

**THE IMPACT OF UPE ON THE ACADEMIC PERFORMANCE IN
PRIMARY SCHOOLS IN NABWERU SUB-COUNTY
WAKISO DISTRICT**

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**A RESEARCH REPORT SUBMITTED TO THE FACULTY OF
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DEDICATION

This book is dedicated to the whole family of late Womunga Adonia and the following persons Sarah Wanyenya, Maureen, Rachael, Diana, Simon, Joan, Anthony, Isaac, Joyce, Doreen, Dorcus, Michael, James, Justine and all Mammy's , uncle respectively.

DECLARATION

I **Womunga Charles** declare that the work presented in this research has never been submitted for the award of a Degree or any other academic award or recognition.

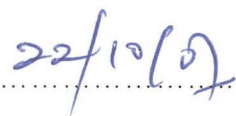
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APPROVAL

This is to certify that, the research carried out by **Womunga Charles** under the title “Impact of UPE in the academic performance in Primary Schools in Nabweru Sub-county, Wakiso district” has been under my supervision and is considered satisfactorily for the academic award.

Signed: 

Date: 

MULEGI TOM
SUPERVISOR

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I express my gratitude to all my sisters, brothers, my family and the following whose efforts made it possible for this study to be successfully compiled.

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May the Almighty God pay all in return?

ABSTRACT:

This study was carried out in schools of Nabweru Sub County, Wakiso district; to find out the impact of the Universal Primary Education (UPE) on the academic performance of the pupils in primary schools since 1996 – 2006.

The researcher intended to:-

- i. Establish the methods teachers use while assessing the performance of the pupils in primary schools.
- ii. What problems teachers face in carrying out the assessment of the pupils' academic performance.
- iii. To find out the attitude of the stake holders towards the academic performance of the learners in UPE schools.

The academic performance of the learners in UPE primary schools has not been all that excellent due to methods used and low supply of resources to the beneficiaries and lack of enough well trained teachers to handle the above noble cause. Since the teachers are important elements in improving the academic performance of the learners, the study adopted the research methods in which the questionnaires and the interviews were used to collect data.

According to the findings of the study, show that teachers use different methods of assessing pupils' performance in primary schools, it was found out that 60% of the teachers use testing method compared to other methods.

It was also revealed that 72% of teachers experience some problems while assessing the learners' performance in Nabweru Sub County.

It was also revealed by the head teachers that, the policy has had an impact on the performance of the learners through the following:

By training more teachers, giving capitation and facilities grants to UPE primary schools in order to improve on the quality of education hence good performance.

The findings revealed that the policy has reduced illiteracy, early marriage, increased number of the girls in schools i.e. the gender inequalities has been addressed.

It was also revealed that high population in UPE schools has affected the academic performance where by 72% of the teachers revealed that. And 28% of the teachers revealed that automatic promotion see table 4.7. 40% of the pupils in schools has affected the policy.

In a nut shell, from the findings the policy has improved the performance of the learners in UPE primary schools and it has registered significant progress in curbing illiteracy equipping the age going primary school children with basic skills and knowledge to enable them to exploit the environment for both self and national development.

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CHAPTER ONE

INTRODUCTION

1.1 Back ground of study.

Through the minister (ministry) of education and sports speaks of improvement of academic performance in primary schools; the purpose of assessing it in primary schools has not been achieved as it is required by the stakeholders.

The study considers the policy of Universal primary Education, a government policy put in place to support the needy or those parents both in urban, semi urban and rural settings, who are low income earners, to enable the pupils go to school purposely to learn, how to read and write, acquiring basic Education to all Ugandan children of primary school going age (6years). However, it is not clear whether all these schools involve stakeholders in improving the predominance of the pupils in their schools.

According to Alex Ndeezi (April 2000), Uganda's primary Education (UPE) which began in 1996 is the brain child of president Yoweri Museveni and it practically started in 1997. Mr. Museveni is one of African Pragmatic leaders who believes in the transformation and modernization of society through the elimination of illiteracy and the provision of Education for all. This policy in practice, the UPE programme is not universal, but is gradually leading towards Universality. Under this programme, the government committed itself to providing primary Education maximum of four Ugandan children per family requirements, gender and marginalized groups of people which included at least two of the four must be girls.

It's the government of Uganda trying to equip every Ugandan more especially the young children, with basic skills and knowledge in order to exploit the environment for both self and national development, out of the Education sector budget of Uganda shillings 505.17 billion for financial year 2001 / 2003, the primary Education sub sector alone was allocated sh.336.18 billion representing a share of 66.5% of the total budget for recurrent expenditure.

Provision of instructional materials, including non- text book materials has also been a priority intervention area resulting into an improvement of Pupil Book Ratio (PBR) from 6:1 in 2000 to 3: 1 by 2003 for P1-P4. The ultimate goal of this massive investment improves equitable access, quality and affordability of education and is in line with both the education for all (EFA).

According to the ministry of education statistics, the number of school age going children enrolment for the program rapidly increased every year. Since the introduction of U P E program in 1997, gross enrolment rose from 5.3 million pupils in 1996 to 7.6 million children in 2003. In 2003, enrolment of girls in primary schools was shifting over percent of total, falling behind that of boys. This is significant improvement compared to 44percent and 44.5 percent for 1990 and 1993 respectively, Ssekandi Ronald, Chen Cailin, (2003).

Nabweru Sub-County in particular, is one of the sub counties in kyandodo county, Wakiso district. It is about 6km away from Kampala on Hoima road. The sub- county has several primary schools both government aided, community and private schools, which participate in Uganda primary Education system. The case study area is near Kampala the capital city of Uganda, it is bordered by kasubi in the east, Bwaise in the North, Wakiso in the south and Kawempe in the west. The sub county is comprised of different tribes in the area of study, for example Basoga, Bnyankole, Bagishu, Acholis', Baganda the natives and the dominant tribe. The most dominant language is Luganda, English, and Kiswahili and followed by the said tribes.

There are several economic activities carried out in the area namely, farming, and booming trade. Food crops grown are Bananas, sweet potatoes, maize, and yams respectively. The cash crops are Robusta coffee, which is the most dominant in the area. The roads are both of tarmac and marrum, Kampala Hoima road high way passing via Nansana Town council and the rest of the roads are of marrum type.

1.2 The statement of the problem.

The ministry of education and sports (MOE) has tried to provide the necessary support to UPE primary schools terms of cash and Scholastic materials. However, in most schools the performance of the P7 candidates is still poor compared to the grants extended to the those schools, many observers assert that the standards have dropped, Fred Kirungi, Kampala, (2003). It is from this perspective that, the researcher intends to establish the kind of methods the teachers use to asses the performance of the pupils in primary schools.

1.3 The general objectives of the study;

The purpose of the study was to investigate the impact of Universal primary Education in the academic performance of the learners in primary schools in Nabweru sub -county, Wakiso district.

1.4 The specific objectives;

This study is focused on the following objectives.

- 1) To establish the methods teachers use while assessing the performance of the pupil in primary school.
- 2) To find out problems teachers face in carrying out the assessment of the learners academic performance.
- 3) To assess the people's attitude towards Universal Primary Education on the academic performance of pupils primary schools.

1.5 Research Questions

- (i). What methods do teachers use while assessing the performance of the learners?
- (ii) What Problems do teachers face in assessing the performance of the learners?
- (iii) What is the attitude of the stakeholders towards Universal primary education on the academic performance of pupils in primary schools?

1.6 The significance of the study.

The findings of the study will contribute information to the ministry of education and sports, non-governmental organizations that are involved in the sector in different parts of the country, in Uganda. The study will contribute to the understanding of the policy and how best the stakeholders and beneficiaries can embrace it. They may also base on the study findings to establish what actually takes place at the grass root level as regards the improvement of the pupil's performance in primary schools Irrespective of capital grants and facility grants only. The school administrators may base on this study to asses the performance of the P7 Candidates in their respective schools.

To the teachers, they may come up with better or improve on the existing methods when assessing the performance of the pupils in schools.

This study will help the pupils, being the direct beneficiaries of the policy, to continue appreciating the role of all the stake holders in the implementation of the policy, bearing in mind the positive and the negative impact of the study. The study will also be useful to the local and opinion leaders as they are involved in the project planning for their respective communities.

The findings will provide up-to date literature for academicians in higher institutions of learning and the findings will be used as a basis of further research.

1.7 The Scope of study.

This policy started in 1996 after the Launch in 1997 by president Museveni. My study will assess its impact between 1996 – 2006. This period was selected in order to embrace the general picture of the policy by reviewing data right from the time of its inception.

The study was carried out in Nabweru sub-county, Kyandodo county, Wakiso district. The study was conducted in 5 primary schools, these were, St. Joseph Nansana, Nabweru SDA primary school, Nansana Royal primary school and Jet Valley primary school.

The main focus was put on the academic performance in primary schools, how it is assessed and the methods teachers use while assessing.

The area was chosen because not much had been carried out regarding the impact of academic performance in primary schools.

1.8 Limitations and delimitation.

1. The study was limited with financial constraints since the researcher had to get part of his salary used in process of data collection, typing and binding of the research books. This was also partly overcome by sponsorship.

2. Time, was also a problem due to the fact that, some times the researcher was to conduct official duties at school and go to the field for data collection. This was solved through the use of some research assistants. The work plan was also used to speed up the research findings.

3. Transport facilities were also partly the problem since the researcher did not have his personal means to speed up the research process.

CHAPTER TWO

LITERATURE REVIEW

Introduction

The study was set to investigate the impact of UPE on the academic performance in primary schools, Nabweru Sub- County, Wakiso district.

Therefore, the review of literature in this chapter is focused on others people's work related to the topic as presented below. Methods teachers use while assessing the performance of the pupils in primary schools.

Kakura (2001) argued that, the following are some of the methods used to assess the performance of the pupils in primary schools, said that continuous assessment method greatly helps to enhance the academic performance of the child in primary schools .She also cited tests should be used.

Promotional exams, periodical assignments, She said teachers have to guide them while learning particular work.

She also pointed out that for the case of P-7 Candidates, they are subjected to primary leaving examinations, which are administered by Uganda National examinations board (UNEB), their assessment is done by the recruited teachers, were by the evaluation is standard.

Teachers are trained to teach and assess the learners at every end of lesson taught.

As a trained personal in the education system, we expect them to be in position and try to evaluate the practice.

2.2 Challenges of UPE:

Enhancing UPE (stake holder's hand book (2004), wrote that UPE faces many challenges, it is therefore important to note that, stake holders play their role and one of the challenges is large number of the pupils, with one of the highest population growth

rates in the world 3.4%, Uganda has to work hard to sustain basic services such UPE. The number of pupils in primary schools is expected to reach 8.4 billions by 2005 – 06 with new pupils coming from three sources, sealing the dropouts / improving retention and enrolling those currently not in school.

The Uganda DHSEdD Data survey (2001) suggested that, cost is a factor in 55% of drop-outs. Dropouts happen at all levels but the highest percentage occurs during the transition from P1-P2 and from P6-P7. Thirty –two percent of P1 pupil drop before P2 another 32% drop out between P6- P7. In (2003) only just 22% reached P7. The Education statistical Abstract (2002) suggested that (“lack of interest” is the main cause, accounting for 43% of drop outs, there fore this affects the performance of the learners in primary schools.

Poor feeding leads to school drops hence poor performance. The Uganda DHSEdD data survey (2001) indicated that illness is the over whelming cause of 63%about 16% of pupils miss school in order to work. This rises to 27% among the poorest children. It was found out that girl’s and rural pupils tend to miss school for work more than boys and urban pupils. Nancy bird soil, Ruth Levine, and Amina Abraham, project report on Education and gender equality to wards UPE (2001), studies in many counties suggest that, hunger affects cognitive functions and many therefore impair a Childs ability to benefit from schooling. Approving from that provided breakfast to primary school children in Jamaica significantly increased arithmetic scores.

School feeding programs that address specific micronutrient deficiencies have also been shown to improve school performance.

Also the Head teachers, despite considerably improved remuneration, there is still absenteeism among them. This profoundly affects the quality of teaching, children performance.

Doris Kakuru (April2003). When looking at performance levels, she argued that the gender disparities in performance levels existed since time immemorial. She sand during

the inception of UPE, it brought in force a number of the following factors; inadequacy facilities, lack of mid-day meals , poor sanitation , this greatly affected the performance of the girls in schools. However, girls tend to perform better in subjects like school and social studies while boys. Perform better in mathematics and science (UNEB 2002).

Therefore the teachers need to be fully involved in ways and means of preparing the pupils on a firm foundation in order to enhance their academic performance in schools.

Fred Karungi Kampala (2002), stretch to the limit, said that, the reality of a teacher trying to teach a class of over 100 pupils under a mango tree is all too common, and has raised concerns about academic standards. Although no research has been done to assess the impact of UPE on the quality of Education, many observers are convinced that the standards have dropped.

Therefore all these study finding are in line with the researchers observations in affecting the academic standards in primary schools in Uganda.

2.3 The impact of UPE on academic performance of the pupils in primary schools.

Increase in enrollment:

Kampala, Oct 23 (xinhua), The Uganda government is making remarkable progress in implementing Universal primary education (UPE) in the country Education minister Namirembe Bitamazire, Said recently, adding the program has had a positive impact in the access to education in the country, especially in poor rural areas.

According to ministry of education statistics, the number of school age going children, enrollment rose from 5.3 million pupils in 1996 to 7.6 million children in 2003. It is this remarkable success that makes the country a model for other countries that want to start the UPE program. **LET ALL CHILDREN GO TO SCHOOL.**

The Uganda government declared in 1997 the policy of UPE, which entitled up to four children per family to receive free education in government and government aided schools because many parents had more than four children simply allocated them to relatives or pleaded with the program implementors to register them, this forced the government to announce free access to UPE to all age going school children.

Minister of education statistics indicate that because of the introduction of UPE, gross enrollment increased by 73% in one year from pre-UPE total of 3,068,625 pupils in 1996 to 5,303,564 in 1997. By 2003, gross enrollment in primary school was 7,633,314 children representing an increase of 149 percent of the pre-UPE enrollment.

This resulted in the available facilities to be stretched to breaking point. In some places especially in the rural areas, the ratio of pupils to teachers exceeds 100 to one. The reality of a teacher trying to teach a class of over 100 pupils under a mango tree was common. Xinhua (2003)

The increased enrollment of the pupils in UPE schools since its inception has shown a positive impact, because this has called in the government of Uganda to provide the necessary resources due to the demand or dire need as a result of the growing number of the pupils joining the schools not forgetting that they were only supposed to be four pupils but due to high demand the government was forced to declare the policy free to all primary children. These findings are in line with the researcher's observation that if only 5 million children were able to attend school and now 7.3 million is in schools.

Enhancing UPE a stakeholders hand book (May 2004), urged that, increased enrollment has been UPE's most visible success. Before UPE only about 60% of 6 – 12 years olds attended primary schools. Now the figure is about 90%.

Alex Ndeezi (MP) (April 2004), urged that by the end of September 1999, six and half million children aged 6 -15 years had enrolled for primary school education. One third of Uganda's total population. Total enrolment rates for all children have tripled since 1996

and the enrollment of children with disabilities, almost half of whom are females, had quadrupled.

2.4 Grants:

Ssekandi Ronald, Chen ceilin, Kampala, Oct 2003 (xinhua). The ministry of Education and sports provided two types of grants: Capitation grants and facilities grant.

The monthly rate per child was fixed at 5000 shillings (2.7us dollars) per pupil for classes P.1 – P.3 and, 8,100 shillings (4.4 dollars) per pupils for classes P.4 – P.7, payable for a fixed period of 9 month per year. The ministry disburses these funds to districts then later district officials send it to respective schools.

Alex Ndeezi (MP) April 2004) said that, the government pays the school fees for children, it provides grants to be spent on instructional materials co-curricular activities like sports and the management and maintenance of utilities like water and electricity.

Enhancing UPE a stakeholder's handbook. (May 2004) from 2003 -4 a new formula was developed, each school now receives a threshold of 100,000/= per for nine months a year, totaling to 9.2 billions to all schools. An additional 32.2 billion is then divided among all schools on the basis of pupil's numbers and also the schools support for sports. The chief administrative officer is a countable for its proper expenditure. The school management committee is responsible for overseeing the school budget and for accountability.

Kampala Oct 2003 (xinhua) a part from capitation grant, the ministry of education and sports (government). also disburses another grant at the district called the school facilitation grant (SFG). This fund was mostly for the needy community's to build classroom or new schools to increase access to education in previously underserved areas. Fifteen percent of the grant is for construction of teachers' houses. District local council and are accountable for the resources.

The table 2.1 below shows release of funds to the district 1996- 2003 education Enhancing UPE (May 2004).

Financial year grant	UPE capitation grant	SRG releases
1996 / 1997	14,316,814,124	-
1997/ 198	26,220, 673,589	-
1998/ 199	31,663,139,112	18.632.000.000
1999/ 100	38,407,522,000	33.970.970.000.000
2001/ 01	38,982,272,000	48.304.000.000
2001/ 02	41.831.092.143	53.540,000.000
2002/ 03	40.340,383.500	68.348.000.000

Source: Stakeholder handbook (2004)

Provision of grants to schools is in line with the researchers observation that, these grants have greatly helped schools to access resources or construction of classes and furniture in schools and this put in place enhances the teachings and learning of the pupils at school.

2.5 More better trained teachers (Stakeholders Hen back may 2004)

When UPE began, there were not enough teachers to cope up with the sudden influx of pupils into primary schools.

In 1996, teachers numbered first 81.564. But June 2003 there were 122. 9.4 on the government pay roll. When UPE began, the primary teachers colleges (PTCS) could produce only 4000 teachers a year.

The first years of UPE saw the highest pupil: teacher ratio ranging from 100 over 300 pupils per teacher, new PTCs were built a cross the county and renovated and expanded to manage pre- service and in-service teacher training. Today PTCs produce 7000 teachers a year under the government primary teacher Education programme.

To day the teacher development system (TDMS) producers about 4000 Grade III teachers a year through in service training, courses that last for three year.

Teacher's Salary increment rose from 70,000/= per month in 1997 to about 11.0.000/= per month in 2003, for the case of Head teachers, minimally they earn between 300,000 and 400,000 a month. And about 10% of teachers enjoy a teacher's house: stakeholder's handbook (May 2004).

The ministry is also responsible for training and retraining of teachers providing developing policies and policy guidelines for quality education including assessment and monitoring of learners and teaching process. Ssekandi R, Chen. C Kampala, Oct 2003 (xinhua)

2.6 More classrooms, schools, and furniture

The introduction of UPE brought about an urgent need for classrooms was 4,500. By the end of 2003 learnt figure had risen to 69,565 through vigorous building, efforts by government, NGO's and communities.

In addition to classroom, many entirely new schools have been government aided primary schools numbered 7,351 in 1997: to day the number is 13,332. To take one example, Dokolo County, Lira, had 23 permanent primary schools.

Three seater desks have been supplied for over school officers. Estimated 2000 Head teachers officers, 200 store rooms 1,500 teachers houses, 900 Kitchen and 35,000, Latrines. The findings are in line with the researchers observation that class-room construction and furniture is one of the positive impact of the introduction of UPE.

2.7 More learning materials (stakeholders hand book 2004)

In 1993 there were 37 pupils for every book; in 2003 the ratio was 3: 1 for P3 and P4 for core subjects. Under cycle 9. Core textbooks for P5 to P7 have been procured. Under the

new procurement procedure, the cost of text books has been reduced by 65% procurement cycle to materials is expected to raise the pupil: text book ratio 1:1 for P3 – P7. The MOES policy of placing text books in the hands of pupils will further improve access.

2.8 Increased Girls access to school (stake holders by Hand book 2004)

The policy (UPE) increased the enrolment of girls as more girls gained access to primary education. To day in P1- 5 girl pupils equal boy's pupils. In 1992 girls made up only 41% to of P6 are 38% of P7.Pupils. UPE pulled in girls by sensitizing parents.

Ssekandi Ronald, Chen cailin, Kampala, Oct 23 (Xinhua) the gender inequalities have also been addressed. For along time, enrolment of females at all levels of education has lagged that of male. However, the gap is narrowing after other things, since the introduction of UPE. In 2003, enrollment of girls in primary schools was slightly over 49% of total, taking behind that of boys. This is significant improvement compared to 44% and 44.5% for 1990 and 1993 respectively.

The post UPE period witnessed a narrowing gap between the number of girls and boys enrolled in primary schools, stake holder hand book(2004) The girl – child : The ratio of boys to girls in primary schools has improvised from 55:45 in 1986 to 52 : 48 in 2000 to 51:49 in 2003. This is in line with the researcher's observation that it has reduced early marriage

The Education quality as measured by the standard in dictators such as pupil / Teacher ratio and pupil / teacher ratio point to improving quality of primary education in schools from the time of UPE was introduced “ **said Hon Bitariazire Education minister. Kampala October 2003 (xinhua)**

2.9 Stake holder's involvement in UPE:

To ensure the proper implementation of the program from the government down to the village level, the government adopted in all-inclusive policy. In this policy, all

stakeholders from ministry, management committees that are elected actually participate in the implementation of program.

Ssekandi Ronald, Clan, clain, Kampala Oct 2003 (xinhua) in related information the research also observed the following positive impact such as caters for poor and rich (middle) class. It has also reduced the number of street children, has reduced the, prompt payments of teachers salaries respectively.

The findings are in line with the researcher's observation that UPE has registered success since it was introduced.

2.10 The role of stakeholders.

Is Important for the success of UPE? Among the most important stakeholders are parents, teachers, Head teachers, pupils, local governments, the ministry of Education and supports.

Mps, RDSCS, CAO, local government officials sub-county chiefs, foundation bodies the community NGO's and the mass media also have key roles to play in support of UPE programmes (Guideline) on policy roles and responsibility of state holders in the implementation of UPE 1998).

The main roles of all these stakeholders are to enforce the UPE policy both the implementation and quality of Education of the learners. The teachers playing a central role, head teachers ensuring academic standards of the learners in respective schools.

Under UPE government today aids 12300 primary schools (by May 2004) these schools constituted 80% of all primary schools and includes 90% of all primary schools pupils.

The government plays the following roles by providing instructional materials, UPE capitation grants pays the salaries of the teacher's and Head teachers, meets PLE costs and charges by UNEB, it also provides free primary teacher Education, school facilities grants to construct classroom, latrines and other institution.

All these facilities assignment given to primary schools is **aimed at improving the quality of education in UPE schools hence better performance of the learners.**

The stakeholder's roles and support are in line with researcher's observation that the policy can only register success with support of the stakeholders.

The main aim of UPE corruption grants is the increase equitable access to education by removing the burden on parents of paying school fees.

It also aims at enhancing the quality of education by promoting schools: with the necessary resources to run the school the funds in primary schools are spent as follows:-

At least 20% for co- curricular activities

At least 15% for school management

At least 35% on extra – instructional

Not more than 10% for administration and 20% contingency.

The provision of materials (resources) to primary schools, is primarily to enhance the teaching and learning's of the pupils at school hence improving on the academic performance of the findings are in line with in the researchers observation, that the quality of Education in collective participation of the stake holders roles in the implementation of the policy by proving meals, uniform, exercise books for the case of the parents and the local communities providing the instructional materials towards enhancement of the teaching and learning of the pupils

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction:

This chapter involves the research design, sampling procedure, selection of the respondents, research instruments, and procedure and data analysis.

3.2 Research design:

The research is a cross- sectional study as it is both quantitative and qualitative, because the research, shall investigate the experience of the respondents and the extent of the phenomenon of the policy The population study included 5 primary schools in Nabweru sub county wakiso, District, which were selected out of the total number of primary schools in the sub county.

3.3 Sampling population

Five teachers were used as respondents from each selected primary school making a total of 25 teachers as respondents of the study. On addition to the teachers, the Head teachers also were respondents making a total of 5 of them. Twenty-five pupils were also interviewed; five from each school, only p-7 candidate were selected. The researcher out of every school selected P7 classes as respondents to the study.

3.4 Sampling techniques:

The following sampling techniques were applied, simple random sampling, and systematic random sampling.

3.5 Sampling procedure:

Systematic random sampling was used to select the 5 primary schools out of the 150 total numbers in the sub county. The schools were written randomly and there after every 20 school was picked till the five-school s was compiled.

After selecting the five primary schools the research used simple random sampling the method to get the 25 teachers out of the total number of out of the total number of teachers in the 5 schools.

The sample population of this study included head teachers, teachers, and pupils in the sub county who are directly involved and concerned about the academic performance of the pupils For the purposes of selecting the Head teacher's also random sampling was done.

3.6 Research methods of Data collection:

The study used a number of instruments to collect data from the respondents and they include the following.

3.7 Questionnaires:

Questionnaires were developed and distributed to the respondents by the researcher; the questionnaires were used to get information from the teachers, the pupils and the Head teacher the interview guide was used.

The reason for, this as advanced by the research is that, the method was easy to reach all these respondents since they were not located in the interviewed easily

3.8 Interviews

The study also used interviews for the rest of the respondents, the researchers, while using the instruments was guided by an interview guide; this consisted of questions related to the themes of the study.

Structured interviews and non-structured were used to carry out data collection, because it was the easiest to use in collecting data in time.

3.9 Presentation and Analysis of data.

The information that was got from the field was analyzed using various techniques. Tables showing frequencies and percentages. Were formulated to display in summary the number of respondents .who answered particular questions, in addition bar graph also supplemented the use of tables.

CHAPTER FOUR
PRESENTATION, INTERPRETATION AND ANALYSIS OF THE STUDY
FINDINGS:

4.1 Introduction

This study was set to establish the impact of UPE on the academic performance in Primary schools in Nabweru Sub-county Wakiso district. Therefore, the presentation of this chapter is in line with the researchers' questions, which were used to answer the specific objectives of the study.

4.2 Research question one

What methods teachers use while assessing the performance of the learners in Primary schools?

The study obtained some information from the teachers themselves to find out the methods they used in assessing the performance of the pupils in Primary school.

The results obtained regarding this matter are presented in table

Table 4.1: Teachers responses on the kind of methods they use which assessing the performance.

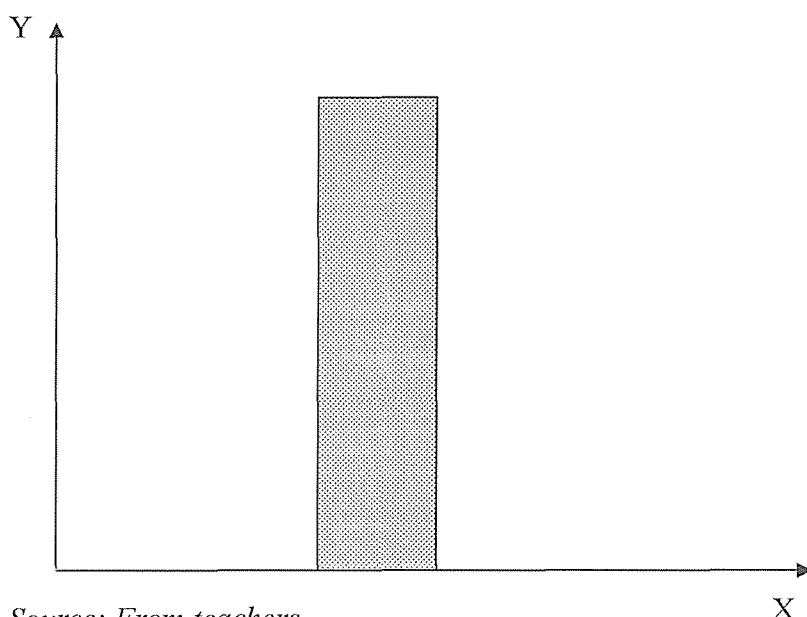
No	Teachers responses on the methods	Frequency Yes	Percentage
1	Examinations / Tests	15	60%
2	Interviewing	2	8%
3	Exercises	4	16%
4	Discussion	1	4%
5	Practical work	3	12%
	Total	25	100%

Source: From the teachers

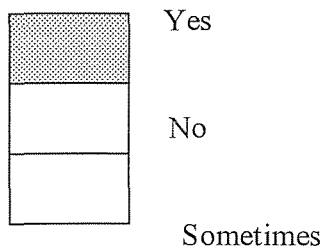
The study findings revealed that, 60% of the teachers use Tests to assess the performance of the learners in schools compared to other methods used by teachers’.

This is in line with the researcher’s observation, that most teachers use this method while assessing the performance of the pupils in primary schools compared to other methods available.

Bar graph 4.1: Teachers’ responses on whether they assess the performance of the learners in primary school.



Source: From teachers



When I interviewed the teachers to find out whether the teachers do carry out assessment of the learner's performance in primary schools.

The results obtained are presented in table II.

Table 4.2: Teachers' responses on whether teachers do assess the learners' performance in schools.

Teachers responses	Yes	Percentage	No	Percentage
Assess the learners	25	100%	-	-
Do not Assess the learners	-	-	-	-
Sometimes they assess the pupils.	-	-	-	-
	25	100%		-

Source: From teachers

In an Interview with the teachers, the study found out that 25(100%) of the respondents revealed that, children in primary school are assessed as regards their performance as the researcher found out.

Table 4.3: Teachers responses on how long they have been in the teaching profession.

Teachers responses	Frequency	Percentage
Less than a year	-	-
2-3 years	6	24%
3-6 years	8	32%
6 years	8	32%
10 and above	2	8%
Total	25	100

Source: From teachers

Table 4.3, shows that 8 (32%) of the teachers revealed that they have been in the teaching profession for a period of 3-6 years and 6-10 years respectively. Non-said that he/she has been in the teaching profession for less than a year.

While 2(8%) revealed to have been in the profession for ten years and above. This is an implication that actually very few people stay long in the teaching profession as the researcher found out.

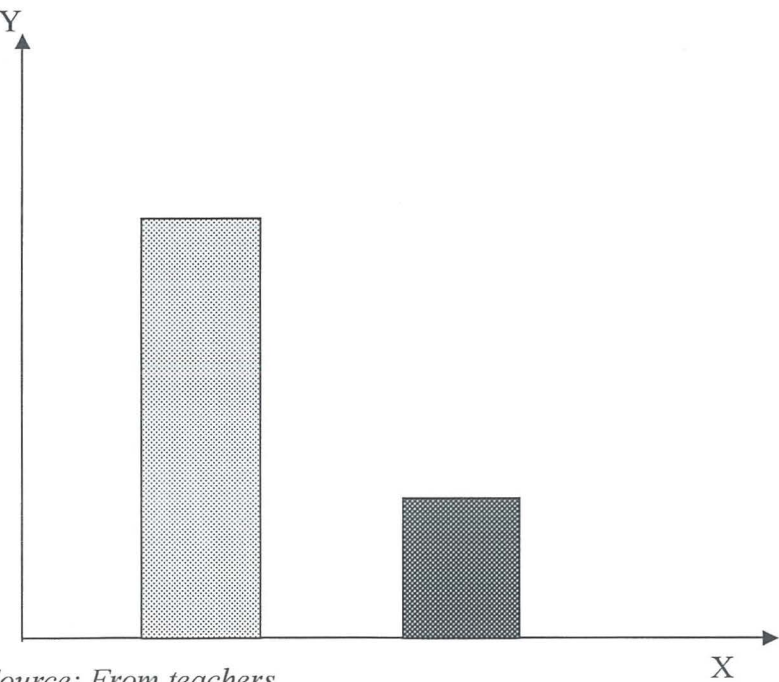
Research question two:

What problems teacher experience in assessing the academic performance of the learners?

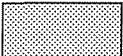


The study collected some information from the teachers to find out whether the experience some problems when assessing the learners’ performance in primary schools.

The results obtained are presented on a bar graph below.

Bar graph 4.2: Teachers’ responses on whether they experience problems in assessing the academic performance of the pupils in Primary schools.



Source: From teachers

	Yes
	Sometimes
	No

When I interviewed the teachers to find out whether they experience some problems while assessing the academic performance of the learners, the results obtained are presented in table IV.

Table 4.4: Teachers responses on whether they experience problems while assessing the academic performance of the learners in primary schools.

Teachers responses	Yes	Percentage	No	Percentage
Experience problems	18	72%	-	-
Sometimes	7	25%	-	-
NO	-	-	-	-
Total	25	100%		-

Source: From teachers

In an Interview with the teacher the study found out that 18 [72%] of the respondents revealed that teachers experience problems while assessing the learners academic performance due to a number factors, while 7[28%] said some times and non-said ,No as the researcher found out.

Research Question three:

What is the attitude of stakeholders towards the academic performance of learners in primary schools?

In an Interview with teachers on positive attitude of Head teachers towards on UPE in the academic performance of the pupils in schools; the results obtained are presented in table 4.5

Head teachers responses	Yes	%	No	%
Positive factors	24	96%	1	4%

Negative factors	-	-	-	-
Sometimes	-	-	-	-
Total	24	96%	1	4%

Source: From headteachers

From the above table 4.5 24[96%] of teachers found out that Head teachers have positive attitude towards UPE on transforming the academic performance of the pupils in schools.

The head teachers' responses on the impact of UPE on the academic performance in Primary schools.

Table 4.6

Head teachers' responses	Yes	%	No	%
UPE has an impact	5	100%	-	-
Has no impact	-	-	-	-
Sometimes	-	-	-	-
Total	5	100	-	-

Source: From Headteachers

From the above table 4.6, all the head teachers 5[100%] the researcher interviewed revealed that all of them said the UPE policy has a great impact on the academic performance of the learners in primary school, irrespective of a number of factors contributing to its failure

When I interviewed the teachers on the impact of UPE in transforming the academic performance in Primary schools. The results are presented in the Table 4.7

Table 4.7: Teacher's responses on the impact of UPE in the academic performance of the pupils in Primary schools.

[a] Positive factors.

Teacher's responses	Frequency	Percentage
High population in classes	18	72%
Automatic promotion	7	28%
Total	25	100%

Source: From teachers

Table 4.7, shows that 18 [72%] of the teachers revealed that high population in UPE schools has greatly affected the academic performance since the teacher pupil ratio at first, it was 100:1. Though UPE has helped many school age going young children to join school but on the other side it has affected the improvement of academic performance in primary schools. Seven percent [7%] of the teachers said that Automatic promotion has also affected the academic performance of the pupils in schools, since some children relax knowing that even if they do not perform well they will be promoted to the next class hence poor performance.

The researchers findings revealed that unless the stakeholders find ways and means of putting up many classrooms, training enough teachers and changing the policy of automatic promotion, shall lead to poor quality education in primary schools.

Table 4.8 [b] Negative factors

Teachers responses	Frequency	Percentage
No repeating a class	6	24
Large number of pupils in class	9	36
Too much freedom of pupils	10	40
Total	25	100

Source: From teachers

In the table above, it was revealed from the teachers interviewed that 10 [40%] said that too much freedom of pupils has affected the academic performance of the pupils in schools, 9[36%] revealed that large numbers in class is also another problem and 6 [24%] revealed that no repeating a class has also affected academic standards in primary school.

Since these children shall be promoted without a firm academic foundation to base on to go through P.7 cycle.

The study findings are in line with those of the researchers' observation that the above factors have impacted on the transformation of academic performance in primary schools.

Table 4.9: Pupils responses towards the U.P.E

Questions	Yes	%	No	%
Is UPE a good policy?	5	20	-	-
Do you see some problems with the policy?	5	20	-	-
Do you still need it	5	20		-
Should it stop?	-	-	5	20
Is it useful?	5	20	-	-
Total	20	80	5	20

Source: Interview guide with pupils

In an interview guide with the pupils, the study found out that 20 [80%] of the respondents interview reveal that there is need for the policy, it is useful, good, some problems experienced and 5[20%] revealed that it should not stop. This implies that the policy since its inception is of paramount importance to the learners who are direct beneficiaries.

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATIONS:

5.1 Introduction

This study, the impact of UPE on the academic performance in Primary schools since 1986 – 2006 in Nabweru sub-county Kyadondo county, Wakiso district.

A study of this kind has never been carried out in this area thus the researcher hoped it would add more knowledge on the improvement of the Universal Primary Education where it is not implemented or performing well.

5.2 Discussion

Research question one:

What methods do teachers use while assessing the performance of the pupils in primary schools?

The study revealed that teachers use different methods to assess the performance of the pupils in primary schools in this area of study.

These included Examinations / Tests, interviewing, exercises, discussions, practical work respectively. It was found out that, the majority of [60%] of the teachers apply ``Testing method to assess the performance of the pupils in primary schools in Nabweru Sub-county.

The above `findings are in line with the researcher's observation that ,the teacher is an important element in the performance of the children in academic cycles.``

The findings closely tally's' with Kakuru [2001] who urged that, the following assessment methods are expected to guide, help the teachers when assessing the performance of the pupils in primary school. Doris Kakuru emphasizes, continuous assessment, Tests, final exams, periodic assignments, promotional exams that is to say 3rd

Term exams respectively. Kakuru also cited other teaching methods such, explanation, field trips, problem solving, they also do help the teacher to assess the learners capability in academic cycles as they discuss issues pertaining the subject at hand.

The findings are in line with the researcher's observation that, the above outlined methods of assessing the learners are being used in the case study, Nabweru Sub- County. However, there is need or gap for the teachers to be trained how best they can handle the subject of assessing the learners performance without being subjective rather be objective. This greatly affects the learner's academic performance. The performance must be based on objective approach in the process of evaluation.

Therefore the stake holders involved in the education sector, have to ensure that the key players in promoting and improving the academic standards in the sector are trained, organized and availed with the necessary tools to execute their duties or services, the researcher adds.

5.3 Research question two;

What are the problems teachers face in carrying out the assessment of the learners in primary schools?

The study found out that, in the process of the teachers carrying out the assessment of the pupil's performance in primary schools encounter some problems.

Majority of the teachers interviewed, 72% of them revealed that, they experience problems when assessing the learners' performance in Nabweru Sub- County. Only the researcher observed that some teachers fail to do it at best or implement the activity as required by professional ethics due to the following findings. Large number of pupils in class, irregular attendance of the children, children coping from fellow pupils, lack of interest, sickness, due to big numbers of pupils in class, balancing the weak, average and the gifted children needs a well equipped teacher with a multiple of skills and knowledge to handle such a large class respectively.

Once the assessment is done in the best way possible by the teachers, the pupils showing up interest, concentration and not leaving out facts which lead to poor performance ,then there shall be gradual improvement of the learners’ performance in primary schools hence quality education.

5.4 Performance levels

The findings were closely related to Doris Kakuru [2003], performance levels. She urged that, the gender disparities in performance level existed some time immemorial.

5.5 Factors in force

She said that since the introduction of universal primary education [UPE] has brought in force the following factors, inadequacy of facilities like over crowded facilities, lack of mid-day meals, poor sanitation which affects girls’ performance. However, girls tend to perform better in subjects like English and Social studies while boys perform better in Mathematics and sciences [UNEB 2002]

5.6 Repetitive levels

There are repetitive levels in UPE schools due to automatic promotion policy [UNEB 2002]. This affects the assessment of the learners’ performance in schools due to the reasons that, some children have taken advantage to shy away from school. They use school time to engage in domestic and productive activities. This lowers the quality of attainment prohibiting some teachers to advise any poor pupils to repeat the class. There is evidence that by 1998 the UPE performance had already had an effort on the repetition rates for primary school for 17.7% for girls in 1995 to 6.3% in 1998 [Kakuru 2003].

The researcher found out that, some policies affect the assessment of the learners’ performance in primary schools and other institutions of learning. The policy of automatic promotion greatly affects the real assessment of the pupils performance since most of them are reluctant, and have too much freedom not to be punished, tend to have low morale of learning in the class and therefore affects the academic standard of the

child and gives the teacher hard time to assess the actual performance of an given learner at school. Irregularity at school has no systematic or continuous assessment of the learners.

5.7 Examination Tips

For the learners to perform well the following examination tips have to be applied.

5.8 Study: Efficiently, throughout the term or year, with an eye to remembering. This further means that, the pupil has to be present thought out the term, year irrespective of other factors affecting the learners attendance at school.

5.9 Revise: The pupils need to follow carefully planed time table for their tentative revision and those who read extensively excel in class,

Ben Carson in his book entitled **Think Big**. Those children with low interest in academic cycles tend to ignore this Tip. Assembling revision materials into topics by creating Aids to memory for example '**BODMAS**'

5.10 Discuss: Is a method of teaching as well as an assessment at the end of the activity carried out? Pupils have to look at problems and seek solutions with fellow pupils and their teachers too, in order to come up with solutions.

5.11 Practice: This is done by recalling on the paper the points relating to each topic. Writing answers plans and full answers from old papers. This is also done by using skills in the examinations. [Farrant J.C [1985]. Therefore this calls for the child or student to believe in himself [trust] Brain, while putting into consideration that '**knowledge is power**' because it unlocks the door [Ben Carson].

NB. Above all keeping time in exams.

With all these examination tips and often research findings, it is in line with the researcher's observations that, such factors affect the assessment of learners performance in schools, which calls upon the stake holders in the education sector and the

beneficiaries to take note of factors which are brought about in hindering the academic performance of the pupils in primary schools.

5.12 Research questions three.

What is the attitude of stakeholders towards the academic performance of learners? Regarding this research question, study found out that, there are some factors affecting the assessment of the academic performance of the pupils in primary schools?

5.13 Positive out come

It was revealed that 96% of the teachers found out that the Head teachers have a positive attitude towards the policy and after interviewing the Head teachers, it was found out that 100% of them said the policy has an impact on the academic performance in schools, irrespective of some bottlenecks, like lack of enough classrooms, instructional materials, enough funds, big population in one class, few trained teachers respectively.

5.14 Enrolments sky rocket

Between 1986 and 1996, primary school enrolment rose modestly from 2.2 million to 3.1 million. But with the introduction of the UPE in 1997, it jumped to 5.3 million an increase of 70 percent in just one year. By 1999, the number had risen to 6.6 million and the ministry of education expects it to reach 6.8 million by 2003.

The enrolment under UPE exceeded even the most optimistic projections. The gross enrolment ratio. [The total population of 6-12 years] which stood at 69 percent in 1990 and 80percent in 1996, jumped to 124 percent in 1997. “Many parents who had more than four children simply had allocated them to relatives have or pleaded with the local [programme] implementors to register them. Even men and women who were primary school going age enrolled for UPE, “explains Mr. Onek. Fred Kirungi, Kampala [2002]. This significantly shows that, before UPE many children in Uganda were not taken to schools due to a number of factors hindering the parents, but with the introduction of

UPE policy or programme there was an influx of children in primary schools, this indicates a positive factor in promoting the academic performance of the learners in schools as the stake holders are in place to provide the necessary resources to enable the beneficiaries to carry on with the program affectively and efficiently.

Many children joining school was an indicator of elimination of illiteracy in various communities in Uganda ,as the policy's main aim was to fulfill its mission to eradicate illiteracy, while equipping every individual with the basic skills and knowledge with which to exploit the environment for both self and national development. Enhancing UPE stake holder's handbook [May 2004].

Ssekandi Ronald, Chen Cailin Kampala, Oct 2003 [xinhua]. According to Minister Namirembe Bitamazire, the UPE has impacted positively on access to education in the Eastern African country.

5.15. Quality education

Education quality as measured by standard indicators such as pupil/teacher ratio, pupils / classroom ratio and pupil / text book ration point to improving quality of primary education in UPE schools from the time UPE was introduced.

5.16. Categories of schools

Ministry of education statistics indicate that the period of 1996 to 2003 witnessed massive increase in the number of primary schools from 8,531 in 1996 to 13,353 in 2003, representing an increase of 4,822 schools in only seven years. By 2003, there were 10,410 government owned schools compared to 1,705 private primary schools, and 1,121 community schools.

5.17 Number of primary school teachers:

The number of primary school teachers almost doubled in seven years from 81,564 in 1996 to 145,587 in 2003 representing an increase of 64,023 or 78 percent yet, in the

decade preceding the introduction of UPE, the number of primary school teachers increased by only 8,594 or 12 percent.

5.18 Gender inequalities:

The gender inequalities have also been addressed. For along time, enrolment of females at all levels of education had lagged that of males. However, the gap is narrowing often among other things, the introduction of primary education.

5.19 Girls enrolment:

In 2003, the enrolment of girls significantly improved compare to 44% and 44.5 percent for 1990 and 1993 respectively.

In related information [findings] Alex Ndeezi MP. [April 2004], he urged that, the policy has also had an increment in the enrolment rates, increased funding for primary school. Reduced illiteracy rates especially children with disabilities, increased supply of buildings and instructional materials to schools. An increased awareness of the educational needs of children with disabilities e.g. the need for sign language development.

The findings are in line with the researcher's observation; there are no longer too many children on the streets [street children]. It has some how reduced early marriage, promotion of furniture to schools respectively. Preliminary results reveal that, the policy has had an impact on transforming the academic performance of the pupils in primary schools.

5.20 Negative outcome

The policy or programme has been criticized for being short sighted, it does not explain what will happen to the tens of thousands of children after primary level. The programmer has become too expensive to run by the government because of short of funds.

The current ratio of teacher to pupil ratio is 1:110; this is extremely high and not conditioned to proper learning and good standards. The classrooms are congested and in some areas the classes are conducted under mango trees. Alex Ndeezi Mp [April 2004]
UPE

In related literature, according to the researcher's findings, it was revealed that high population in UPE schools has affected the academic performance in school, 78 percent of the teachers revealed it and seven percent of the teachers revealed that Automatic promotion has also affected the performance of the learners as they relax without serious concentration.

Also 40% of the teachers revealed that too much freedom of the pupils in schools has affected the policy too. 36% revealed larger numbers, 24% revealed that no repeating.

All these factors have negatively impacted on the policy of UPE.

The positive outcome out weighs the negative outcome in terms of the researcher's findings.

6.1 CONCLUSION

The study on the impact of Universal Primary Education in the academic performance in primary schools has a great impact.

The study on the methods of assessing the learners' performance has great impact in determining the pupils' academic performance in schools. It was discovered that Testing is dominantly used than the rest of the methods. According to the study findings, if all the methods are used appropriately it is most likely to improve the academic performance of the learners, since different pupils perceive concepts differently and this would call for variations in both teaching and assessment methods hence raising the academic performance.

It was also discussed that, the reality of a teacher trying to teach a class of over 100 pupils under a mango tree is all too common and has raised concern about academic performance, automatic promotion and lack of interest of the pupils, are some of the major factors affecting the performance of learners in primary schools respectively. Some stakeholders did not believe in that, the policy has drastic decline in standards, it was pointed out that, mostly affected the lower grades until those pupils finish all seven years of primary school. the complete picture of the impact of UPE on the quality of education.

However, research found out that, though there has been some negative attendance on UPE policy, the stakeholders and the government in particular has done tremendous progress (work) in supplying those schools with the necessary resources to facilitate the smooth running of the school activities in terms of capitation and facilities grants.

These two grants have greatly improved the policy i.e. the academic performance of the learners in those schools, for example in 1999 – 1993 the ratio of the books was 1 book for every 37 pupils compared to 3:1 for P.3 – P.4 under cycle 9 and cycle 10 expects to reduce to the ratio 1:1 for P.3 – P.7

Facilities like more classrooms, toilets, improved sanitation and this alone raised the enrolment of the girls in UPE schools.

These successes notwithstanding, Uganda's remarkable program to the successful implementation of the UPE program has not been easy. It has faced key challenges but the government and the parents' continued commitment to the programme will make it possible to address any challenges that are caused along the way.

More trained teachers have been trained who are important element or key players in improving the performance since they are directly in contact with the beneficiaries of the scheme.

In a nutshell, it was found out by the researcher that, much as there are some negative factors affecting the policy, according to the findings UPE policy has greatly been improved compared to previous years before and the inception of the policy.

7.1 RECOMMENDATIONS

To ensure effective teaching and assessments of the learners performance as a whole. There are a number of conditions to be improved and to be made both to suit the teachers and children. All stakeholders concerned with primary school education should ensure that all primary schools not only in Nabweru sub county but Uganda as a whole should make sure that, the assessment methods and the teaching methods should be designed to suit the level and understanding of these methods to those involved and direct beneficiaries.

The Ministry of Education and sports must endeavor continuously supply the necessary resources to primary schools in order to enable the teachers to prepare and teach appropriate content to the learners by improving on the teaching and assessment of the pupils in schools.

The government should not only support government aided schools, but it must extend grants to private schools, since the children in these schools are not private but the children of the government of Uganda. Supporting only government schools with all these resources the government is giving aided schools, there are some private schools which cannot afford to put their schools to the required standards set by the Ministry of Education and Sports.

The Inspectors and Head teachers of schools should monitor the teaching and performance standards of the learners in various schools, by ensuring regular inspections of the teacher's prep books that is to say lesson plans and schemes of work done professionally and further the mode of presentation and assessment in order to register success.

The Uganda National Examinations Board [UNEB] should ensure regular training of the teachers on how they can set, examine and make the pupils work as required by the Board [UNEB].

Absence of the teachers being trained in some places of the country has also affected the performance of the pupil's academic performance.

The policy should continue assisting the needy parents who are income earners in order to disseminate basic skills and knowledge under to exploit the environment and for life hence national development. However, the emphasis should be focused on quality education in schools.

The stakeholders need to understand better the paramount importance of the policy, presently and the yields to harvest in the next generation.

School primary teachers must not only stick on one two methods of assessing the learners performance in schools but rather, they need to use different methods of assessing as this may balance the capturing of information by the pupils easily and as other methods may prove to be easy for others vice versa.

Parents also need to come into support to give aid to those schools for the betterment of implementation of the policy to the expectations of the government or stakeholders. Since the parents stay with these children at least 60% of the time.

Finally, there is need for strict measures and frequent monitoring, education, supervision of the UPE funds, so that they are allocated and spent on the proposal activity. This will also eliminate shortly work under [SRG] programmers.

8.1 FURTHER RESEARCH

The researcher would like to encourage other researchers' to carry out further study of this kind on a big sampling and improve in the areas where the researcher might not have handled well.

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Table 1 Total Enrolment of Primary Pupils by Gender and Class 2003

District	Gender	P 1	P 2	P 3	P 4	P 5	P 6	P 7	Total
Mzimba	Male	4,872	2,888	3,260	3,407	3,459	2,629	1,935	22,450
	Female	4,888	2,851	3,074	3,455	3,169	1,940	1,050	20,427
	Total	9,760	5,739	6,334	6,862	6,628	4,569	2,985	42,877
Machil	Male	23,157	19,501	18,930	19,487	19,825	18,545	13,923	133,368
	Female	22,833	18,532	17,641	17,840	17,357	14,506	7,975	116,684
	Total	45,990	38,033	36,571	37,327	37,182	33,051	21,898	250,052
Mankwato	Male	55,940	34,456	29,166	24,856	19,914	15,908	10,528	190,768
	Female	56,134	32,773	27,716	22,279	16,303	11,000	5,142	171,347
	Total	112,074	67,229	56,882	47,135	36,217	26,908	15,670	362,115
Mogale	Male	17,645	12,248	11,655	10,415	8,963	6,174	4,010	71,110
	Female	17,516	12,792	11,485	10,291	8,528	5,928	2,971	69,511
	Total	35,161	25,040	23,140	20,706	17,491	12,102	6,981	140,621
Mogale	Male	9,867	5,926	5,059	4,109	3,107	2,260	1,652	31,980
	Female	10,002	5,818	4,761	3,921	2,964	1,888	1,081	30,435
	Total	19,869	11,744	9,820	8,030	6,071	4,148	2,733	62,415
Mogale	Male	41,175	18,639	18,429	16,114	13,501	10,264	7,361	125,483
	Female	40,773	18,615	18,567	17,376	14,764	10,882	7,450	128,427
	Total	81,948	37,254	36,996	33,490	28,265	21,146	14,811	253,910
Mogale	Male	10,340	7,049	6,887	6,293	5,397	4,196	2,385	42,547
	Female	10,163	7,343	7,093	6,417	5,481	3,953	1,880	42,330
	Total	20,503	14,392	13,980	12,710	10,878	8,149	4,265	84,877
Mogale	Male	18,956	15,133	13,959	13,891	13,463	10,486	7,044	92,932
	Female	17,682	14,118	12,529	11,718	10,685	7,576	3,740	78,048
	Total	36,638	29,251	26,488	25,609	24,148	18,062	10,784	170,980
Mogale	Male	11,437	8,061	7,996	7,126	6,079	4,731	3,233	48,663
	Female	10,657	7,577	7,375	6,831	5,961	4,691	3,021	46,113
	Total	22,094	15,638	15,371	13,957	12,040	9,422	6,254	94,776
Mogale	Male	26,295	20,501	20,541	19,340	17,125	13,942	8,789	126,533
	Female	27,921	22,580	22,082	20,503	18,597	15,263	8,703	135,649
	Total	54,216	43,081	42,623	39,843	35,722	29,205	17,492	262,182
Mogale	Male	9,986	8,272	9,245	8,957	7,614	6,418	4,114	54,606
	Female	10,236	8,757	9,601	9,069	8,299	6,926	4,142	57,030
	Total	20,222	17,029	18,846	18,026	15,913	13,344	8,256	111,636
Mogale	Male	21,700	14,532	12,374	10,324	8,636	7,619	5,188	80,373
	Female	21,446	14,366	12,653	11,206	9,400	8,272	4,949	82,292
	Total	43,146	28,898	25,027	21,530	18,036	15,891	10,137	162,665
Mogale	Male	12,454	9,338	8,591	7,832	6,130	4,590	2,957	51,892
	Female	12,091	8,805	8,168	7,750	6,652	4,976	2,938	51,380
	Total	24,545	18,143	16,759	15,582	12,782	9,566	5,895	103,272
Mogale	Male	5,830	3,629	3,357	3,303	3,109	2,561	1,991	23,780
	Female	5,901	3,467	3,267	3,378	3,296	2,026	1,097	22,432
	Total	11,731	7,096	6,624	6,681	6,405	4,587	3,088	46,212
Mogale	Male	499	273	302	249	235	195	130	1,883
	Female	493	286	306	242	189	187	122	1,825

District	Gender	P 1	P 2	P 3	P 4	P 5	P 6	P 7	Total
Kamuli	Male	23,359	18,051	18,899	17,583	15,547	12,309	7,297	113,045
	Female	23,860	18,874	19,225	17,879	16,276	12,551	6,406	115,071
	Total	47,219	36,925	38,124	35,462	31,823	24,860	13,703	228,116
Kamwenge	Male	10,052	6,343	5,804	4,901	3,976	3,234	2,296	36,606
	Female	9,808	6,066	5,634	4,723	3,756	2,731	1,761	34,479
	Total	19,860	12,409	11,438	9,624	7,732	5,965	4,057	71,085
Kanungu	Male	8,953	5,131	4,865	4,245	3,299	2,705	1,700	30,898
	Female	8,868	5,340	5,036	4,426	3,532	2,525	1,432	31,159
	Total	17,821	10,471	9,901	8,671	6,831	5,230	3,132	62,057
Kapchorwa	Male	7,269	5,289	4,967	5,097	4,881	4,224	3,779	35,506
	Female	7,500	5,423	5,023	5,009	4,957	4,327	3,510	35,749
	Total	14,769	10,712	9,990	10,106	9,838	8,551	7,289	71,255
Kasese	Male	20,726	13,769	13,242	12,270	10,455	8,634	5,752	84,848
	Female	21,062	14,066	13,631	12,830	10,898	9,088	5,312	86,887
	Total	41,788	27,835	26,873	25,100	21,353	17,722	11,064	171,735
Katakwi	Male	14,492	8,498	7,456	7,156	6,171	4,472	2,811	51,056
	Female	13,665	7,940	6,908	6,501	5,510	3,304	1,614	45,442
	Total	28,157	16,438	14,364	13,657	11,681	7,776	4,425	96,498
Kayunga	Male	15,291	8,259	8,199	7,709	6,861	5,648	3,844	55,811
	Female	16,296	8,784	8,745	7,929	7,288	5,670	3,631	58,343
	Total	31,587	17,043	16,944	15,638	14,149	11,318	7,475	114,154
Kibaale	Male	16,493	10,938	10,248	8,518	7,310	5,690	3,956	63,153
	Female	16,120	10,472	9,668	8,314	7,239	5,494	3,402	60,709
	Total	32,613	21,410	19,916	16,832	14,549	11,184	7,358	123,862
Kiboga	Male	11,959	6,881	6,458	5,836	4,791	3,759	2,211	41,895
	Female	12,425	7,360	6,789	6,151	4,982	3,893	2,190	43,790
	Total	24,384	14,241	13,247	11,987	9,773	7,652	4,401	85,685
Kisoro	Male	10,562	6,200	5,118	3,941	3,547	3,026	2,421	34,815
	Female	10,500	5,803	4,982	3,958	3,179	2,364	1,544	32,330
	Total	21,062	12,003	10,100	7,899	6,726	5,390	3,965	67,145
Kitgum	Male	11,493	9,333	9,008	8,977	8,306	6,656	4,831	58,604
	Female	10,489	8,576	7,719	7,879	6,796	4,744	2,426	48,629
	Total	21,982	17,909	16,727	16,856	15,102	11,400	7,257	107,233
Kotido	Male	14,977	6,934	4,640	3,517	2,870	2,077	1,393	36,408
	Female	14,951	5,921	3,588	2,708	2,095	1,534	658	31,455
	Total	29,928	12,855	8,228	6,225	4,965	3,611	2,051	67,863
Kumi	Male	15,487	11,527	10,766	10,437	9,480	6,435	3,839	67,971
	Female	15,486	11,331	10,649	10,370	9,668	6,202	3,120	66,826
	Total	30,973	22,858	21,415	20,807	19,148	12,637	6,959	134,797
Kyenjojo	Male	14,644	9,571	8,618	6,981	5,676	4,333	3,133	52,956
	Female	13,468	8,948	8,268	6,786	5,155	3,820	2,491	48,936
	Total	28,112	18,519	16,886	13,767	10,831	8,153	5,624	101,892
Lira	Male	24,229	18,902	17,946	18,449	19,276	17,507	12,642	128,951
	Female	23,612	17,693	16,669	17,369	17,298	13,872	6,518	113,031
	Total	47,841	36,595	34,615	35,818	36,574	31,379	19,160	241,982
Luwero	Male	22,632	12,192	12,161	11,842	10,361	8,650	5,160	82,998
	Female	22,948	12,336	12,406	12,323	11,200	9,361	5,643	86,217
	Total	45,580	24,528	24,567	24,165	21,561	18,011	10,803	169,215
Masaka	Male	27,217	17,226	17,108	15,941	14,274	12,202	8,215	112,183
	Female	27,604	17,448	17,410	16,460	15,368	13,639	9,318	117,247
	Total	54,821	34,674	34,518	32,401	29,642	25,841	17,533	229,430

District	Gender	P 1	P 2	P 3	P 4	P 5	P 6	P 7	Total
Masindi	Male	15,717	10,612	11,070	10,318	8,639	6,639	4,036	67,031
	Female	15,067	10,072	9,785	9,760	7,728	5,336	2,430	60,178
	Total	30,784	20,684	20,855	20,078	16,367	11,975	6,466	127,209
Mayuge	Male	14,239	10,437	10,203	8,961	7,854	5,904	3,207	60,805
	Female	15,366	11,262	10,479	9,640	7,971	5,897	2,677	63,292
	Total	29,605	21,699	20,682	18,601	15,825	11,801	5,884	124,097
Mbale	Male	27,076	21,020	19,833	19,377	18,158	15,240	11,073	131,777
	Female	27,351	21,621	20,155	19,308	18,437	15,320	10,757	132,949
	Total	54,427	42,641	39,988	38,685	36,595	30,560	21,830	264,726
Mbarara	Male	51,450	28,314	26,274	22,963	18,833	14,985	11,152	173,971
	Female	51,547	28,326	26,311	24,181	19,641	15,835	10,789	176,630
	Total	102,997	56,640	52,585	47,144	38,474	30,820	21,941	350,601
Moroto	Male	4,338	1,685	1,331	1,031	708	496	407	9,996
	Female	4,358	1,308	876	698	481	305	232	8,258
	Total	8,696	2,993	2,207	1,729	1,189	801	639	18,254
Moyo	Male	5,100	3,079	3,041	3,083	3,133	2,065	1,241	20,742
	Female	5,081	2,943	2,885	2,985	2,843	1,499	588	18,824
	Total	10,181	6,022	5,926	6,068	5,976	3,564	1,829	39,566
Mpigi	Male	17,396	11,021	11,066	10,430	9,645	8,426	5,693	73,677
	Female	17,747	11,496	11,076	10,707	10,164	8,913	6,452	76,555
	Total	35,143	22,517	22,142	21,137	19,809	17,339	12,145	150,232
Mubende	Male	26,571	16,312	16,172	14,649	12,525	10,780	6,657	103,666
	Female	26,203	16,490	16,024	14,824	13,182	11,085	6,887	104,695
	Total	52,774	32,802	32,196	29,473	25,707	21,865	13,544	208,361
Mukono	Male	26,456	17,266	17,727	16,589	14,413	12,166	8,206	112,823
	Female	27,862	18,220	18,622	17,520	16,132	13,596	9,289	121,241
	Total	54,318	35,486	36,349	34,109	30,545	25,762	17,495	234,064
Nakapiripirit	Male	5,187	1,867	1,266	839	578	385	276	10,398
	Female	7,309	1,758	971	598	391	232	119	11,378
	Total	12,496	3,625	2,237	1,437	969	617	395	21,776
Nakasongola	Male	7,033	3,239	3,428	3,020	2,534	1,952	1,126	22,332
	Female	7,198	3,428	3,333	3,179	2,749	2,053	1,078	23,018
	Total	14,231	6,667	6,761	6,199	5,283	4,005	2,204	45,350
Nebbi	Male	25,650	14,700	12,843	10,074	7,634	5,593	4,006	80,500
	Female	23,594	12,464	10,996	7,762	5,353	3,225	1,569	64,963
	Total	49,244	27,164	23,839	17,836	12,987	8,818	5,575	145,463
Ntungamo	Male	21,489	9,023	8,964	7,654	6,522	5,296	3,611	62,559
	Female	21,744	8,916	9,240	8,259	6,983	5,437	3,280	63,859
	Total	43,233	17,939	18,204	15,913	13,505	10,733	6,891	126,418
Pader	Male	17,378	14,028	11,969	11,075	9,585	8,118	5,603	77,756
	Female	14,042	11,216	9,350	8,346	6,929	5,249	2,686	57,818
	Total	31,420	25,244	21,319	19,421	16,514	13,367	8,289	135,574
Pallisa	Male	20,089	13,291	13,531	13,238	11,344	8,035	5,324	84,852
	Female	19,862	13,396	13,558	13,213	11,004	6,761	3,491	81,285
	Total	39,951	26,687	27,089	26,451	22,348	14,796	8,815	166,137
Rakai	Male	18,257	11,354	10,904	10,120	8,595	6,942	4,697	70,869
	Female	18,276	11,343	11,103	10,253	9,035	7,453	4,860	72,323
	Total	36,533	22,697	22,007	20,373	17,630	14,395	9,557	143,192
Rukungiri	Male	11,081	6,509	6,714	6,205	4,893	4,117	2,265	41,784
	Female	11,030	6,397	6,781	6,768	5,669	4,808	2,446	43,899
	Total	22,111	12,906	13,495	12,973	10,562	8,925	4,711	85,683

District	Gender	P 1	P 2	P 3	P 4	P 5	P 6	P 7	Total
Sembabule	Male	12,605	7,199	6,100	5,039	3,623	2,662	1,544	38,772
	Female	13,170	8,149	6,600	5,571	3,923	2,967	1,648	42,028
	Total	25,775	15,348	12,700	10,610	7,546	5,629	3,192	80,800
Sironko	Male	11,431	8,239	7,875	7,983	7,464	5,766	4,318	53,076
	Female	11,320	8,303	7,676	7,815	7,320	5,805	3,851	52,090
	Total	22,751	16,542	15,551	15,798	14,784	11,571	8,169	105,166
Soroti	Male	15,226	9,867	9,760	9,316	8,838	6,632	4,267	63,906
	Female	15,763	10,084	9,648	9,514	8,652	5,867	2,863	62,391
	Total	30,989	19,951	19,408	18,830	17,490	12,499	7,130	126,297
Tororo	Male	19,595	14,246	13,712	13,897	13,150	10,276	6,036	90,912
	Female	19,479	14,527	13,553	13,119	12,332	9,269	4,327	86,606
	Total	39,074	28,773	27,265	27,016	25,482	19,545	10,363	177,518
Wakiso	Male	16,569	13,016	14,584	14,192	13,357	12,102	9,156	92,976
	Female	16,446	13,151	14,593	14,892	14,371	13,237	10,529	97,219
	Total	33,015	26,167	29,177	29,084	27,728	25,339	19,685	190,195
Yumbe	Male	19,153	14,185	10,737	8,644	6,801	4,713	2,247	66,480
	Female	15,591	10,748	8,293	6,239	4,827	2,968	888	49,554
	Total	34,744	24,933	19,030	14,883	11,628	7,681	3,135	116,034
Grand Totals	Male	960,606	626,974	596,125	548,893	483,356	391,423	265,212	3,872,589
	Female	954,287	617,827	582,765	540,991	475,102	369,262	220,491	3,760,725
	Total	1,914,893	1,244,801	1,178,890	1,089,884	958,458	760,685	485,703	7,633,314

1. Summary of ESIP Indicators 2004- All Primary Schools

Appendix 2

1. Apparent (gross) intake rate: new entrants in primary grade 1 as a percentage of the population of official entry age (<i>All Schools taken</i>). a) Boys 144.99% b) Girls 149.34% c) Overall 147.11%																													
2. Net intake rate: new entrants to primary grade 1 who are of the official primary school – entrance age as percentage of the corresponding population (<i>All Schools taken</i>). a) Boys 54.26% b) Girls 57.60% c) Overall 55.89%																													
3. Gross enrolment ratio (<i>Both Categories are shown as below</i>).																													
<table><tr><td></td><td><u>All</u></td><td><u>Gov't</u></td><td></td><td><u>All</u></td><td><u>Gov't</u></td></tr><tr><td>All – Primary</td><td>104.42 %</td><td>94.94%</td><td>Secondary</td><td>17.20%</td><td>9.14%</td></tr><tr><td>Girls – Primary</td><td>101.39%</td><td>92.11%</td><td>Secondary</td><td>15.34%</td><td>7.80%</td></tr><tr><td>Boys – Primary</td><td>107.55%</td><td>97.88%</td><td>Secondary</td><td>19.09%</td><td>10.51%</td></tr></table>							<u>All</u>	<u>Gov't</u>		<u>All</u>	<u>Gov't</u>	All – Primary	104.42 %	94.94%	Secondary	17.20%	9.14%	Girls – Primary	101.39%	92.11%	Secondary	15.34%	7.80%	Boys – Primary	107.55%	97.88%	Secondary	19.09%	10.51%
	<u>All</u>	<u>Gov't</u>		<u>All</u>	<u>Gov't</u>																								
All – Primary	104.42 %	94.94%	Secondary	17.20%	9.14%																								
Girls – Primary	101.39%	92.11%	Secondary	15.34%	7.80%																								
Boys – Primary	107.55%	97.88%	Secondary	19.09%	10.51%																								
Including:																													
<table><tr><td></td><td><u>Primary</u></td><td><u>Secondary</u></td></tr><tr><td>a) Girls as a percentage of total enrolment</td><td>49.4 %</td><td>45%</td></tr><tr><td>b) Boys as a percentage of total enrolment</td><td>50.6%</td><td>55%</td></tr></table>							<u>Primary</u>	<u>Secondary</u>	a) Girls as a percentage of total enrolment	49.4 %	45%	b) Boys as a percentage of total enrolment	50.6%	55%															
	<u>Primary</u>	<u>Secondary</u>																											
a) Girls as a percentage of total enrolment	49.4 %	45%																											
b) Boys as a percentage of total enrolment	50.6%	55%																											
4. Net enrolment ratio for Boys and Girls (Primary Schools): a) Boys 83.69% b) Girls 79.11% c) Both 81.36% (<i>Government Schools</i>). a) Boys 92.51% b) Girls 87.60% c) Both 90.01% (<i>All Schools</i>).																													
5. Percentage of all primary school teachers having the required academic qualifications a) Men 93% b) Women 91% c) Both 92%																													
6. Percentage of primary school teachers who are certified to teach according to National standards i.e. Professional Qualifications a) Men 77% b) Women 81% c) Both 79%																													
7. Pupil Teacher ratio a) Primary 50 b) Secondary 19																													
8. Percentage of pupils having reached at least grade 3 of primary schooling who master a set of nationally defined basic learning competencies a) Literacy 34.3% b) Numeracy 42.9% (NAPE FY 2002/03)																													
9. Public current expenditure on primary education Ushs 285.72 bn: a) As a percentage of GDP 1.9%																													
10. Public current expenditure on secondary education Ushs 91.79 bn a) As a percentage of GDP 0.6%																													
11. Public recurrent expenditure on:																													
a) Primary education as a percentage of total recurrent public education expenditure. 61.9%																													
b) Secondary and Tertiary education as percentages of total recurrent public expenditure on education 36%																													
c) Per pupil annual recurrent unit expenditure (UShs) for:																													
i) Primary 38,729/= ii) Secondary, BTVET & Tertiary 204,767/=																													
12. Repetition rates																													
a) Primary 13.33% b) Boys 13.48% c) Girls 13.17%																													
b) Secondary 2% e) Boys. 2% d) Girls 2%																													
13. Survival rate to Primary 4 (percentage of a pupil cohort actually reaching Primary 4) a) Boys 61.4% b) Girls 61.3% c) Overall 61.3%																													
14. Survival rate to primary 7 (percentage of a pupil cohort actually reaching Primary 7) a) Boys 30.1% b) Girls 27.0% c) Overall 28.6%																													

Response Rates:

Primary 90% Secondary 54% (All Schools)

Source: EMIS-Databases for 2004 and Budget & Planning Section, EPD, MoES.

2. Summary of 2004 EMIS Statistics

Students	Male	Female	Total
1. All Pre Primary Enrolment			
2. All Primary schools Enrolment	3,732,928	3,644,364	7,377,292
3. All Non Government schools Enrolment	335,846	333,601	669,447
4. Government Primary Enrolment			
P1	836,924	828,090	1,665,014
P2	544,139	533,376	1,077,516

P3	528,853	518,929	1,047,782
P4	478,007	478,437	956,444
P5	424,893	423,072	847,965
P6	382,513	338,366	720,879
P7	103,718	188,480	292,198
TOTAL	3,367,082	3,310,763	6,677,845
5. All Secondary Enrolment	383,852	313,855	697,707
6. Government Secondary Enrolment	217,144	188,863	406,007
7. All Non Formal Enrolment	33,332	35,682	69,014
8. All Post Primary Enrolment	28,429	10,632	39,061
9. All Tertiary Enrolment (2004)	82,872	32,354	115,226
All Universities	38,172	27,862	66,034
Makerere University (Public)	20,012	14,939	34,951
Makerere University Business School (Public)	3,366	3,282	6,648
Mbarara University (Public)	736	387	1,123
Private Universities	11,650	8,292	19,942
Kyambogo University	1,907	1,423	3,330
UCCs	6,113	6,456	12,569
NTCs	12,122	6,837	18,959
UTCs	1,494	94	1,588
10. Students with special needs			
Primary (All Schools)	117,002	101,378	218,380
Government Primary	109,000	94,520	203,520
Secondary	5,737	5,156	10,893

Teachers / Educators	Male	Female	Total
Pre Primary			
Primary (All Schools)	91,846	55,396	147,242
Government Primary (EMIS)	79,893	45,938	125,831
Secondary	29,074	8,239	37,313

Classrooms / Instruction Rooms	Total In Use	Completed	Under Construction
Primary (Government Schools)	87,514	81,217	35,526
Primary (All Schools)	103,135	95,742	40,280

Schools / Institutions	Government or Government Aided	Non-Government	Total
Pre Primary	218	1,746	1,964
Primary	11,072	4,267	15,339
Secondary	784	2,861	3,645
Post Primary	103	16	119
Non Formal	153	292	445
Universities	4	11	15
Other Tertiary Inst'ns	36	1	37

UPE Releases (Cash Transfers)

Year	Releases
1999/00	Ushs 38,407,522,000
2000/01	Ushs 38,982,272,000
2001/02	Ushs 39,247,158,148
2002/03	Ushs 40,302,069,777
2003/04	Ushs 39,456,739,000

4. Budget Financial Year 2003/04 in US\$

Description	Development	Recurrent	Total
Budget	102.48bn	427.48bn	529.93bn
MOES	40.78bn	46.78bn	87.56bn
Makerere University K'ia (MUK)	0.1bn	26.29bn	26.39bn
Mbarara University (MUST)	0.31bn	7.19bn	7.5bn
Kyambogo University	0.24bn	4.99bn	5.23bn
Uganda Management Institute	0bn	0.4bn	0.4bn
Makerere Un. Busi. Sch (MUBS)	0bn	2.91bn	2.91bn
Education Service Commission	0.04bn	1.52bn	1.56bn
District Primary Educ.	59.78bn	249.53bn	309.31bn
District Secondary Educ.	0bn	68.98bn	68.98bn
District Tertiary Institutions	0bn	15.18bn	15.18bn
District Health Training Schools	0bn	1.89bn	1.89bn

5. Decentralised Medium Term Budget Framework (DMTBF)

- Further the decentralisation medium term budget framework for the education sector was implemented in 19 local governments of Arua, Bugiri, Gulu, Jinja, Kamuli, Kanungu, Kasese, Katakwi, Kayunga, Kibaale, Kiboga, Mbarara, Mayuge, Kotido, Moyo, Nakasongola, Mpigi, Ntungamo, Iganga, Kisoro, and the 4 municipalities of: Arua, Gulu, Jinja and Mbarara with a view to giving districts more discretion over the grants. The grants focused on are: SFG, UPE Capitation, Wage bill and Instructional Materials
 - The results of the implementation of the decentralised medium term budget framework (DMTBF) since FY 2002/03 have been encouraging to the extent that the districts/municipalities managed to make a bigger output from the same grants because of cost effective measures they are developing e.g. they do not have to stick to a uniform unit cost for construction of classrooms in the whole district; nor do they have to stick to the formula of the UPE Capitation grant – where they have enough extra instructional materials they may switch the money to co-curricula activities and thus minimize wastage.
 - We expect to ultimately roll out to all other districts to cover the whole country.
 - The ultimate aim is to have the centre formulate policy and general guidelines and monitor performance, and the districts implement the programmes.
- Educationally disadvantaged children are all such children "who are experiencing barriers to learning, and are directly or indirectly excluded from or denied the chance to optimally participate in the learning activities which take place in a formal or non-formal setting".

6. School Facility Grant (SFG)

- The School Facility (SFG) is to assist the most needy school communities to construct classrooms as well as construct teachers' houses.
- The target is to achieve the classroom: Pupil ratio of 1:55; desk: pupil: ratio of 1:3; latrine: pupil ratio of 1:40 and at least four (4) teachers' houses per school.
- The SFG budget to district/Municipal Local Governments is based on:
 - The District/Municipality classroom needs estimated by the pupil: permanent classroom Ratio

7. Some Ratios for Government Primary Schools per District, 2004.

District	Enrollment	Teachers on Government Payroll (August 2004)	Classrooms in Use	Pupil Teacher Ratio (September Payroll)	Pupil Classroom Ratio
Adjumani	32,968	547	578	60	54
Apac	229,971	4,052	2,235	57	57
Arua	336,189	5,482	2,565	61	54
Bugiri	127,094	2,313	1,405	55	54
Bundibugyo	61,739	1,143	723	54	35
Bushenyi	214,016	4,404	3,321	49	55
Busia	72,166	1,520	896	47	54
Gulu	158,093	2,626	1,797	60	56
Hoima	87,749	1,652	1,213	53	54
Iganga	231,717	4,148	2,228	56	104
Jinja	90,333	1,860	1,149	49	79
Kabale	153,962	3,966	2,385	39	65
Kabarole	95,167	1,939	1,069	49	54
Kaberamaido	41,306	765	557	54	54
Kalangala	4,623	83	139	56	54
Kampala	67,858	1,467	1,081	56	54
Kamuli	217,977	3,443	2,125	49	54

Kamwenge	68,171	1,306	877	52	52
Kanungu	52,155	1,127	763	46	46
Kapchorwa	54,670	1,248	738	44	44
Kasese	159,586	2,984	1,692	53	53
Katakwi	99,541	1,794	1,071	55	55
Kayunga	92,701	1,670	1,090	54	54
Kibale	106,703	2,096	1,310	51	51
Kiboga	69,108	1,515	1,081	46	46
Kisoro	62,750	1,237	1,003	51	51
Kitgum	90,601	1,288	818	50	50
Kotido	53,361	903	674	59	59
Kumi	126,683	2,334	1,509	54	54
Kyenjojo	99,002	1,672	1,131	59	59
Lira	260,520	4,378	2,773	60	60
Luwero	152,997	2,956	2,245	52	52
Masaka	190,529	4,139	2,413	46	46
Masindi	122,108	2,302	1,334	63	63
Mayuge	110,271	1,741	852	63	63
Mbale	237,511	4,599	2,333	52	52
Mbarara	266,681	6,239	3,593	43	43
Moroto	18,020	428	358	42	42
Moyo	35,285	630	536	56	56
Mpigi	129,708	2,440	1,749	53	53
Mubende	151,012	2,985	1,887	57	57
Mukono	177,793	3,770	2,457	47	47
Nakapiripiri	18,551	385	246	48	48
Nakasongola	42,884	1,102	773	39	39
Nabbi	142,615	2,187	1,420	65	65
Ntungamo	118,443	2,169	1,628	55	55
Pader	127,038	1,590	884	60	60
Pallisa	165,230	2,612	1,743	63	63
Rakai	131,038	3,249	1,838	40	40
Rukungiri	82,394	1,905	1,374	45	45
Sembabule	78,657	1,521	788	50	50
Sironko	97,953	1,834	1,190	53	53
Soroti	127,225	1,919	1,343	46	46
Tororo	171,889	2,856	1,778	56	56
Wakiso	124,381	2,776	2,045	44	44
Yumbe	69,152	1,587	646	55	55
National Total	6,707,845	126,883	79,449	53	54

* Pupil Text Book Ratio: New textbooks, which are based on a new curriculum, were introduced in 2002 (i.e. ratio starts at (0) zero). The target for the year 2004 is 100% (one pupil per textbook for P3 and P4).

8. Important Indicators for Primary Schools, 2004.

9. Trends for Primary Schools, 2000-2004.

The figures in the tables above are obtained through the annual school census, which is conducted during the first term of the school year. Data is then verified and captured into the EMIS system.

The EMIS system allows MoES to compile and analyse school data. The data includes information on the institutions, the pupils, the teachers, and infrastructure. Pupils are included in the census if they are enrolled in school and included on a school register. There are other copies of the statistical abstract and fact booklet, which follow the final fact file 2004 based on Annual School Census 2004. These contain more detailed information than the summary shown in this Fact file.

Note: Ratios that are above 100% that shouldn't be, are caused by population estimate projections that under-estimated population figures.

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