

**CHALLENGES TO THE IMPLEMENTATION OF UNIVERSAL PRIMARY
EDUCATION IN WEST NILE REGION, NORTHERN UGANDA
:A CASE STUDY OF METU SUB COUNTY, MOYO DISTRICT**

BY:

RUTWAZA JACKLINE

BPA/32568/133/DU

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DECLARATION


I, **RUTWAZA JACKLINE**, declare that this piece of work is a fruit of my own immense effort and anything contained there is an original work and has never been presented before for any kind of academic award what soever.

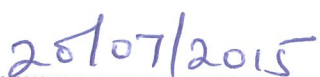
Signature.....

Date.....

APPROVAL

..... This research study has been prepared and moderated through profound commitment of the supervisor and the student has submitted for examination with my approval as the supervisor

Signature..... 

Date..... 

Ms. NAMASABA AMINAH

DEDICATION

This research study has been dedicated to the almighty God for blessing me always throughout my life time in my education.

And my dearly friends Like Karende George William, Mrs. Kimera Sarah and Ms. Namakula Majorinie who struggled tirelessly throughout to educate me and for having made me to reach this level

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To actually claim credit for such place of work could not only be wanted on but entirely in consideration. Progress with earned to the research was mainly dependent on guidance, moral, spiritual and financial support. Therefore I would like to thank each and every one who contributed wholesomely and wholeheartedly towards this struggle.

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Above all, my sincere appreciation goes towards my respondents who tirelessly offered all the support I needed to carry on the study, especially the four head teachers of selected primary schools were extremely incredible without them everything would have been blown out of proportion. And may almighty God bless you all a thousand fold.

LIST OF ACRONYMS

U.P.E	-	Universal Primary Education
D.E.O	-	District Education Officer
L.C	-	local Council
A.N.P.P.C.A.N	-	African Network for the Prevention and Protection Against Child Abuse and Neglect.
U.N	-	United Nations
D.F.I.D	-	Department for International Development
U.N.I.C.E.F	-	United Nations International Children's Emergency Fund
U.H.R.C.A.R	-	Uganda Human Rights Commission Annual Report
U.N.E.S.C.O	-	United Nations Educational Scientific and Cultural Organization
M.E.A.A.R	-	Ministry of Education Annual Act Report
K.I.U	-	Kampala International University

ABSTRACT

The aim of the study was to investigate the challenges to the implementation of U.P.E in Metu sub county Moyo district. In order to achieve this goal the objectives of the study were to investigate the challenges to the implementation of U.P.E programme, attitudes and support of people towards U.P.E programme.

In order to acquire data, the researcher employed quantitative and qualitative method. Qualitative design was used to collect data through questionnaire and oral interview and quantitative use the statistical data. Quantitative technique was employed to arrive at understanding of the respondents' opinion about the topic. This was done by acquiring frequency of the respondents' views and calculating percentages. The results were then used to draw tables. This is because bulk data was collected quantitatively and thereby required statistical interpretation. Qualitative analysis was later used to interpret the quantitative data in terms of highest and lowest results. Purposive sampling was used where by respondents who had experience and knowledge about the topic were selected. However, the study covered about 84 respondents comprising of 20 parents, 50 pupil, 8teachers, 4 head teachers one LC 5 officer and DEO.

The findings indicated that lack of enough funds, lack of physical facilities poverty poor government policy and negative attitudes of the pupils and community affects the implementation of U.P.E in Metu sub county Moyo district. The study recommended that government should increase on the financial budgets that are meant for education programme. Increased number of qualified teachers hence the government should coordinate with other organizations dealing with the problems of education thus ensuring proper monitoring and supervision of the programme. Community members should work hand in hand with the concerned authority so as to see the programme a success. It was therefore concluded that the concept of U.P.E implementation still calls for demands for a greater combined effort of all the concerned authorities but mostly the government.

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CHAPTER ONE

PROBLEM AND ITS SCOPE

1.0 Introduction

This chapter will look at the background of the study, problem statement, purpose of the study, general objectives, specific objects, research questions, scope of the study, and significance of the study.

1.1 Background of the study

The issue of primary education systems began as early as 1960 when schools of former colonies and traditionally independent countries served only fortunate few because of their low capacity. This raised the concern of the United Nations (U.N) and therefore set the stage for developing and expanding mass education in its universal declaration of human rights. United Nations general assembly 1984 which stated that everyone has a right to education. It shall be free at least in elementary and fund a mental stages, elementary education shall be compulsory. UNESCO took over in implementing on declarations by sponsoring regional meetings to discuss the future of education for instance in 1956, a meeting was held in lima on free and compulsory education in Latin America and the Cambean which was again later discussed in Santiago in 1963.

Universal primary education was launched in 1997 by the Ugandan government as a national program and by 2004 nearly 7.4 million children were enrolled. Currently, there are over 7 million children enrolled under the program country wide. The African network for the prevention and protection against child abuse and neglect (ANPPCAN).Uganda chapter with support from the department for international development (DFID) has since 2006 been implementing a three year project on the involvement of children in monitoring the implementation of UPE program in 30 primary school 10 from each of the districts of Arua, Jinja and Kasese.

Universal primary education has played a paramount role in enrolment and livelihood of the pupils who under through UPE programme and are still continuing with the programme in Metu sub county, Moyo district. It also improves the productive capacity of society and their political, economic and scientific institution. It further helps to reduce poverty by mitigating its effects on population, health, nutrition and by increasing the value and efficiency of labour

offered by the poor. Given the scenario, it is therefore important that every individual acquire basic education to live as a good and useful citizen in society.

This view is further augmented by the fact that economies worldwide are transformed by technological advances and new methods of production that depend on a well-trained and intellectually flexible labour force education become even more significant. It is therefore regarded as a corner stone's of economics and social economic development hence the need for universalisation of primary education.

The research study mainly focused on the challenges to the implementation of universal primary education (U.P.E) in Metu sub county, Moyo district. Emphases were put on the educational sector and how best these challenges could be mitigated .However it should be noted that universal primary education came into implementation in 1997 following the need to achieve the goal of ensuring that all masses to attain some education and complete the elementary levels of learning.

Universal primary education in Uganda traced its origin from the Kajubi education policy review commission report for UPE according to the report, the goals of UPE were to be achieved in phases by the year 2000 A.D the goal should be to ensure that all children aged 6-10 years are enrolled and secondary they complete at least five years of schooling in order to equip with essential literacy and other skills envisaged in the package of basic education.

Therefore the researcher carried out the study in Metu sub county Moyo district simply because Adjumani town council is the most vital place for the study concerning UPE hence UPE has brought more good opportunities to the school going children of Metu sub county basically because the government of Uganda thought it wise that education should be universalized even to the poorest pupils.

1.2 Statement of the Problem

Universal primary education is a programme launched by the government of Uganda in 1997. It's a programme put forward to help the citizens of Uganda especially the primary school going age to attain basic knowledge and skills at relatively affordable price per house hold in which each house hold sends four children under the U.P.E programmers. The U.P.E programme has had its setbacks in its implementation in Metu sub county in that, the level of universal primary schools in Metu sub county has to be mitigated due to the various influence

of corruption in the implementation of U.P.E. Prior to the declaration of UPE at the end of 1996, fewer pupils were in primary schools, but with the implementation, parallel population explosion has been experienced and yet no or little increment in the resources promoted the policy. Therefore, this study investigates the influence of corruption in the implementation process.

1.3 Purpose of the Study

To investigate the challenges to the implementation of universal primary education in west Nile region a case study of Moyo district

1.4 Objectives of the study

1.4.1 General objective

To investigate the influence of corruption in the implementation of universal primary education in Metu sub county, Moyo district.

1.4.2 Specific objectives

To investigate the status of the existing facilities

To establish the levels of motivation of teachers under U.P.E and how this affects the implementation of U.P.E programme

To investigate the attitudes and support of the people towards the U.P.E programme

1.5 Research questions

What is the status of the existing facilities?

What are the levels of motivation of teachers under U.P.E and how this affects the implementation of U.P.E programme?

What are the attitudes and support of the people towards the U.P.E programme?

1.6 Scope of the study

1.6.1 Geographical scope

The study will be conducted in Metu Sub County, Moyo district. Its located 8kms from Moyo town and it entailed all the four U.P.E primary schools in Metu Sub County. Metu Sub County was chosen because it's one with the highest U.P.E enrolment in the district.

1.6.2 Content scope

The study was mainly to analyse, exam and state the challenges to the implementation of universal primary education in Metu sub county, Moyo district whereby the participants included among others teachers, parents, head teachers, pupils, local leaders who provided the relevant information about the influence of corruption to the implementation of U.P.E.

1.6.3 Time scope

The study will cover a period of two months. This is because it will offer the researcher ample time to carry out the study and reach the respondents in the field. However the study will take in to practice the period between 1997-2014 following the birth of universal primary education and its growth.

1.7 Significance of the study

The study will be significant in order to find how much effort the ministry of education is putting in place in order to satisfy the education sector on how best they could implement U.P.E. The study will help to find out the challenges to the implementation of U.P.E in Metu sub county, Moyo district. The will provide recommendation to the education planners on how best they can implement U.P.E. programme.

The study will provide useful information, which will be used by future scholars for further research into fresh area of problem, which have not been exhaustedly dealt with in terms of poor motivation of teachers, poor infrastructure and inadequate scholastic materials.

The study will help the researcher to gain knowledge, skills and techniques of conducting research, which she will continue to use in doing research. The study is significant because it is partial fulfilment for the award of bachelor's degree in development studies of Kampala International University.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

A good number of researches had been carried out in the area of education and its related problems. The available literature was reviewed on the following titles; level of motivation of teachers, physical facilities, instructional materials and administration demands under U.P.E.

2.1 The evolution of U.P.E in Uganda

Education is a fundamental and instrument to the enjoyment of many other rights as listed in bill of rights. Several instruments have made the provision of the right to education at national, regional and international levels. UNICEF (1993) and Syed, A.H (1989) argued that the international instruments have principles of universal access to learning on discrimination and principle equity.

In 1995 at the world summit for social development in Copenhagen equity and equality for both women and men and universal access to education were advocated for (Uganda Human Rights Commission Annual Report 192) UHRCAR.

To fulfil the obligation, the government came up and introduced U.P.E in 1997 to ensure that all Ugandans of school going age have access to education. At first the programme was meant to provide free education to only four children per family, however it was expanded to all. Teacher's salary, instructional materials and training needs were catered for.

2.2 Reasons for U.P.E

According to Bellamy C. (1999), he notes that in the past, education was only accessed by the rich and the good schools was meant for those who could afford the high school requirements (school fees) not until the late 1990s that we saw the birth of other private schools to try and break those rigid policies. A lot of people failed to go to school because they were only found in urban areas.

Consequently with such disparities, the ministry of education came up with a new policy of U.P.E of which its main goal was to ensure that all people had access to education and that they attain education beside that they complete the elementary level of learning .

According to MK Daniel (2006), the government desires to address the imbalances in education compelled the drive to introduce U.P.E following previous procedures, education

was only accessed by the urban but following the introduction of U.P.E there was a related equity in access. Children in rural areas receive adequate facilities teacher's grants and instructional materials were a night mare for the rural teachers which have seen an impact since its inceptions.

2.2.1 Implementation of ideas

U.P.E implementation in Uganda came up as a result of kajubi education white paper of 1989. Under the contexts, the content of the paper stipulated that education shall be provided to all Ugandans at free cost so as to lift the education status (education white paper plan 1989). Consequently in 1997, went along to implement UPE so that all children do access UPE. Currently Uganda as harmonized national labour and polices with international standards by providing equality and non-discrimination and the right of all persons to education as stipulated in article 24 and 30 of the constitution respect. In order to ensure progressive realization of the right to education and to fulfil the obligation, the government of Uganda launched the UPE IN 1997 and has been under implementation is e that time. (Ministry Education Annual Act Report 1997) MEAAR.

2.3 General gains of U.P.E

According to Anthony Giddens (2001) the government introduction of UPE in Uganda has registered increase in the number of children (pupils) in school than ever before. This even meant that those who had dropped out of school had an opportunity to go to school.

Following this ideal, regional disparities in education have consequently been abolished. According to MK Daniels (2006) education at first was meant for the rich and those in urban areas but following the introduction of UPE, this has become accessible to all people implying that quality and some education is provided to all people meaning that discrimination is no more.

UPE in Uganda has totally led to the improvement of education standards in the way that many schools have been built, better instructional materials provided and also the refurbishment of the existing ones.

According to the researcher herself, she connotes that what she had found out is that most schools in the district had come up due to the introduction of UPE. These include Illi Valley primary and Lokwa primary school among others.

Lastly what cannot be left out is the fact that with the introduction of UPE in Uganda, a number of teachers has been absorbed in these schools meaning that those that those that had not yet been employed have easily found an access to employment standards

(Mpamde 1992) she also says that teachers in rural areas have been directly and beneficiaries of UPE as some have ended up even reaching in more than one school, besides some have established their own schools and the government has supported them. Perhaps it should be summarized that may be without the inception of UPE and then such benefits would not have been realized.

2.4 Success of U.P.E programme

The determinants of UPE programme include the following

2.4.1 The level of motivation

Teaching quality and time are key determinants of pupil's achievement. Teaching time is largely determined by teachers' motivation. Provision of quality education requires teachers who are well trained and motivated yet the teaching force in Uganda primary schools especially in the rural area is neither motivated or trained reflecting the poor performance. The fundamentals prerequisites for proficient teaching according to Marline et al (1989) are abroad grounding in the liberal arts and science knowledge of the subjects to be taught of the skill to be developed and of the circular arrangements and materials that organize and embody of general and subject specific methods for teaching and evaluating student learning.

According to Mweru Byachi Samuel (1984) in his study about the persistently declining standards of performances in primary schools reveals that inadequate incentives for teachers such as teaching materials like text books and inadequate salaries goes on to affect pupils performances. This is due to the fact that their effectiveness deteriorated because of the time spent in activities like farming and trade to supplement on their salaries. According to Apolot f Martha (2006) in her study about the decline of education standards in Bukedia contended that teachers had to do other activities like trading, farming to extract fees.

The researcher also found that teacher's incentives were related to performances pupils. She pointed out that it was only heads of schools that were being motivated. Heads of schools allowances and access to other benefits. Teachers' morals were low because of poor pay, lack of housing and lack of teaching materials. It was also found that 79% of the respondents believed that inadequate teachers incentives affects performance owing to several reasons.

2.4.2 Physical facilities

Infrastructures like class rooms, teacher's house, furniture and equipment's are important inputs in education system. UPE implementation has led to increased enrolment of school going children to high figures and this has consequently led to shortage of physical facilities.

In a report on aid responses in Africa 2002 held at Cumberland, USA, physical facilities were used as an indication of education quality. The qualitative decline in education in Africa was partly attributed to school buildings, furniture and equipment lacking and being poorly maintained. The Kajubi education policy review commission report 1989 asserts that there should be a better planned and more equitable distribution of education facilities in terms of school building, text books, and trained teachers in line with the national goal of achieving U.P.E by the year 2000.

Ivor.K. 1990 points out that regardless of their suitability, physical facilities serve as a stage on which teaching and learning takes place

Also according to Combs 1989, he points out the dangers of increasing enrolments before expanding facilities that it would lead to large classes consequently shortage of facilities.

In a report of common wealth regional summit on U.P.E (3-14) December 1980, Ferduusse Kan in his speech observed that on formally embarking U.P.E. it is necessary to go on creating very additional facilities required for accommodating the additional number of children expected in schools.

Mark bay 1980, in his study about UPE in Kanu state, Nigeria observed that due to financial constraints physical facilities under UPE were not adequate. The stretching condition of most school building, the appealing lack of essential equipment and facilities and poor staffing, cannot but conclude that financial provision has been in anything inadequate

According Wafula 1991, also suggests that among the factors that determines the teaching professions in African countries are poor buildings in which teachers operate, broken furniture and lack facilities.

2.4.3 Instructional materials

Implementation of UPE has resulted into increased enrollment of pupils in primary schools. This has caused a shortage of instructional materials in these schools yet they are very essential in the teaching and learning process.

According to Kamkama (1995), asserts that lack of sufficient test books and other instructional materials in schools not only affects parents by over stretching their financial budgets even more seriously but also affects the academic performance of pupils in schools.

Marline E. Lockheed et al 1989, supports this when they said that instructional materials can facilitate teaching and learning process. Some materials such as posters, dictionaries, audio tapes, help the teachers to communicate knowledge. Some such as pencils, pens and papers enable the pupils to practice what has been taught. They go ahead to state that in Uganda in 1989 the percentages of pupils without text books after a World Bank project supplied text books to 54,000 schools. Apolot F Martha (1989), in her study about declining standard in Bukedea found out that the situation as regards her study. It was also found that the children provided their own scholastic materials .those whose parents could not afford studying without implementation of UPE escalated the problem further. She also observed that laboratory, library facilities, black boards, dusters, stationary among others were also in short supply.

A great deal of many people come o secondary schools with inadequate teaching background because of lack of teaching material available in primary schools.

It should however be noted that no system can function well without a regular supply of effective, attractive and interesting teaching materials. Instructional materials are therefore vital in provision of quality education under U.P.E programme.

2.4.4 Administrative demand

In education, it's important to ensure effective administration both at local and ministry levels encouragement can be given to local community leaders and parents to take a great responsibility for their schools.

The UPE report of common wealth regional seminar 1990 pointed out the following factors to be considered for effective administration schools, organization for delivery or access, parents and local leaders' involvements in school administration and supports, financial

arrangements such as salary payments orders and requisitions, adequate machinery for gathering accurate statistical data and the level of numeracy and training of the inspectorate and the extent to which it is supported by the advisors and coordinators

He common wealth regional seminar report December 1979, further observed that UPE is seen by parents as gift from above requiring title local leaders initiative or care in expenditure. It is further observed that local participation if found raising well, promotes interest in promotes interest in schools. They acknowledged that substantial part of the recurrent cost on primary should be horned by the local community.

At government level the inspectorate should be strengthened in quality and machinery should be established for the collection and retrieval of essential data. The whole school system should be organised to facilitate both access and delivery.

Although the education region had marked impact on enrolment, insufficient planning led to serious difficulties. Religious and political rivals all together with administrative in expenses and corruption were later singled out as having dragged the name of UPE to the mod. What should be further noted about U.P.E is that implementing it into action calls for the consideration of such factors so that the programme can be a meaning and this study was intended to address such challenges.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter presents the methodological aspect that was used by the researcher to carry out the study. It looked at the research design, sample selection, area of study, method data collection, data processing and data analysis, sample procedure, sample technique and instruments of data collection.

3.1 Research design

In order to acquire the needed data that was used, the researcher employed the use of quantitative and qualitative method. The qualitative design was used to collect data through the questionnaire while the quantitative will be used to collect the statistical data. It was basically investigate the influence of corruption on the implementation of U.P.E in Metu Sub County, Moyo district.

3.2 Area of the study and population

The study was carried out in Metu Sub County, Moyo district. Its emphasis was basically on the U.P.E primary school which comprised of the four primary schools, Nyojo primary school, Amua primary school, Lokwa primary and Hweyo primary school. The above four selected U.P.E schools were chosen because the schools are the appropriate primary schools where the necessary and relevant information concerning the challenges to the implementation of U.P.E would be obtained from. For that reason and more so the area has been chosen because it was one of the most parts that embraced the implementation of U.P.E in Metu Sub County in Moyo district.

The study population comprised of the teachers, head teachers, community members, local teachers, pupils, and the researcher ensured that the stated population provided the necessary information concerning the challenges to the implementation of U.P.E in Metu Sub County, Moyo district.

Head teachers and teachers were the most study respondents since they are the direct key implementers of the programme in the sub county.

Table 3.1: shows the representative research sample

Category	Frequency	Percentage
Teachers	20	40
Pupils	08	16
Parents	20	40
DEO office	01	02
LC5 Office	01	02
Total	50	100

Source: Researchers Conceptualisation, March, 2015

The above table shows the category of respondents and the number of those who helped the researcher to collect necessary data concerning the challenges to the implementation of U.P.E in Metu sub county, Moyo district as shown

3.3 Sample size and Sample technique

The researcher gathered information concerning the challenges to the implementation of UPE in Metu sub county Moyo district from about 50 respondents and these included the following 20 parents, 20 teachers, 08 pupils, 1 L.C 5 office and 1 DEO office.

The researcher used sample random technique and ensured that each element was given equal chance to be included in the sample. Purposive sampling was also used in that the researcher included individuals who had experiences and knowledge about the research study.

3.4 Sample procedure

The researcher will use both purposive sampling and systematic random sampling. Under the purposive sampling the researcher included individuals who had experiences and knowledge about the research study. The advantage with this sample procedure is that, it saves time and respondents will give first-hand information. Under systematic random sampling, the researcher will be able to list the individual and number them and the researcher will find out the population size and how large the population size was by the sample size, which will give her the sampling interval.

3.5 Methods of data collection

During the process of data collection in the field, the researcher was able to employ variety methods and these varied depending on the category of respondents that will be interviewed

Interview

This involves a face to face interaction between the researcher and the key informants' respondent. It helped the researcher to get first-hand information from the teachers and it saved time.

Questionnaire

This is a set of questions that the researcher laid down before approaching respondents. The researcher used some structured questionnaires which will be administered to the learnt pupils and the community members so as to reach conclusion on the challenges to the implementation of U.P.E in Metu Sub County. However one of the advantages with this type of method was that, the researcher had direct contact with the key informants compared to other methods. Both quantitative and qualitative data were gathered.

Observation

The researcher went ahead further and employed observation method while in the field. This enabled the researcher to observe the quality of physical facilities; how teachers conducted themselves while teaching, the nature of the school, the location and the general environment whether it can promote U.P.E among others. Through participatory observation, the researcher was able to visit the homes of teachers so as to look at their conditions and show how many are staying in the house. This was possible through face to face method. Thus the method gave the researcher ground for further understanding of the challenges of investigating UPE in Metu Sub County

3.6 Sources of data

The sources of data were obtained from both primary and secondary sources.

Primary data

During the researcher's process of data collection from the field, the researcher employed this type of data source. This refers to first hand data which was collected through questionnaires, interviews and observation methods of data collection.

Secondary data

This kind of information was collected from existing materials such as journals, books, newspapers, and newsletters, internet articles educational reports and libraries. However, with this type of information it's always available to be expensive in terms of finance.

3.7 Data processing

Entry and coding

Data entry was done after the collection from different sources using computer packages like micro soft word and excel.

Editing

After data collection and entry had been done, the researcher went on to edit it to state of information which involved erasing unnecessary information which will be collected from the different respondents.

3.8 Data analysis

The researcher used both quantitative and qualitative methods of data collection analysis. Descriptive method, frequency distribution, percentage tables and graphs were used to present the findings from the questionnaires and interview schedules. They were preferred because they offered techniques for summarizing large numbers and for easy interpretation in understanding.

3.9 Ethical consideration

Before the researcher went to the field, she ensured that she received a letter of introduction from the department of social science of Kampala International University to the sub county head quarter and the DEO, LC5 to allow the researcher undertake the research study. Furthermore, teachers, head teachers and pupils, permissions were obtained through informed consent for assured confidentiality.

3.10 limitations and ways forward

The researcher underwent several constraints in the field and may be discussed below.

Basically, the area of the study was too far and long to move that is from one school to another to enable the researcher collect necessary data, hence time was running out. The researcher faced a problem of language barrier which made interaction between the researcher and the respondents hard in the field. The researcher encountered financial constraints for material purchase, typing and report binding and prices of materials were expensive. This called for borrowing money from friends and relatives.

There was also interpretation of the topics and questions by the respondents. They were scared and feared to provide the needed information to the researcher. This was solved through introducing the topics to the respondents before progressing with research study.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPREATION

4.0 Introduction

This chapter introduces and discusses the findings in relation to the objectives of the study topic. The findings in this chapter have been based on the study that was carried out in Metu sub county Moyo district. It should be noted that the concept of service delivery mostly education is still poor in Metu sub county though the government has come up with new strategies such as U.P.E so as to try and improve inadequate finance which have hindered its implementation. This chapter however shows the findings and analysis about the data which was collected in relation to challenges to the implementation of universal primary school in Metu sub county.

4.1 Socio-Demographic

Table 4.1: Age of the respondents

Category	Frequency	Percentage
5-7	12	14
8-10	22	26
11-14	24	28
14-17	26	30
Total	84	100

Source: Primary Data, March, 2015

With the reference to the study findings 14% were respondent's ages between 5-7 because most of them were still young so very few understood the topic. Between the ages of 8-10 were 26% and these were in classes of primary 3 and 4. 28% were to some extent about the study topic.

These were able to give the researcher came to find out that they had opinions last category was between the age of 15- 17 were 30% and to them they gave out their views about the programme. These were found in primary six and seven. Some claimed that they had dropped out of school but the programme would enhance their stay in the education system.

Table 4.2: Sex of the respondents

Category	Frequency	Percentage
Male	50	60
Female	34	40
Total	84	100

Source: Primary Data, March, 2015

With the reference to table 2, according to the findings in the table above, 60% were male and the biggest category of respondents that the researcher interviewed and these comprised of the male. The female were the least with 40% as most of them had dropped out of school due to poverty and discrimination by their parents at home but those that the researcher came across gave their views that U.P.E was a good programme as i had brought them back to school. Besides that the researcher concluded that the male understood the topic of the study compared to the female. Simply because they are knowledgeable about the programme.

Table 4.3: Tribes of the respondents

Category	Frequency	Percentage
Madi	38	45
Kuku	25	30
Lugbara	21	25
Total	84	100

Source: Primary Data, March, 2015

The study finding showed that the Madi with 45% are the most respondents which showed that these were the original occupants of the place even most of the children at school spoke Madi. The Kuku came next with 30% and the least were the Lugbara who are believed to have come to Metu from Arua due to insecurity. Hence found themselves in Moyo. Despite of their tribes being different, these children internalized the topic of the study.

4.2 Challenges to the implementation of U.P.E

Table 4.4: Challenges to the implementation of U.P.E

Category	Frequency	Percentage
Lack of fund	32	38
Poor government policy	27	32
Shortage of materials	15	18
Lack of instructional materials	10	12
Total	84	100

Source: Primary Data, March, 2015

The study findings in the table 4 revealed that lack of funds with 38% was the most factors hindering the implementation of U.P.E. this was because running of school programmes like paying teachers' salaries, construction of class rooms would require lump sum funds.

Government policies that are poor characterized by corruption and imbalanced distribution of schools were the next factor with 32% that had played a critical role towards hindering the implementation of U.P.E. the researcher found out that most schools were prioritized for urban areas and few rural ones.

Implementation of U.P.E in Metu sub county had also been hindered by inadequate materials like classrooms, teachers. This is because such aspect is so critical for running the education system. However under table 4, it showed that 18% presented that shortage of materials in terms of reading books would hinder the implementation of U.P.E hence this would call for provision of more reading materials and establishment of more classes for effective running of the school.

The study showed that lack of instructional materials such as libraries, text books for the pupils came last with 11%. These had also played a hindering factor due to the fact that libraries are very important for both teachers and pupils for their learning and intelligence of pupils in the future.

Conclusively, the study showed that a combined implementation of U.P.E would call for the elimination of such factors if the programme is to be a success in Metu sub county Moyo district.

4.3. Status of existing facilities

Table 4.5: Status of existing facilities

Category	Frequency	Percentage
Latrines	32	38
Water sources	24	28
Classrooms	18	21
Teachers house	10	11
Total	84	100

Source: Primary Data, March, 2015

According to the researcher, she stipulated on table five that 38% indicated that latrines for pupils in MetuSub County were most needed facilities that pupils needed most. This was because there was need to maintain clean sanitation so as to avoid the spread of diseases around the school premises hence it is however the researcher observed that some of the latrines being used by the pupils were in poor shapes lacking roofing and some were filled up which required construction of new ones that was witnessed in lowha primary school hence for better implementation of U.P.E programme.

Water sources were found to out to be the most facilities that pupils needed at school with 28%, water sources which comprised of boreholes and taps that the pupils used o get water for drinking in order to keep them healthy and that was why water is life. However the researcher interviewed some of the pupils and they said that water sources were not enough and thus they shared it with the nearby dispensary(according to the interviewed pupils from Nyojo), though in some of the nearby schools like Lokwa primary school the distance of the tap water was near

The study findings showed that classrooms with 21% were available that these needed some refurbishment simply because some of the classrooms had some cracks, the windows and doors were in poor shapes besides they were not enough to accommodate the number of pupils hence it had been so critical towards hindering the implementation of U.PE.

The researcher noted that the existing teachers'house would not accommodate all teachers. It was noted that some of them were forced to rent out side school premises. Consequently this explained how implementation of U.P.E had been hindered. Teachers were walking and

riding long distances and sometimes reaching very late at school which affected their performance and efficiency of pupils in the school.

4.4 Level of motivation

Table 4.6: Level of motivation

Category	Frequency	Percentage
Provision of incentives for teachers	26	31
Provision of reading materials for pupils	20	24
Pupil -teacher relations	15	18
Provision of qualified staff	13	15
Provision of bursaries	11	13
Total	84	100

Source: Primary Data, March, 2015

The study findings showed that provision of incentives for teachers with 31% was motivating factor for teachers in terms of transport allowances, food allowances which motivated the teachers towards the implementation of the programme. However some incentives such as medical which is a critical factor was discovered to have escalated the implementation of U.P.E simply because of inadequate funds and poor government policy.

The study showed that reading materials such as text books, libraries were aspects of motivation in school with 24%. These had played a critical role towards on encouraging pupils to stay in school. However it was noted that in one of primary schools, reading materials for pupils were in scarcity hence hindering the implementation of U.P.E.

The study showed that the school had established good pupil-teacher relationships meaning that the programme s bound to flourish. Increased pupil-teacher relationship had been very paramount towards enhancing pupil stay a school. However, it was noted that pupils interacted freely with their teachers at different time intervals such as during break time and after school activities which improved and increased on both the teacher and pupils' motivation at school.

The study indicated that this had been of the motivation levels with 15%, this had greatly influenced pupils to stay at school because their teachers could be easily helped by special teachers.

According to the study findings, bursaries had been very important towards motivating pupils at school. It was discovered that these bursaries were being extended to orphaned pupils and to the best performing pupils so as to encourage them stay at school and influence those who had dropped out of school. Bursaries to some extent had played an influential role towards motivating the girls to stay in school and compete with boys a school.

4.5 Attitudes of pupils towards U.P.E

Table 4.7: Attitudes of pupils towards U.P.E.

Category	Frequency	Percentage
Very good	46	55
Good	22	26
Fair	10	11
Poor	6	8
Total	84	100

Source: Primary Data, March, 2015

According to the study, 55% of the pupils claimed that their attitudes towards U.P.E were very good because it would help those from poverty homes to attend education. 26% of the pupils said that their attitude was good because they were learning some aspects of education at school. 11% said that their attitudes towards U.P.E were fair because of its negative implications such as high pupil-teacher relations which would affect their performance. The least category was with 8% belonging to the poor attitudes towards U.P.E. To them they said that U.P.E was not good at all and the researcher found out that these were pupils who came from better families hence were able to pay school fees dues so they looked at the programme as a way of a government to stay in power but not to provide basic education services. Besides that they were even no enough teachers to implement and run the programme.

4.6 Attitudes of the community towards U.P.E

Table 4.8: Attitudes of the community towards U.P.E

Category	Frequency	Percentage
Good	68	81
Bad	16	19
Total	84	100

Source: Primary Data, March, 2015

Basing on the study finding, 80% of the community claimed that their attitude towards U.P.E was good because they could not afford the increasing education school fees. And that the government had helped their children stay in school because most of them would drop out. 19% of the community people said that U.P.E was not good because it was affecting the education standards in the country. They further stressed that they were consolidations of the government to continue ruling but not providing social services. The researcher noted that none of these people had their children in U.P.E schools because they could afford private schools.

CHAPTER FIVE

SUMMARY OF THE FINDINGS, RECOMMENDATIONS AND CONCLUSIONS

5.0 Introduction

This chapter involves a summary, conclusions and recommendation to the key actors in this drive as well as the future strategies. Never the less much efforts needs to be put into action if we are to see that universal primary education is to be implemented

5.1 Summary

The findings out of the study in relation to the challenges to the implementation of universal primary education with the case of Metu sub county reveals that a lot still need to be desired and needs to done in the field of education if all people of school going age are to attain some basic education so as to complete the elementary levels of learning due to lack of school fees, poverty to some extent that even the few existing schools are very expensive, discrimination in the family by their parents in rural areas have not been provided with an opportunity thus this aspect it has been show how imbalanced our education system is today. Many children of school going age have not had an opportunity of going to school which aspect to a larger extent has been attributed to the government due to failure to subsidize the education sector besides even those in the education policy making have not critically thought of how best education can be accessed though there are some programmes that have been implemented and put into place to see that all children attain some education pupils have not attained some education these have not yet been fully integrated in the country's education system due to lack of enough funds, lack of physical activities like enough classrooms, desks, administrative demand among others. Such include lack of teacher's houses, desks for pupils.

According to the interviewed respondents and using the researcher's methods such as observation. It was found out that the existing facilities were in poor shapes hence the programme could not be implemented. These included classrooms in poor conditions and the latrines were in bad conditions that they would not favour children with disabilities. Consequently the implementation of the programme would greatly be affected. However 38% claimed that the facilities could still work but the contribution of existing poor government policy been characterized by poor distribution of resources had played critical role towards hindering the implementation of the programme.

The researcher further went on to evaluate how motivation had hindered the implementation of U.P.E. the study showed that the provision of incentives to teachers with 31% could act as the best alternative to motivate the programme. Then the provision of reading materials with 24% could motivate the programme because the targeted groups could also support its implementation. Pupil – teacher relations was seen as motivating factors between the pupils and the teachers because the pupils had ample time and develop conducive learning atmosphere for the pupils. The least was provision of bursaries to the beneficiaries with 13% because this would encourage the pupils to work hard and compete favourably with the private schools hence improving on the standards and competition in the education sector.

According to the study 55% of the pupils claimed that their attitude towards U.P.E was very good because it would help those from poor homes to attain education. 26% claimed to that their attitude was good because they learnt some basic aspects at school, 11% said that their attitude towards U.P.E was fair because of its negative implication such as high pupil-teacher ratios which would affect their performance and 8% belonging to the poor attitude towards U.P.E. to them, they said that U.P.E was not good at all and the researcher found out that these were pupils who came from better families hence were able to pay for school dues, so they looked at the programme as a way of government to stay in power but not to provide educational services.

Basing on the study findings, 81% of the community claimed that their attitude towards U.P.E was good because they could not afford the increasing education school fees and that the government had helped their children stay in school because most of them had dropped out. While 19% of the community attitudes was bad because it was affecting the education standards in the country. However the researcher noted that none of these people had their children in poor schools because they could afford school fees such as NGOs like UNICEF, the local councils and local communities have put their attention towards the implementation of U.P.E in Uganda but there is quite a number of aspects that need to be curbed.

From the study findings, the researcher drew a summary basing on age bracket that is between the ages of 5-11 years had little knowledge and were not able to internalize the topic of study. While from the age bracket of 14-17 years were able to differentiate between the positive and negative impact of U.P.E. according to the study by the researcher basing on the sex of respondents the male comprised of 60% .this is because they were given the least respondents reason being that most of the females' were forced to drop out of the school and

preferably resorted to marriage couple with poverty and discrimination from the parents at home.

Never he less the researcher went on and looked at the challenges towards the implementation of U.P.E and the most hindering factor which was lack of funds with 38% because effective running of all programmes required enough money. Poor government powers with 32% seemed quite an obstacle to the implementation of U.P.E. the researcher further went on to indicate that lack of materials that is 18% perhaps this being attributed to corruption was also critical. The study further reveal that lack of instructional materials represented 12% had to some extent hindered the implementation of U.P.E.

5.2 Recommendations

Basing on the findings from the study, the researcher found d the following recommendations that were centred to the NGOs, government, local community and international community. These recommendations are aimed at curbing down the challenges to the implementation U.P.E.

5.2.1 To the government

There is need for the government to increase its budget that is meant for education, the current budget needs to be adjusted if we are to have new programmes like U.P.E implemented. One hindrance has been the inadequate finance which has limited its coverage. Increasing the number of teachers would mean government expenditure.

The government should ensure that there is empowerment of education committees at the parish level so that there is efficient monitory of the implementation of U.P.E. since some district education officers are poorly facilitated simply because they cannot follow up on the implementation of U.P.E at lower level and in order to allow for effective implementation of policies at all levels of government, civil society and all stakeholders should endeavour to raise an awareness about the different policies that exist and how they should be implemented.

The government needs to train more teachers so as to have the programme implemented. This is because the pupil-teacher ratio has been increasing in the past years hence playing a critical hindrance in the education section. Many pupils have been forced to drop out of school due to lack of teacher attention and monitoring of the pupils. Hence the gap between the pupils and teachers was too big which calls for special attention.

The government needs to prioritize the budget for the physical facilities such as desks, building among others because these are great determinants for the performance and existence of the education system. U.P.E implementation to a bigger extent has been hindered by the absence of physical facilities mostly buildings.

There is need for massive awareness rising about the role and the responsibilities of all stakeholders in the U.P.E system. This is because there is general lack of knowledge about U.P.E. this will greatly changing their attitudes. Many people still think that U.P.E is national resistance movement programme to continue existing in power. This will also help them identify their roles which will make them part and partial of the programme.

5.2.2 To the local community

Basing on the findings from the study, that was carried out by the researcher she found out the following recommendation cantered to the local community.

The local communities need to make the implementation of U.P.E a first priority on their policy agenda because this will try to help improve on the literacy level so as to receive adequate attention from the government.

The local community should be involved in the contribution and soliciting of funds and building materials so as to become par and partial of the programme hence the programme being fully implemented.

Furthermore, C.B.Os in the society that are meant for the up lifting of educational status should be formed. Perhaps these bodies would comprise of its local people, capacity builders and advocates) they could be able to identify all those challenges involved in the U.P.E programme and work hand in hand at the lowest level.

5.2.3 To the Non-governmental organisations

Non-governmental organizations should cooperate and work hand in hand with the grass roo people and the government so as to see the implementation of U.P.E a success.

Nongovernmental organization should play a critical role towards helping in lobbying for donors in education system in order to supplement on the finance for the effective and efficient running of the programme

More non-profit making organization should come up so as to see the implementation of U.P.E. increased number of organization that are result oriented would see the success for the implementation of the programme.

They should mobilize the local masses about the roles towards the programme. This should greatly help to open the eyes of the masses about the programme

5.2.4 International community

There is need for international community to increase the budgets that are directed towards implementation of U.P.E strategies.

There should be increased monitoring of fiancé that are disbursed to the developing countries end up embezzling the finance hence hindering the success of the updating programme.

5.2.5 Areas for further research

There is need to carry more situational analysis as far as the implementation of U.P.E programme is concerned in the district. With this, there is need to find out the obstacles hindering the implementation of the programme and find out measures of how to curb them down. Most programme is like abuse, economic crisis have failed out due to having not understood the failures of the programme.

Most programme like child abuse, economic crises have failed out due to having not understood the failures of the programme.

There is need for the implementers and key actors of the programmes to set up wider budgets for the education programmes so as that in the nearby future U.P.E programme becomes a successful programme.

Never the less there is need for the government to educate the local people about the importance of the programme or else many would continue to fail due to lack of assurance of masses and sensitize the masses about the benefit of the programme to those in need.

5.3 conclusions

Basing on the research findings as summarized in the previous section, then researcher frames the conclusion that the concept of universal primary education implementation still calls and demands for a great or combined effort and support of all the concerned people but mostly the programme should raise their action.

There is need for the government to have a wider budget allocation for the problem of social sectors like education. It's estimated that according to the ministry of education about 20% of the rural areas still lack schools.

That even the existing ones quite expensive for the rural based people and about 54% of the girls dropped out of school due to lack of teacher attention, discrimination in the homes by parents which scenario goes to manifest how the education accessibility is still low, there has been a general imbalance in distribution of education services 75% of the better schools have been set up in urban areas hence creating a bigger gap and education standards differential. Besides even the money meant for education is always mishandled, however with the elimination of such obstacles, the implementation of would be successful programme.

Conclusively the researcher noted that with a combination of these factors and strenuous effort form by the government stake holders and the local commonly would enhance the implementation of the programme.

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APPENDICES

APPENDIX A: QUESTIONNAIRE GUIDE FOR PUPILS

Dear respondent,

May you please feel free to answer the questions listed below and also free to add other information that may be of relevancy to the research to find information on the challenges of implementation of U.P.E. The study is conducted with the aim of fulfilling the requirement for the award of degree in development studies at Kampala International University (K.I.U) but not for any outside issues. Be honest as the data will be handled in as much as confidentially as possible.

I look forward for your positive responses

INTRODUCTION

Tick in appropriate box, Fill in the spaces Optional

SECTION A: SOCIO-DEMOGRAPHIC

1. Age

a) 5-7 ☐ b) 8-10 ☐ c) 11-14 ☐ d) 15-17 ☐

2. Gender

a) Male ☐ b) Female ☐

3. Tribe

a) Madi ☐ b) Lugbara ☐ c) Achoil ☐ d) Kuku ☐

4. Do you have any impairment?

a) Yes ☐ b) No ☐

5. Which position are you in the family?

a) First born ☐

b) Second born ☐

c) Third born ☐

d) Fourth born ☐

SECTION B

INFLUENCE OF CORRUPTION ON IMPLEMENTATION OF U.P.E

6. Do you like UPE programme?

a) Yes ☐ b) No ☐

7. Do you know who introduced U.P.E programme?

a) Yes ☐ b) No ☐

8. What do you think have been the challenges to U.P.E. implementation?

a) Lack of enough funds ☐

b) Poor government policy ☐

c) Shortages of reading materials like books ☐

SECTION C : STATUS OF THE EXISTING FACILITIES

9. As pupils, have the existing facilities like water, latrine hindered UPE implementation?

a) Yes ☐ b) No ☐

10. Have they constructed for you new facilities in your school like

a) New latrine ☐

b) New water source like boreholes ☐

c) New class rooms ☐

11. Is the existing facilities conducive for your learning purpose?

a) Yes ☐ b) No ☐

SECTION D: LEVEL OF MOTIVATION

12. Do you understand what motivation is?

a) Yes ☐ b) No ☐

13. a) Can you give ways in which one can be motivated to do something?

1) Yes ☐ 2) No ☐

b) Give reasons to your answers

14. As pupils, does your school administration motivate you to read?

a) Yes ☐ b) No ☐

c) If yes, explain and if no why

15. Do you have free interactions with your teachers?

a) Yes ☐ b) No ☐

16. What time do you normally have the free interactions with your teachers?

a) During class time ☐

b) During break time ☐

c) After class room activities ☐

SECTION E: ATTITUDES AND SUPPORT FOR U.P.E

17. What are your attitudes towards U.P.E?

a) Very good ☐ b) Good ☐ Fair ☐ Poor ☐

18. As pupils, do you support U.P.E programme in school?

a) Yes ☐ b) No ☐

19 does your school receive any support from any organization?

a) Yes ☐ b) No ☐

i. If it receives, which organisation specifically?

a) Government ☐

b) Community ☐

c) Nongovernmental organisation ☐

ii. What form of support?

a) Provision of scholastic materials like books and pens. ☐

b) Provision of building materials like iron sheets ☐

c) Provision of sponsorship. ☐

20. What are the attitudes and support of community members towards U.P.E programmes in your school?

a) Very good ☐ b) Good ☐ c) Fair ☐ d) Poor ☐

APPENDIX B

INTERVIEW GUIDE FOR TEACHERS

Dear respondent,

May you please feel free to answer the questions listed below and also free to add other information that may be of relevancy to the research to find information on the influence of corruption on the implementation of U.P.E. The study is conducted with the aim of fulfilling the requirement for the award of degree in development studies at Kampala International University but not for any outside issues. Be honest as the data will be handled as much as confidently as possible.

I look forward for your positive responses

1. What benefit have you got in trying to implement U.P.E programme?
2. How best do you think these challenges can be solved?
3. Do you think U.P.E would be a good programme if you do not encounter such problems?
4. What are the attitudes of the community members towards UPE programme?
5. Has your school received any support from any organization? If yes which organization specifically?
6. Are the existing facilities enough to facilitate the children in your school?
7. According to your own opinion how best do you think UPE programme be implemented?

APPENDIX C

INTERVIEW GUIDE FOR HEAD TEACHERS

Dear respondent,

May you please feel free to answer the questions listed below and also free to add other information that may be of relevancy to the research to find information on the influence of corruption on the implementation of U.P.E. The study is conducted with the aim of fulfilling the requirement for the award of degree in development studies at Kampala International University but not for any outside issues. Be honest as the data will be handled as much as confidently as possible.

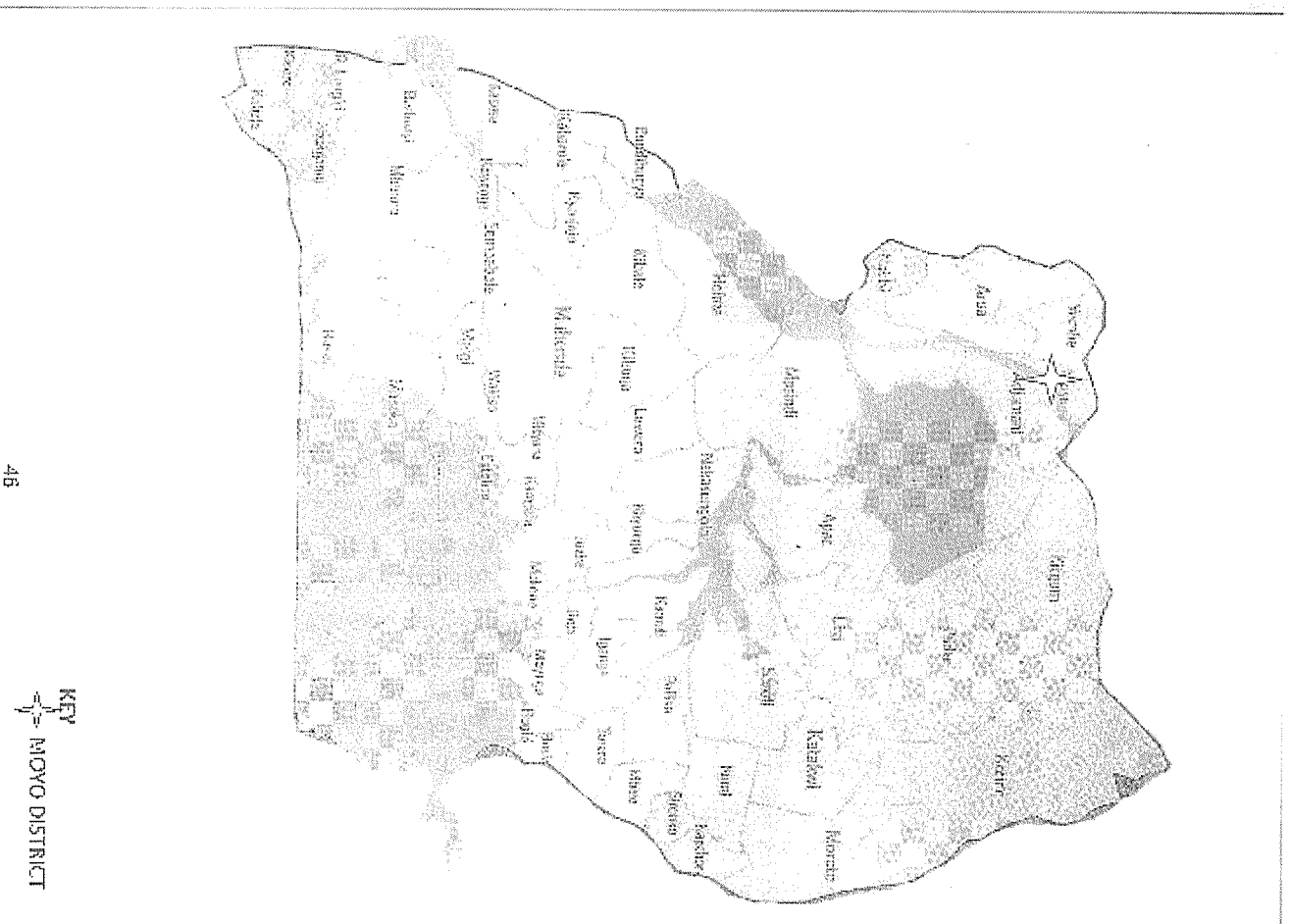
I look forward for your positive responses

1. What challenges have you faced in trying to implement U.P.E programme?
2. How best do you think these challenges can be solved?
3. Do you think UPE would be a good programme if you do not encounter such challenges?
4. What are the attitudes of the community members towards UPE programme?
5. Has your school received any support from any organization? If yes which organizations specifically?
6. Since the inception of U.P.E programme how has been the performance of the school?
7. What are the challenges that your school has been facing and has never been solved at all?
8. What are some of the existing facilities that have enhanced the implementation of UPE programme?

APPENDIX D

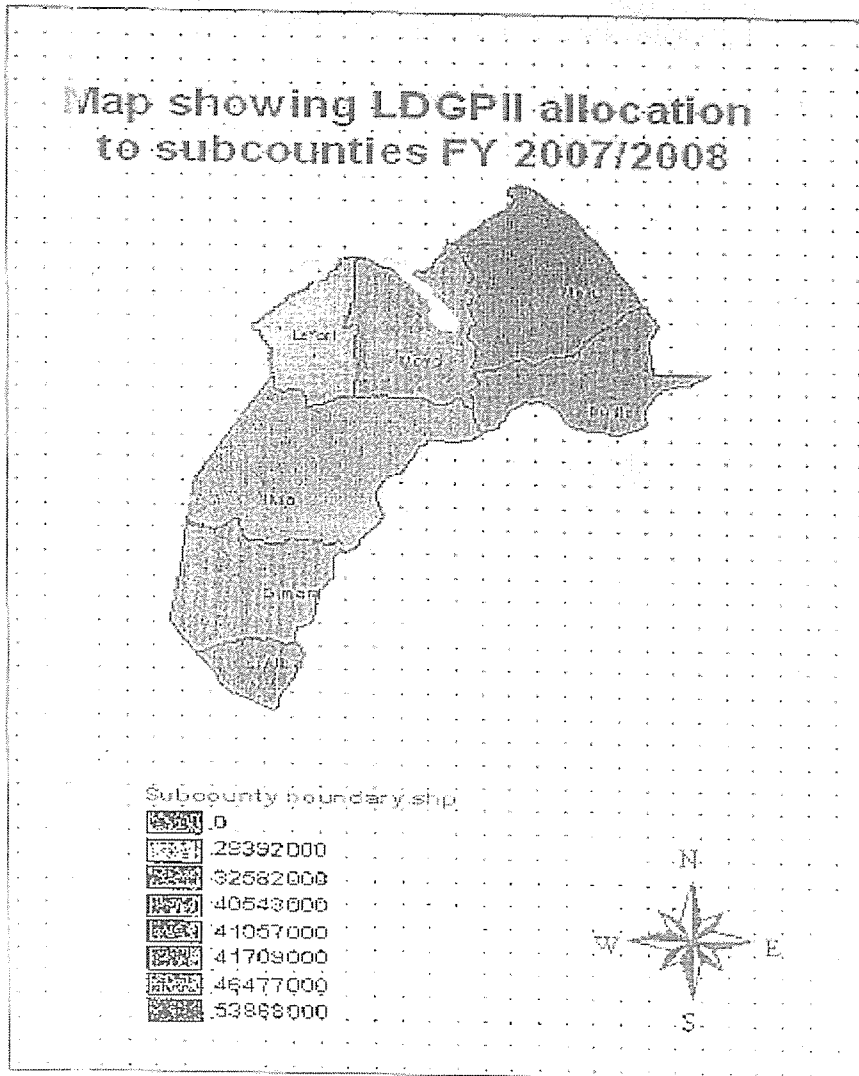
MAP OF UGANDA SHOWING MOYO DISTRICT

THE MAP OF UGANDA SHOWING Moyo DISTRICT



APPENDIX E

MAP SHOWING LDGP11 ALLOCATION TO SUBCOUNTRIES FY 2007/2008



Map Showing Moye District (Study Area)