workers, business people and peasants were involved in the study. All these categories of were involved in the study for they are believed to be knowledgeable about Universal Secondary Education and poverty eradication since they are the primary beneficiaries of this program.

3.3 Sample size

From a study population of 70900, the researcher selected a sample of 400 respondents who were got from a sample population of 70900 using the Slovene's formula of determining sample size from a selected sample population. As indicated below;-

$$n = \frac{N}{1 + N(e)^2}$$

Where;-

n= sample size,

N = total population

E=deviation of sampling (degree of errors at 0.05 level of significance)

$$n = \frac{70900}{1 + 70900(0.05)^2}$$

$$n = \frac{70900}{1 + 70900 \times 0.0025}$$

$$n = \frac{70900}{177.25}$$

=114 respondents

These were distributed in table: 3.1 as follows

Category	No of respondents
Business men	100
Jobless citizens	100
Local government workers	50
Farmers	100
Teachers	50
Total	400

Source: Researcher 2018

3.4. Sampling technique

The researcher used stratified sampling technique in which the sample population was divided into different strata (sub-population) such that the elements in each sub-population are of the same composition. Samples were then selected independently from each sub-population. Respondents were identified depending on their decision to participate in the exercise. This technique was preferred because it was easy to acquire clear and accurate information since the strata comprised of people with different perceptions.

3.5 Data collection methods

3.5.1 Primary data collection

The primary data collection method explored the originality of data through gathering information relevant to the study. Primary data will be obtained from respondents in Ntoroko district and it sampled sub-counties such as: Kanara, Karugutu and Rwebisengo sub-county. By use of the questionnaires and interviews, the research gathered data from the respondents which in fact will be the primary concern of this survey design approach.

3.5.2 Secondary data collection

Secondary data collection explored methods supplementary to the above method where data was obtained from Ntoroko district records (obtained from heads of various departments), dissertations, text books, internet and other materials (such as journals, newspapers, etc) as was found useful to the study. This kind of data collection method was also important to the study especially in the literature review and chapter five of this study.

3.6. Research Instruments

The researcher used; interviews, questionnaires, and observation as methods of data collection in order to get information from respondents.

3.6.1 Interviews:

Here the researcher gathered information through verbal interaction with the participants. Carrying out verbal interaction with the respondents enhanced and created conversations between the researcher and the respondents thus helping the researcher to obtain much information about the study.

3.6.2 Questionnaires

A written set of questions was given to respondents to fill with their answers as far as the topic is concerned. Questionnaires were paramount because somehow somewhere,

some respondents were not in position to answer according to what they think about that particular issue of concern. These questionnaires were used to get hidden information from the respondents that they would not be in position to tell through an open interview.

3.6.3 Observation

In this method, the researcher took the initiative to observe what were really happening on the ground. In this method, direct information was obtained and the researcher took a kin observation of what will be taking place and draw a clear recommendation. This method was helpful in a way that "whatever the researcher sought was what exactly she recorded". In this case it was easy to come up with a conclusion.

3.7 Validity of Research Instruments

Validity measures as to whether the research truly measured what it was intended to measure or how truthful the research results were applied (Joppe, 2000). The validity of the study was tested as per the pilot study discussed below. The pre-testing of both self-administered questionnaires and face-to-face interview questionnaires were conducted.

3.8 Measurement of Variables

To identify the inter relationship between variables, the researcher will make a clear understanding of the objectives and he will compare them for a conclusion. The researcher will determine whether there is a significant relationship between Universal Secondary Education and Poverty Eradication in Ntoroko district and will make conclusive remark.

3.9 Reliability of research Instruments

Joppe (2000) defines reliability as the extent to which results are consistent over time and an accurate representation of the total population under study is referred to as

reliability and if the results of a study can be reproduced under a similar methodology, then the research instrument is considered to be reliable.

3.9.1 Data processing and analysis

After data collection is done, the researcher analyzed the collected data and she presented it using the frequency tables and percentages. This was because; these methods clearly illustrated the difference between responses.

3.9.2 Ethical consideration

An introductory letter from the College Principle was obtained that authorized the researcher to conduct research. Permission was also sought from relevant authorities in the district where the research was conducted. The researcher ensured a voluntary participation of every respondent in the study. Consent of the respondents was considered before every data collection session. It was also stipulated before the respondents that their information was treated with utmost confidentiality, only to be used in compiling an academic report.

3.9.3 Limitations of the study and solution

The researcher was limited by transport to the study area of research. The place was very far and yet the researcher stayed far so the researcher had to meet other extra costs.

The researcher was also faced with a problem of illiteracy from respondents where by some respondents were not in position to read, write, and interpret the questionnaire.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND DISCUSSION OF RESULTS

4.0 Introduction

This chapter dealt with the presentation, analysis and discussion of results of the study. The profile information of respondents, the contributions of universal secondary education on poverty eradication, the challenges facing universal secondary education, and solutions to the challenges facing universal secondary education in Ntoroko. It also gave the frequency tables that were used to present the data. The presentation of this data was based on the objectives of the study.

4.1 Profile of respondents

Respondents were asked to provide information regarding their gender, age, highest education level, marital status, respondent's title, length of service, and their responses were summarized using frequencies and percentage distributions as indicated in table 4.1 below;

4.1.1 Presentation of respondents according to age

Table 4. 1: Showing age of Respondents

Age	Frequency	Percentage
20-39	51	45%
40-59	37	32%
60 above	26	23%
Total	114	100%

Source: Primary data 2018.

Regarding age, results in table 4.1 revealed that majority of the respondents in this sample ranged between 20-39 years of age, this implied that majority of the respondents in this sample were in their early and middle adulthood and constituted 51

(45%), these were followed by those between 40-59 years of age constituting 32%. This was lastly followed by those who were 60 years and above 26 (23%).

4.1.2 Presentation of respondents according to Gender

Table 4. 2: Showing Gender of Respondents

Gender	Frequency	Percentage
Male	68	59.6%
Female	46	40.4%
Total	114	100%

Source: Primary data 2018.

Table 4.2 Showed that the majority of the respondents in the sample were female 68 (59.6%) as compared to 46 (40.4%) who were males, hence observing that there is a slight gap between male and female respondents in Ntoroko district.

4.1.3 Presentation of respondents according to their Marital Status

Table 4. 3: Showing Marital Status of Respondents

Marital Status	Frequency	Percentage
Married	40	35%
Single	60	52%
Widowed	10	9%
Divorced	4	4%
Total	114	100%

Source: Primary data 2018.

Table 4.3 showed that majority of the respondents in the sample were single 60 (52%), followed by those who were married 40 (35%), followed by the widowed 10 (9%), and lastly those who had divorced came last with 4%.

4.1.4 Presentation of respondents according to their level of education

Table 4. 4: Showing education level of Respondents

Education level	Frequency	Percentage
Master and above	2	2%
Degree holder	27	23%
Attained UACE certificate	11	10%
Attained UCE certificate	30	26%
PLE certificate and below	44	39%
Total	114	100%

Source: Primary data 2018.

With respect to highest level of education; the study further show in table 4.4 that Primary seven drop outs 44 (39%) dominated this study, those who attained a senior four certificate followed with 30 (26%), followed by bachelor's degree holders with 27 (23%), followed by those who attained a senior six certificate with 11 (10%) and lastly respondents with Master's and above with 2% thus implying that majority of the respondents in this sample were of low educational level.

4.1.5 Presentation of respondents according to occupation

Table 4. 5: Showing Occupation of Respondents

Occupation	Frequency	Percentage
Peasants	20	17.5%
Teacher	40	35%
Local government worker	30	26%
Business men	20	17.5%
Journalist	4	4%
Total	114	100%

Source: Primary data 2018.

Considering respondents occupation, the study on table 4.5 also show that teachers 40(35%) dominated the study, local government workers were 30 (26%), followed by peasants 20 (17.5%) and business people 20 (17.5%), and the least group of respondents were journalists who donated 4 (4%), hence indicating that majority of the respondents to the study were teachers.

4.2 Presentation of respondents according to the role of universal secondary education on poverty eradication

Table 4. 6: Showing Role of USE in poverty eradication in Ntoroko district

Role of USE	Frequency	Percentage
Empowers students with skills and knowledge	26	22.8%
Builds confidence in students	4	3.5%
Promote and preserves human rights	12	10.6%
Reduces ignorance and illiteracy	40	35%
Increases students enrollment in secondary education	2	1.8%
Enables students to participate fully in development	30	26.3%
Total	114	100%

Source: Primary data 2018.

Concerning the role of universal secondary education in Ntoroko district, the study on table 4.6 showed that 40 (35%) of the respondents agreed that USE reduces ignorance and illiteracy among students, 30 (26.3%) of the respondents agreed that USE enables students to participate fully in development, 26(22.8%) of the respondents said that USE empowers students with skills and knowledge, 12 (10.6%) of the respondents agreed that USE promotes and preserves human rights, 4 (3.5) of the respondents said that it builds confidence, and lastly, 2 (1.8%) of the respondents said it increases

students enrollment in secondary schools, hence indicating that majority of the respondents to the study agree that USE reduces ignorance and illiteracy among students in Ntoroko district.

4.3 Presentation of respondents according to the challenges facing universal secondary education.

Table 4. 7: Showing the Challenges facing USE in Ntoroko district

Challenges	Frequency	Percentage
Increased school dropouts	10	8.8%
Poor management	4	3.5%
Lack of good infrastructure in schools like classrooms	15	13.2%
Inadequate financial allocation	45	39.5%
Unwillingness of parents to support the program	40	35%
Total	114	100%

Source: Primary data 2018.

With the challenges facing universal secondary education in fighting poverty, the study indicated in table 4.7 that 45 (39.5%) of the respondents said that inadequate financial allocation is the main challenge facing USE in Ntoroko district, 40 (35%) of the respondents agreed that unwillingness of parents to support USE program is also a big challenge facing USE program in Ntoroko district, 15 (13.2%) of the respondents agreed with lack of good infrastructure in schools like classrooms to be the challenge facing USE, 10 (8.8%) of the respondents agreed that increased school dropouts is the challenge facing USE, and lastly 4 (3.5%) of the respondents said that poor management is the challenge facing USE program in trying to fulfill its duties in Ntoroko district, hence indicating that majority of the respondents to the study agree with

inadequate financial allocation as the major challenge facing universal secondary education in Ntoroko district.

4.4 Presentation of respondents according to the solutions to the challenges facing universal secondary education

Table 4. 8: Showing Solutions to the challenges facing USE in Ntoroko district

Solutions	Frequency	Percentage
Increase budgetary allocation	50	44%
Sensitization of parents	20	17.5%
Effective monitoring of the program	40	35%
Creation of strict laws governing USE program	4	3.5%
Total	114	100%

Source: Primary data 2018.

Concerning the solutions to the challenges facing universal secondary education in Ntoroko district, table 4.8 revealed the study donated that 50 (44%) of the respondents said increase in budgetary allocation by the central government is the best solution to the challenges facing USE in Ntoroko district, 40 (35%) of the respondents said that effective monitoring of USE program is the solution that can be done to minimize the challenges facing USE program in the district, 20 (17.5%) of the respondents said there is need for sensitization of parents so that they can be able to play their role in the program effectively, and lastly 4 (3.5%) of the respondents said that there is need for creation of strict laws to govern USE program, hence indicating that majority of the respondents to the study agreed with the increase in budgetary allocation as the major solution to the challenges facing universal secondary education in Ntoroko district.

4.5 Presentation of respondents on the relationship between USE and poverty eradication

The second objective in this study was to establish whether there is a significant relationship between universal secondary education and poverty eradication in Ntoroko district. The study stated a null hypothesis, that there is a significant relationship between USE and poverty eradication in Ntoroko district. Therefore to achieve this objective and to test this null hypothesis, the researcher correlated the means on universal secondary education program and poverty eradication by using the Pearson's Linear Correlation Coefficient as indicated in table 4.8 below;

Table 4. 9: Relationship between USE and Poverty Eradication

Variables correlated	r-value	Sig	Interpretation	Decision on Ho
Universal Secondary Education Vs Poverty Eradication	.432	.000	Significant correlation	Rejected

Source: Primary Data 2018.

Results in table 4.9 indicated a positive significant relationship between USE and poverty eradication in Ntoroko district, since the sig. value (0.000) was less than 0.05 and which is the maximum level of significance required to declare a significant relationship in social science. This implies that universal secondary education leads to poverty eradication.

Table 4. 10: Regression Analysis between the Dependent (USE) and Independent Variables (Poverty Eradication)

Variables regressed	Adjusted r^2	F-value	Sig.	Interpretation	Decision on H_o
USE Vs Poverty Eradication	.693	79.116	.000	Significant effect	Rejected

Coefficients	Beta	t-value	Sig		
(Constant)		9.335	.000	Significant effect	Rejected
Teaching of students	.527	7.683	.000	Significant effect	Rejected
Provision of school textbooks	.424	5.755	.000	Significant effect	Rejected
Recruitment of well trained teachers	.361	4.959	.000	Significant effect	Rejected

Source: Primary Data 2018.

Regression analysis results in table 4.10 revealed that USE accounted for 69.3% on the extent of poverty eradication and this was indicated by adjusted r squared of 0.693 leading to a conclusion that universal secondary education significantly affect or influence poverty eradication in Ntoroko district.

The coefficients table 4.10 further indicated that among all the aspects of universal secondary education, teaching of students accounted for the biggest influence on poverty eradication ($\beta=0.527$, $\text{Sig}=0.000$).

4.6 Discussion

The topic of the research study was universal secondary education and poverty eradication in Ntoroko district. The study targeted 114 respondents in total. The first objective to the research study was to establish the role of universal secondary education and poverty eradication in Ntoroko district. The results revealed that majority of the respondents 40 (35%) agreed that USE reduces ignorance and illiteracy among students in Ntoroko district. This is in line with the UN Global Education Monitoring Report (2017) which noted that education provides skills that boost employment opportunities and incomes while helping to protect people from socio-economic vulnerabilities. A more equitable expansion of education is likely to reduce inequality, lifting the poorest from the bottom of the ladder.

The second objective of the research study was to establish the relationship between universal secondary education and poverty eradication in Ntoroko district. The results revealed that USE accounted for 69.3% on the influence of poverty eradication in Ntoroko district and this was indicated by adjusted r squared of 0.693 leading to a conclusion that USE significantly affect or influence poverty eradication in Ntoroko district. This is in agreement with the World Bank Report (2000) which noted that education is vital in eradication of poverty, reduction of child mortality rates, fight against disease epidemics such as HIV and AIDs and developing a global partnership for development.

The third objective of the study was to find out the challenges facing universal secondary education in Ntoroko district. The results revealed that majority of the respondents 45 (39.5%) said that inadequate financial allocation is the main challenge facing USE in Ntoroko district. This is in confirmation with World Bank (2005) which said that educational systems in developing countries are inherently inefficient due to among other reasons a low budgetary allocation which lowers the quality and quantity of inputs, especially physical infrastructure such as classrooms, workshops, laboratories and learning materials.

The fourth and last objective of the study was to establish solutions to the challenges facing universal secondary education in Ntoroko district. The results revealed that 50 (44%) of the respondents said increase in budgetary allocation by the central government is the best solution to the challenges facing USE in Ntoroko district. This is in total contradiction with UNESCO (2005) which noted that improvement of the quality of education entails among other things deliberate review of the content, processes and methods that include the curriculum process, learning materials, facilities and human resources.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter presented the findings, conclusion, recommendations and suggested areas that need further research following the study objectives and study hypothesis.

5.1 Summary of findings

This study was set to investigate the role of universal secondary education and poverty eradication in Ntoroko district, four specific objectives guided this study and these were i) to establish the role of universal secondary education on poverty eradication in Ntoroko district, ii) to establish the relationship between universal secondary education and poverty eradication in Ntoroko district, iii) to find out the challenges facing universal secondary education in Ntoroko district, and iv) to establish solutions to the challenges facing universal secondary education in Ntoroko district. The findings of the study were as Indicated below;

Objective one; to establish the role of universal secondary education on poverty eradication in Ntoroko district. The results revealed that majority of the respondents 40 (35%) agreed that USE reduces ignorance and illiteracy among students in Ntoroko district.

Objective two; to establish the relationship between universal secondary education and poverty eradication in Ntoroko district. The results revealed that USE accounted for 69.3% on the influence of poverty eradication in Ntoroko district and this was indicated by adjusted r squared of 0.693 leading to a conclusion that USE significantly affect or influence poverty eradication in Ntoroko district.

Objective three; to find out the challenges facing universal secondary education in Ntoroko district. The results revealed that majority of the respondents 45 (39.5%) said that inadequate financial allocation is the main challenge facing USE in Ntoroko district.

Objective four; to establish solutions to the challenges facing universal secondary education in Ntoroko district. The results revealed that 50 (44%) of the respondents said increase in budgetary allocation by the central government is the best solution to the challenges facing USE in Ntoroko district.

5.2 Conclusion

The study targeted 114 respondents, 68 (59.6%) were females and 46 (40.4%) were males. Secondly, 60 (52%) were single, 40 (35%) married, 10 (9%) widowed, and 4% divorced. Thirdly, 44 (39%) of the respondents were of primary level, 30 (26%) senior four, 27 (23%) degree level, 11 (10%) senior six, and 2% master's level.

Objective one; to establish the role of universal secondary education on poverty eradication in Ntoroko district. The results revealed that majority of the respondents 40 (35%) agreed that USE reduces ignorance and illiteracy among students in Ntoroko district. This is true because when the students are educated further from primary level to the secondary level it will reduce their level of illiteracy thus making the students more aware and more educated in life

Objective two; to establish the relationship between universal secondary education and poverty eradication in Ntoroko district. The results revealed that USE accounted for 69.3% on the influence of poverty eradication in Ntoroko district and this was indicated by adjusted r squared of 0.693 leading to a conclusion that USE significantly affect or influence poverty eradication in Ntoroko district. There is a positive relationship between universal secondary education and poverty eradication in that when students are educated through universal secondary education it will increase their levels of

illiteracy thus reducing the poverty levels in their lives since they can now be able to start up something that can sustain their lives.

Objective three; to find out the challenges facing universal secondary education in Ntoroko district. The results revealed that majority of the respondents 45 (39.5%) said that inadequate financial allocation is the main challenge facing USE in Ntoroko district. The government promises a lot of funds to the universal secondary education programs but they are not financed well leading to these schools not performing well in the competitive market with private secondary schools which are funded very well.

Objective four; to establish solutions to the challenges facing universal secondary education in Ntoroko district. The results revealed that 50 (44%) of the respondents said increase in budgetary allocation by the central government is the best solution to the challenges facing USE in Ntoroko district. The government should increase the budget allocation to these universal secondary schools and also allocate enough funds to fund these projects if they are to see best results in these universal secondary school.

5.3 Recommendations

In view of the study findings the following recommendations were made:

Objective one; to establish the role of universal secondary education on poverty eradication in Ntoroko district. There is urgent need for the government to increase community sensitization and awareness about the importance of universal secondary education. This can work better by sensitizing parents about their role in program.

Objective two; to establish the relationship between universal secondary education and poverty eradication in Ntoroko district. The government should create strong and strict laws to bun parents from failing to take their children to schools.

Objective three; to find out the challenges facing universal secondary education in Ntoroko district. Budgetary allocation by government should be best on the needs of various schools and regions, reviewed periodically to address the changing market forces, and capitation should include the cost of compulsory items that are necessary for teaching and learning. There government should also increase the salaries that they pay to the teachers such that they are motivated to do better jobs which will increase the performance of these universal secondary schools

Objective four; to establish solutions to the challenges facing universal secondary education in Ntoroko district. There is need for the government and NGO's to enhance advocacy and financial lobbying towards the program. The Government of Uganda, through the Ministry of Education should ensure that the content in the syllabus of universal secondary schools reflect the existing needs/demands of the country.

5.4 Areas for further research

In view of the study findings, the following areas for further research were suggested:

- (i) A comprehensive follow-up study can be done to establish the impact of universal secondary education on behavior change among youths.
- (ii) A study can also be done to establish the factors for the persistent increase in school dropouts in universal secondary schools.
- (iii) A research study need to be conducted on the use of ICT integration to cater for the problem of teacher shortage.

REFERENCES

- Arnot M (2010). RECOUP Working Paper No. 26. *Youth Citizenship, National Unity and Poverty alleviation: East and West African approaches to the education of a new generation*. University of Cambridge.
- World Bank, (2000). *Education for All from Jomtiem to Dakar and Beyond*. Word bank. Senegal
- World Bank (2005) *Expanding Opportunities and Building Competencies for Young People: A New Agenda for Secondary Education*. Washington DC: World Bank.
- Kilonzo, P. K(2007). *An Investigation of Head Teacher related Factors affecting the Implementation of free primary Education in Yathui Division in Machakos District*. M.Ed Thesis, University of Nairobi, Kenya.
- Kuria, D. and Onyango, G. (2006). *Total Quality Management in Secondary Schools In* Qualit Assurance in Education Research. vol. 14, issue 4.
- United Nations Educational, Scientific and Cultural Organization (UNESCO). (2005). *National Education Support Strategy* (UNESS) for the Republic of Kenya 2010 – 2011
- UN (2017). *Global Education Monitoring Report: Reducing global poverty through universal primary and secondary education*
- UNHRC (2012). *Assessing the 2012 UN Human Rights Council Elections: One-Third of Candidates Unqualified for Membership* UNESCO (2005).Globalisation and Education for Sustainable Development. Sustaining the Future. Nagoya, Japan

UNESCO (2005). *United Nations Decade of Education for Sustainable Development, 2005-2014: International Implementation Scheme*. Paris: UNESCO

World Bank (2006). *Expanding Opportunities and Building Competencies for Young People: A New Agenda for Secondary Education*. Washington DC: The World Bank

World Bank (2000). *Education for All from Jomtiem to Dakar and Beyond*. Word bank. Senegal http://siteresources.worldbank.org/education/Resources/278200-099079877269/547664-1099079993288/efa_jomtien_dakar.pdf

World Bank (2000). *World Declaration on Education for all and Framework for Action to meet the basic needs*. Jomtiem: Thailand, World Bank.

Appendix A:

Self-Administered Questionnaire about Universal Secondary Education and Poverty Eradication in Ntoroko district.

Sir/Madam:

I am **KEMIGISA RUTH**, a student perusing a bachelor's degree in Public Administration at Kampala International University investigating. I'm conducting an investigation on the impact of Universal Secondary Education and Poverty Eradication in Ntoroko district.

This study has been prepared for academic purpose only and you have been selected to provide reliable information according to your knowledge and understanding on this issue. It would be very helpful if you assist by answering this questionnaire as per the instructions at the beginning of each section. You are requested to provide the most appropriate answer in your own opinion, assured that your responses will be kept confidential.

Thank you very much for your anticipated participation

Initials.....

Date.....

SECTION A: FACE SHEET (TICK APPROPRIATELY)

Respondent's profile

a. Age

- 21-30 ☐
- 31-40 ☐
- 41-50 ☐
- 51-60 ☐
- 61 and above ☐

b. Gender

- Male ☐
- Female ☐

c. Marital Status

- Married ☐
- Single ☐
- Widowed ☐
- Divorced ☐

d. Level of education

- Masters and above ☐
- Degree holder ☐
- Attained UACE certificate ☐
- Attained UCE certificate ☐
- PLE certificate and below ☐

e. Occupation

- Subsistence farmers ☐
- Teachers ☐
- Local government workers ☐

Jobless ☐

Business men ☐

SECTION B: The role of USE in poverty eradication in Ntoroko district

(Please tick the following opinions using a scale where 1=Strongly disagree; 2=Disagree; 3=Agree; 4=Strongly agree)

Role	Strongly agree (4)	Agree (3)	Disagree (2)	Strongly disagree (1)
Empowers students with skills and knowledge				
Builds confidence in students				
Promote and preserves human rights				
Reduces ignorance and illiteracy				
Increases students enrollment in secondary education				
Enables students to participate fully in development				

SECTION C: The challenges facing USE in Ntoroko district

(Please tick the following opinions using a scale where 1=Strongly disagree; 2=Disagree; 3=Agree; 4=Strongly agree)

Challenges	Strongly agree (4)	Agree (3)	Disagree (2)	Strongly disagree (1)
Increased school dropouts				
Poor management				
Lack of good infrastructure in schools like classrooms				
Inadequate financial allocation				
Unwillingness of parents to support the program				

SECTION C: The solutions to the challenges facing universal secondary education

(Please tick the following opinions using a scale where 1=Strongly disagree; 2=Disagree; 3=Agree; 4=Strongly agree)

Solutions	Strongly agree (4)	Agree (3)	Disagree (2)	Strongly disagree (1)
Increase budgetary allocation				
Sensitization of parents				
Effective monitoring of the program				
Creation of strict laws governing USE program				

Thanks



THE REPUBLIC OF UGANDA

NTOROKO DISTRICT LOCAL GOVERNMENT

OFFICE OF THE SUB-COUNTY CHIEF

RWEBISENGO SUB-COUNTY

NTOROKO DISTRICT

P.O.BOX 568, FORT PORTAL

Your Ref

Date: March 5, 2018

Our Ref

TO WHOM IT MAY CONCERN

Dear Sir/ Madam,

Re: Approval Letter for Ms. Kemigisa Ruth to Conduct Research Study

It is my understanding that the above-mentioned person who is studying for a bachelor's degree in Public Administration at Kampala International University (KIU), will be conducting a field research study in Rwebisengo Sub-county on **"Universal secondary education and poverty eradication in Ntoroko district: a case study of Rwebisengo Sub-county"**. Ms. Ruth Kemigisa has informed me of the design of the study as well as the targeted population.

I support this effort and I request you to provide any assistance necessary for the successful implementation of this study.

Any assistance rendered to her is highly appreciated.

Yours sincerely,

Rashid Saidi

Sub-county Chief, Rwebisengo



C.O. 100 Administrative and Political Studies, KIU



**KAMPALA
INTERNATIONAL
UNIVERSITY**

Ggaba Road, Kansanga* PO BOX 20000 Kampala, Uganda
Tel: +256 701 665 699 Fax: +256 (0) 41 - 501 974
E-mail: admin@kiu.ac.ug * Website: <http://www.kiu.ac.ug>

**COLLEGE OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF POLITICAL AND ADMINISTRATIVE STUDIES**

October 10, 2017

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

RE: INTRODUCTION LETTER FOR MS. RUTH KEMIGISA
REG NO. BPA/46307/151/04

The above mentioned candidate is a bonafide student of Kampala International University pursuing a Bachelor's Degree in International Relations.

She is currently conducting a field research for her dissertation entitled,
UNIVERSAL SECONDARY EDUCATION AND
POVERTY ERADICATION IN TOROKO DISTRICT
A CASE STUDY OF RWERISENGO-SUB-COUNTY

Your organisation has been identified as a valuable source of information pertaining to her Research Project. The purpose of this letter then is to request you to accept and avail her with the pertinent information she may need.

Any data shared with her will be used for academic purposes only and shall be kept with utmost confidentiality.

Any assistance rendered to her will be highly appreciated.

Yours faithfully,

Gerald Muzaare

HOD, Political and Administrative Studies