

**THE IMPACT OF UNIVERSAL PRIMARY EDUCATION ON GIRL CHILD  
EDUCATION IN ADJUMANI DISTRICT IN NORTHERN UGANDA**

**A CASE STUDY OF PAKELLE SUB COUNTY**

**BY**

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**A RESEARCH REPORT SUBMITTED TO THE COLLEGE OF HUMANITIES  
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### DECLARATION

I **IZARUA FAITH** declare that this report paper entitled universal primary education (UPE) on girl child education in Pakelle Sub county Adjumani district Northern Uganda is entirely my efforts and has not been submitted to the college of humanities and social sciences of Kampala International University by any other person for academic award.

Signature.....

Date .......

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## DEDICATION

In a chronological way, I would like to recognize the efforts of several people that have propounded and laid the foundation of this research proposal to be compiled.

I owe a special honor to my parents; **Mr. Urri Tobias and Mrs. Assumpta Urri** of Pakelle Sub county Adjumani District who managed to assist me financially during the research report process.

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In chronological way, I first thank the almighty God for the gift of life, love, protection care and all the provision he has extended to me in all times of educational hardships, up to the time I have managed to compile this research report my you continue blessing my struggle and your name should be glorified forever ever and ever more.

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Never the less, I also acknowledge the efforts of different authors for having made a thorough research that helped me in relating my literature review until the final of research report being completed may their effort be blessed.

Above all my only son **Agani Jethro Precious** may you create a difference

Finally most importantly, I appreciate the efforts of my supervisor **Mr. Nuwamanya Butamanya Richard**, A Lecturer of Kampala International University for Academic Guidance rendered to towards the accomplishment of this research report may God bless him abundantly.

### APPROVAL

This research report has been duly supervised and submitted with my approval as a university supervisor

Name: **Mr. NUWAMANYA BUTAMANYA**

Sign.....

Date.....

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## **ABSTRACT**

Despite the importance of universal primary schools as a foundation for the country's formal education for increased number of girl child education, the Ministry of Education spends less than three percent of its budget on this sub-sector. The General objective of the study was to determine the impact of universal primary education on girl child education. The research study was conducted between November 2014 and march 2015. The study was carried in Pakelle Sub County, in Adjumani district in northern of Uganda.

The study benefits the girl child pupils since their well being is advocated for in the study. The study also forms a basis for future researchers who may research on a related topic and equip the researcher with knowledge about universal primary education in Uganda.

Parents will benefit from the study in a way that they will understand the importance of girl child education and understand that it is the basis for future education.

The government should have a policy in place that focus on the impact of universal primary education on early childhood education and also put them in practice.

## CHAPTER ONE

### 1.0 Introduction

The research study is aimed at investigating the impacts of UPE on girl child education in Pakele Sub-county, Adjumani District, the aim of the study is to expose the pupils to her field experience learnt theoretically so as to apply it in real life in acquiring research skills and techniques of handling research problems. Universal Primary Education is a programme policy of government of Uganda in order to address the high illiterate rates in the country.

Notably the gap in education between boys and girls was very wide hence prompting a need to research on the possible challenges of the girl child as far as UPE program is concerned.

The introduction of Universal Primary Education (UPE) has been followed by a big improvement in the distribution of expenditures for primary education, largely in favor of the poor and of girls. Gross primary school enrolment increased from 71% of school age children in 1990 to 127% in 2003. Primary completion rates remain a challenge raising concerns about the quality of education.

The decade long effort to bring health services closer to the poor, as well as the recent abolition of user fees has also helped to improve the access of the poor to public health services. As a result, less than five mortality declined from 180% per, 1000 live births in 1988/89 to 8152 in 2000. These achievements enabled Uganda to improve its ranking in the UNDP'S human development report from 154 out of 173 countries in 1994 to 144 out of 177 countries in 2005.

Education is one of the most critical areas of empowerment for women, as both the Cairo and Beijing conferences affirmed. It is also an area that offers some of the clearest examples of discrimination women suffer. Among children not attending school there are twice as many girls as boys, and among illiterate adults there are twice as many women as men.

Offering girls basic education is one way of giving them much greater power -- of enabling them to make genuine choices over the kinds of lives they wish to lead. This is not a luxury. The

Convention on the Rights of the Child and the Convention on the Elimination of All Forms of Discrimination against Women establish it as a basic human right.

### **1.1 Background of the study**

Globally in Benin (1916), a 40% point disparity existed between boys and girls enrolments in basic education, in Yemen, there is a high point disparity and in (Had a 41%) point disparity.

According to Macina et al, (1999), in Benin her book girl child educational supported by World Bank through International Development Association (IDA). It asserts that this year at the close of the millennium development goals by World Bank estimates over 150 million children aged 6 to 11 years are out of school, many of them in international development association countries.

Over recent decades there has certainly been significant progress in girls' education. Between 1970 and 1992, combined primary and secondary enrolment for girls in developing countries rose from 38 per cent to 68 per cent -- with particularly high rates in East Asia (83 per cent) and Latin America (87 per cent). But there is still some way to go. In the least developed countries enrolment rates are only 47 per cent at the primary level and 12 per cent at the secondary level.

However, in Venezuela (1916), girls limited access to educational opportunities is only one side of the bleak picture for the girls who do manage to enroll in school, their stay there is often for two short, girls drop out rates are often exceedingly high, come data from a typical government (province) in Yemen illustrates this clearly. In most districts within the illustrative government rate, only around half of the girls who began school are still enrolled four years later.

Sub-Saharan Africa is particularly affected as over a quarter of its children of primary school age was out of school in 2007. It is estimated that there is a \$16.2 billion annual external financing gap between available domestic resources and what is needed to achieve the basic education goals in low income countries, with current aid levels addressing only 15% of that gap and resources are all too often not provided to those countries who need it most and the amounts pledged not fully honored.

Difficulties faced by donors in the sphere of achieving UPE, highlighted by researchers at the Overseas Development Institute, include:

- failings in aid architecture (though the Paris Declaration and FTI initiatives represent significant improvements)
- The evidence-based case for further investment in basic education has not been made strongly enough to support girl child education.
- Recipient governments are reluctant to borrow funds for the recurrent costs education entails.

The second goal in the United Nations Millennium Development Goal is to achieve **Universal Primary Education**, more specifically, to “ensure that by 2015, children everywhere, boys and girls alike will be able to complete a full course of primary schooling.” Currently, there are more than 100 million children around the world of primary school age who are not in school.

The majority of these children are in regions of sub-Saharan Africa and South Asia and within these countries, girls are at the greatest disadvantage in receiving access to education at the primary school age. Since the Millennium Development Goals were launched, many developing countries, such as China, Chile, Cuba, Singapore and Sri Lanka, have successfully completed a campaign towards universal primary education.

**Gender** contributes to a child's lack of access and attendance to education. Although it may not be as obvious a problem today, gender equality in education has been an issue for a long time. Many investments in girls' education in the 1900s addressed the widespread lack of access to primary education in developing countries (Dowd 2000).

There is currently a gender discrepancy in education. In 25 countries the proportion of boys enrolling in secondary school is higher than girls by 10% or more, and in five; India, Nepal, Togo, Turkey and Yemen, the gap exceeds 20%. Enrollment is low for both boys and girls in sub-Saharan Africa, with rates of just 27% and 22%. Girls trail respectively behind (Douglas 2012).

It is generally believed that girls are often discouraged from attending primary schooling, especially in less developed countries for religious and cultural reasons, but there is little evidence available to support this association. However, there is evidence to prove that the disparity of gender in education is real. Today some 78% of girls drop out of school, compared with 48% of boys (Douglas). A child's **gender** continues to contribute to access and attendance today.

Majority of these children will very likely never attain basic literacy and numeracy a impact which will rest rich their life in poverty, girls are more likely to suffer this fate, they account for over 90 million of the 150 million young children out of school. The startlingly evident in many international development association countries.

Although Uganda has made significant progress in achieving education for all especially primary one enrolment education for all, the survival rates are still low. The proportion of girls who drop out is higher than boys especially after primary five. Girls also tend to repeat less often than boys. Most of the children dropout because they are not interested in study. Sickness, search for jobs/child labor and lack of school fees are some of the main reasons for dropping out.

However, despite all these important achievements, the world is currently not on course to achieve its target of universal primary education (UPE) by 2015. Currently, 120 million children could still be out of school in 2015 and girls will still lag behind boys in school enrollment and attendance.

## **1.2 Statement of the problem**

Despite of the government emphasis other child education support organizations, girl education is trying to improve in some parts of the country however, in Adjumani district its contrary in Pakele Sub County.

According to the Sub County reports on the enrollment of girl child education in school about 40% of the girls still do not have access to education. The reason for this is not known, thus why the researcher is inspired in conducting a study on the impact of UPE on girl child education.

Therefore offering girls basic education is one sure way of giving them much greater power of enabling them to make genuine choices over the kinds of lives they wish to lead. This is not a luxury. The Convention on the Rights of the Child and the Convention on the Elimination of All Forms of Discrimination against Women establish it as a basic human right.

## **1.3 Objectives to the study**

### **1.3.1 General objective**

To determine the impact of universal primary education on girl child education in pakelle sub county adjumani district.

### **1.3.2 Specific Objectives**

To determine the impact of universal primary education on girl child education in regards to enrolment of pupils in pakelle sub county.

To determine impact of universal primary education on girl child education in regards to government inspection in pakelle sub county.

To identify the policies that has been set to improve on girl child education.

#### 1.4 Research questions

What is the relationship between Universal Primary Education and the enrolment of girl child pupils?

What is the relationship between Universal Primary Education and government inspection of girl child education?

What policies can government adopt to handle the effect of Universal Primary Education on girl child education?

#### 1.5 Scope of the study

##### 1.5.1 Geographical scope

**Uganda** which is, officially the **Republic of Uganda**, is a landlocked country in East Africa. It is bordered on the east by Kenya, on the north by South Sudan, on the west by the Democratic Republic of the Congo, on the southwest by Rwanda, and on the so east within the Nile basin, and has a varied but generally equatorial climate.

**Lastly Pakelle Sub County** is, in northern Uganda, in adjumani district neighboring south sudan on the west. Pakelle Sub County is both a settlement and commercial area with over 78 percent of the population involved education system.

##### 1.5.2 Time scope

The study took a period of three months that is from 21<sup>st</sup> November 2014 to 1<sup>st</sup> February 2015 in obtaining data on the impact of universal primary education in relation to girl child education.



## **1.6 Significance of the study**

The study is significant in the following ways

The government and policy makers will take into consideration the importance of girl child education and also realize why the enrolment of the pupils has decreased and therefore make policies that help increase enrolment of pupils in particular to girls.

The government will be informed of the impact of universal primary education has had on girl child education and therefore know how to handle both primary education and girl child education.

Government will be also informed that for universal primary education to succeed girl child education have to be monitored and therefore give it the attention it needs and more so make it compulsory.

The study will also benefit the girl child pupils since their well being will be advocated for in the study.

The study forms a basis for future researchers who may research on a related topic and equips the researcher with knowledge about universal primary education in Uganda. Parents also benefit from the study in a way that they understand the importance of girl child education and understand that it is the basis for future generation.

## **1.7 Study variables**

This refers to anything which varies from case to case or from time to time for example weight, income and height. This includes independent and dependent variables where one consequently leads to the other.

### **1.8 Operational definition**

Education; is the transmission of knowledge from one generation to the next and the accumulation of wisdom and knowledge (Nyerere Julius).

Universal; refers to the means by which each individual enrolls in education and much of the cost is negotiable.

Primary Education; the general circular lays emphasis on skills such as basic computer skills, vocational skills, emphasis on the attainment of skills

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

This chapter presents the literature by other different authors in respect to the study variables; the variables in this study include the impact of UPE and girl child education.

Literature review is a nutshell summary of the proposal. For quite many years world over Uganda inclusive and Adjumani district in specific the girl child education has not been taken in prime light in the fields of education. Girls were viewed as assets, properties and source of income not fit or due to be educated only subjected to marital obligations.

Studies have been conducted to assess the effects of universal primary education (UPE) on girl child education in primary schools. Some report on negative effects, while others note no major drawbacks. While the overall impact of the policy (universal primary education) is yet to be determined, the UNESCO/OECD universal primary educational policy review mission, who took place in September 2000, observed that the policy did have a negative impact on girl child education.

#### **2.1 Impact of universal primary education (UPE) on girl child education**

##### **2.1.1 Enrolment for pupils**

The main reason for this phenomenon is that since the implementation of universal primary education (UPE), well-off parents are choosing to withdraw their children from universal primary schools to private schools. (UNESCO 2013).

UNICEF believes that in treating education as a basic human right, it will address the basic inequalities in our society, especially gender inequalities. It focuses on the most disadvantaged children through a range of innovative programs and initiatives. In working with local, national and international partners, UNICEF's work is contributing to the realization of the 2nd

millennium development goal by 2015, has remained significantly low with emphasis being laid on primary education. (UNESCO 2005).

### **2.1.2 Government inspection**

At the district level, inspection and supervision of girl child educational Centers, some of which is carried out by the district-based zonal inspectors of schools, have reportedly become less frequent. Instructed by the governments to closely monitor the progress of universal primary school (UPE), the zonal inspectors are spending more time visiting primary schools in general leaving little time for girl child supervision with girl child educational centers. (UNESCO 2006).

## **2.2 Policies to handle the problems of universal primary education in Uganda**

To handle problems caused by universal primary education (UPE), three broad policy options can be considered. According to UNICEF, experience in scores of countries shows the importance, among other things, of:

Parental and community involvement -- Families and communities must be important partners with schools in developing curriculum and managing children's education. Schools close to home, with women teachers -- Many parents worry about girls travelling long distances on their own. Many parents also prefer to have daughters taught by women. (World Bank 2013)

Low-cost and flexible timetables -- Basic education should be free or cost very little. Where possible, there should be stipends and scholarships to compensate families for the loss of girls' household labor. Also, school hours should be flexible so children can help at home and still attend classes. (Abe and Odipo 2007).

Preparation for school -- Girls do best when they receive early childhood care, which enhances their self-esteem and prepares them for school. Relevant curricula -- Learning materials should be relevant to the girl's background and be in the local language. They should also avoid reproducing gender stereotypes. (MOEST, 2012). The PFS option is aimed at ensuring that all five-year-old girl children have at least one year of preparation for primary education. Viewed as

a strategy for resolving the twin problems of children unprepared for formal schooling and inequitable access to early learning opportunities, the option is under consideration by the national authorities and receives support from many girl child educational centers and parents (Abe and MOEST, 2008).

In conclusion, an educated woman will also be more productive at work -- and better paid. Indeed, the dividend for educational investment is often higher for women than men. Studies from a number of countries suggest that an extra year of schooling will increase a woman's future earnings by about 15 per cent, compared with 11 per cent for a man.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.0 Introduction**

This section of the proposal presents the methodology that was used by the researcher. It gives detailed information about the research design that was adopted by the researcher, the study area and population, sampling design and size, data collection instruments , data analysis and presentation and ethical considerations.

#### **3.1 Research Design**

This study used a descriptive cross-sectional design and used a combination of both quantitative and qualitative methodology. This methodology was chosen because of its complementary advantage where qualitative data is handy in producing an in-depth body of findings from quantitative methods. This was to provide adequately needed information for analyzing the research problem. The study used primary data collection from the field.

#### **3.2 The study population**

The target group of this study included primary pupils both girls and boys in upper classes.

It also included employees' at the administrative levels of schools in pakelle Sub County. This included the board members, extension service supervisors, and teachers, both male and female teachers in schools within the sub county.

#### **3.3 The sample population**

The sample population was composed of the 50 respondents of whom were the staff, pupils and board members of the school. The board members were considered because they are policy

makers in which case their decisions and recommendations were crucial in terms of policy making and staff performance.

### **3.4 Sample and size selection**

The population included school staff and board of directors in primary school. Respondent selection was based on non random sampling selection process because researchers wanted key information from employees since they were having knowledge and experience.

### **3.5 Data Collection instruments**

This study used both quantitative and qualitative method of data collection. In this regard, the study was based on interview guides and self-administered questionnaires. The interview guides helped to generate detailed qualitative information from the field through in-depth interviews. Further questionnaires were chosen because of their ability to generate both qualitative and quantitative data using both close and open ended questions. Questionnaires method of data collection was also chosen because most of the respondents were educated and fairly could understand the questions that were asked in the questionnaires.

### **3.6 Data processing, analysis and presentation**

Both quantitative and qualitative methods of data analysis were used. For quantitative data analysis involved sorting, assigning symbols, codes and grouping responses into categories where frequency counts and percentages was used to compare responses. Data was then presented in percentages, and tables. Consequently, descriptive statistics such as frequencies and percentages was used to describe and summarize the data. On the other hand qualitative analysis was to begin with extracting the data from interviews and questionnaires. Themes were then developed to guide the analysis of the data which was presented in a descriptive form.

### **3.7 Quality control and field Activities**

To ensure credible results that were obtained from the field, research assistants were recruited to assist the principle researcher in mobilizing the respondents, conducting interviews and administering questionnaires. The choice of the assistants was on the academic background with relevant knowledge in research, fluency in both English and the local language that is to say madi commonly spoken by the locals.

### **3.8 Ethical consideration and procedures**

Before administering the questionnaires or conducting the in-depth interviews, the consent of the respondents was sought and the study objectives were properly explained and clarifications were made to them about their voluntary participation.

Finally, the respondents were assured of the confidentiality and anonymity at all stages of data collection, analysis and reporting except where express permission was granted to have their names mentioned in the final report.

### **3.9 Limitations**

- Lack of transport, from town to that sub-county (Pakele) getting transport was not easy.
- The community members were not easy to pass information about Universal Primary education because they thought that government wants to reduce the number of pupils per families.
- Long distance, Pakelle Sub County was very far compared to other places in the region.

#### **3.9.1 Delimitations**

It was very easy to get information from community members especially if you are from that place or region because they thought that government sent you to go and help them.

It was easy to access books from Adjumani because of public library which contains so many data.



It was very easy to communicate with community members because we were using our local language.

### **Conclusion**

With the aid of research instruments such as questionnaires, interview guide among others and the different methods of data collection, it's of no doubt that the researcher was collecting the necessary information with ease. This was to make the research work a useful piece of knowledge.

## CHAPTER FOUR

### DATA PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDINGS

#### 4.0 Introduction

This chapter is a presentation, interpretation and discussion of the field results. The results are presented in tables and in form of frequency counts and percentages in answering these objectives namely: determining impact of Universal Primary Education on girl child education in regards to pupils enrolment, government inspection and to identify the policies set to improve on girl child education.

#### 4.1 Background information

**Table1:** Below shows the profile of the respondents

CATEGORY	FREQUENCY	PERCENTAGE %
Sex		
Male	29	64
Female	16	36
Total	45	100
Age		
18-25	9	20
26-35	24	53
35 and above	12	27
Total	45	100
Academic level		

<b>Certificate</b>	15	33
<b>Diploma</b>	22	49
<b>degree</b>	8	18
<b>Total</b>	45	100

**Source: field data (2015)**

Thirty (30) questionnaires were distributed to the teachers and 25 were filled and returned. This therefore represents 83 % of the total number of questionnaires that were distributed. The study covered 45 randomly and purposively selected respondents of whom 29 representing 64% were male and 16 representing 36% were female.

The age category of the respondents was divided into three categories. Between 18-25 years were 9, which was 20% of the total population. 26-35 years were 24 representing 53% and 35 and above were 12 representing 27%

The academic level of the respondents was divided into three categories that is certificate, diploma and degree 15 (33%) of the respondents had certificates in while 22 (49%) had diplomas and 8(18%) had degrees.

## **4.2 Impact of universal primary education on girl child education.**

### **4.2.1. Enrollment of pupils**

The respondents were asked whether the introduction of universal primary education has had an impact on the enrollment of girl child education and this was their response.

**Table 2 has universal primary education had an impact on the enrollment of girl child education?**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Yes</b>	19	76
<b>No</b>	6	24
<b>Total</b>	25	100

**Source: primary data (2015)**

According to the table and chart 19(76%) of the respondents agreed that universal primary education had an impact on the enrollment of girl child education and 6(24%) disagreed. All the ministry officials interviewed agreed that universal primary education has had an impact on the enrollment of girl child education.

The respondents were asked how universal primary education has affected enrollment of girl child education and this was the response.

#### 4.2.2 Effect of universal primary education on enrolment of girl child education

**Table 3: How universal primary education has affected enrollment of girl child education.**

Response	Frequency	Percentage
Increased	2	8
Decreased	21	84
Not changed	2	8
Total	25	100

**Source: primary data (2015)**

According to the table shown above 2(8%) of the respondents said that the enrolment of girl child education has increased since the implementation universal primary education while 21(84%) said that enrollment has decreased and 2(8%) said there has been no change. According to the ministry officials girl child education enrollment has decreased since the implementation of universal primary education.

The teachers revealed that before 2005 the enrollment of girls was high however with the introduction of universal primary education in 1997.

The respondents were asked whether because of universal primary education parents are withdrawing their children from education and this was the response.

#### 4.2.3 The role of parents in influencing enrolment due to UPE

Table 4 parents is withdrawing off their children from universal primary education

Response	Frequency	Percentage
Agree	15	60
Disagree	4	16
Not sure	6	24
Total	25	100

Source: primary data (2015)

According to the table 15(60%) of the respondents agree that parents are withdrawing their children from universal primary schools because of private primary education while 4(16%) disagree and 6(24%) were not sure.

In a focus group discussion with the parents they revealed that their children perform poorly in public schools and therefore decide to remove them from universal primary schools.

The respondents were asked whether parents want universal primary education and this was the response.

#### 4.2.4 Parents view on universal primary education

Table 5: parents want universal primary education.

Response	Frequency	Percentage
Agree	21	84
Disagree	3	12
Not sure	1	4
Total	25	100

Source: primary data (2015)

**Table: 5.** Illustrates that most respondents that is 21(84%) agree that parents want universal primary education while 3(12%) disagree and 1(4%) are not sure.

All the parents agreed that they wanted universal education to be free and they joked that who does not want free things .

#### 4.2.5 Impact of universal primary education on the functioning of nursery schools

Table 6 universal primary educations have led to private primary school closing.

Response	Frequency	Percentage
Agree	3	12
Disagree	20	80
Not sure	2	8
Total	25	100

Source: primary data (2015)

The table show that 3(12%) of the respondents agreed that universal primary education has led to the closing of private schools while 20(80%) disagree and 2(8%) are not sure

According to the ministry officials even though the number of enrollments has decreased no private primary school has closed.

The respondents were asked whether parents take their children straight to primary school education because of universal primary education and this was the response.

#### 4.2.6 Evidence of parents enrolling children straight in primary schools

**Table 7** parents take their children straight to primary education

Response	Frequency	Percentage
Agree	18	72
Disagree	3	12
Not sure	4	16
Total	25	100

**Source: primary data (2015)**

Table 7 shows that 18(72%) of the respondents agree that because of universal primary education the poor are taking their children straight to primary education while 3 (12%) disagree and 4(16%) are not sure.

Some parents revealed that since they did not have enough money for private education they had to take their children straight to universal primary education which was free.

According to the ministry officials the number of girl child joining standard one is high and this is because they are not taking them for private primary education. They also revealed that some



parents bring their children to universal primary education when they are too young.

#### **4.3 Government inspection.**

The respondents were asked whether the government inspects universal primary schools and this was their response.

**Table 8 Inspection of universal primary school**

Response	Frequency	Percentage
Yes	18	72
No	7	28
<b>Total</b>	<b>25</b>	<b>100</b>

**Source: primary data (2015)**

Table 8 shows 18(72%) of the respondents agree that government inspects universal primary schools and 7(28%) disagree. According to ministry official's government inspects the girl child development educational centre's (GCDEC'S) once a month.

##### **4.3.1 Government aid inspection and quality of girl child education in universal primary school**

The respondents were asked whether the introduction of universal primary education (UPE) has affected government and this was the response.

**Table 9 Effect of UPE Inspections on Private primary school**

Response	Frequency	Percentage
Yes	16	74
No	9	28
<b>Total</b>	<b>25</b>	<b>100</b>

**Source: primary data (2015)**

According to the table 16(74%) of the respondents agree that Universal primary education (UPE) has affected government inspection of girl child education and 9(36%) disagree. The teachers revealed that before UPE, government would inspect the centers often however since its introduction government inspection has decreased.

#### **4.3.2 Governments role in the sustaining of girl child education in pakelle Sub County in adjumani district.**

The respondents were asked whether because of universal primary education government does not care about girl child education and this was the response.

Table ten shows the responses of respondents on government role in sustaining of girl child education.

Response	Frequency	Percentage
Agree	5	20
Disagree	15	60
Not sure	8	20
<b>Total</b>	<b>25</b>	<b>100</b>

**Source:primary data(2015)**

According to the table above 5(20%) of the respondents agree that government does not care about girl child education while 15(60%) disagree while 8(20%) are not sure. The ministry officials said that government cares about girl child education because “educating a girl you will have saved and educated a Nation”.

#### **4.4 suggested Policies by respondents on girl child education promotion in Uganda**

The respondents were asked what policies can be put in place to tackle the impact of Universal primary education on girl child education and this was the response.

The teachers suggested that government should increase teacher’s salary and also set up sponsorship funds for teachers to go for further studies.

The parents suggested that universal primary education should be extended to nursery education because it is the basis for education.

The respondents were asked whether the available policies were helpful and this was the response.

**Table 11 Usefulness of the available policies**

Response	Frequency	Percentage
Yes	16	74
No	9	28
Total	25	100

**Source: field data (2015)**

According to the table above 16(74%) agree that the policies are useful while 9(28%) disagree. The respondents revealed that government does not put in place the available policies even if they are useful.

## **CHAPTER FIVE**

### **SUMMARY OF FINDINGS, DISCUSSION, CONCLUSION AND RECOMMENDATIONS**

#### **5.0. Introduction**

The major purpose of the study was to determine the impact of universal primary education on girl child education. This chapter focuses on the discussions of the findings, conclusions and recommendations. Finally, the chapter ends with suggestions for further research.

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

The study revealed in the first objective of enrollment of girl child education that UPE has had an effect on the enrollment of girl child education because parents are withdrawing their children from private primary schools and also want it to be made free like public primary education and this is supported by UNESCO (2005) that poor parents are choosing to withdraw their children from ECO centers and / or keep them at home until they reach the age of primary school entry. They refuse to pay the fees for ECD on the grounds that ECD, like primary education, should be free.

The third objective was to determine the impact of universal primary education on government inspection of girl child education and the study revealed that government reduced on the number of visits to the centers. Instructed by the governments to closely monitor the progress of UPE, the zonal inspectors are spending more time visiting primary schools leaving little room for work with ECD centers. (UNESCO 2006).

Finally the study sought policies that would help on the impact of universal primary education on girl child education and the respondents suggested that free education should extend to ECDE. The study also found out that government did not use the available policies.

## **5.2. Conclusion**

The main purpose of the study was to determine the impact of universal primary education on girl child education.

It was established that the introduction of universal primary education has led to high enrollment of girls since most parents have withdrawn their children from private schools.

Government inspection to the centers has decreased since government has to visit primary schools and secondary schools.

The policies government places into place concerning girl child education are not put into practice.

## **5.3 Recommendations**

1. The government should also introduce free early childhood education because parents have decided to pull out their children from early childhood education and yet it is important for the country and primary education.

2. The government should have a policy in place that focus on the impact of universal primary education on girl child education and also put them in practice.

3. Teachers salary should be increased to motivate them and they should also be sponsored to go for further studies.

## **5.4 Suggestions for further research**

Research should be conducted on the effects of private primary schools on girl child education.

## APPENDICES

### Appendix A: Questionnaire for teachers

Dear respondent,

I am **IZARUA FAITH** an undergraduate student of Kampala International University conducting a study on the impact of universal primary education on girl child education in Pakelle Sub County, Adjuman district. You have been identified as a key person to make this study a success.

I therefore request you to answer the questions below and the answers given will be treated with high levels of confidentiality.

Thank you.

#### Part A: Bio Data (tick where applicable)

1. Gender

a) Male ☐ b) Female ☐

2. Age of respondents

a) 20-29 years b) 30-39 years ☐

c) 40-49 years ☐ d) 50-59 years ☐

3. level of education

a) Primary b) Secondary ☐ Tertiary ☐

4. Marital status

a) Married b) Single c) Widowed ☐

#### PART B: the Impact of universal primary education on girl child education in pakelle Sub County

### Enrollment of pupils

1. How has the enrollment of pupils been since the introduction of universal primary education?
  - a) Increased ( )
  - b) Decreased ( )
  - c) Not changed ( )
2. Is the introduction of universal primary education has an impact on the enrollment of girl child education?
  - a) Yes ( )
  - b) No ( )
3. How has universal primary education affected the enrollment of the girl child education?

.....

.....

.....

Dear respondent read the following statements and tick the one that is suitable to you.

4. Because of universal primary education parents are withdrawing their girls from universal primary schools.
  - a) Strongly Agree ( )
  - b) Agree ( )
  - c) Strongly Disagree ( )
  - d) Disagree ( )

5. Parents want universal primary education

- a) Strongly Agree ( )
- b) Agree ( )
- c) Strongly Disagree ( )
- d) Disagree ( )

6. Because of universal primary education, parents decide not to take their children to universal primary schools.

- a) Strongly Agree ( )
- b) Agree ( )
- c) Strongly Disagree ( )
- d) Disagree ( )

7. Universal primary education has led to high girl child enrolment.

- a) Strongly Agree ( )
- b) Agree ( )
- c) Strongly Disagree ( )
- d) Disagree ( )



**PART C:**

**Government inspection**

8. Does the government inspect girl child education?

Yes ( )

No ( )

9. If yes, how often?

a) Once a weak ( )

b) Once a month ( )

c) After three months ( )

d) Once a year ( )

10. Has the introduction of universal primary education affected the government's inspection of girl child education?

a) Yes ( )

b) No ( )

11. If yes, how does the program affected it?

.....

Dear respondent read the following statements and tick the one that is suitable to you.

12. Universal primary education has left the government with no time to inspect girl child education in universal primary schools.

a) Strongly Agree ( )

b) Agree ( )

c) Strongly Disagree ( )

d) Disagree ( )

13. Because of universal primary education, the government does not care about girl child education.

a) Strongly Agree ( )

b) Agree ( )

c) Strongly Disagree ( )

d) Disagree ( )

#### ***PART D:***

##### ***Policies***

14. What policies can the government make to tackle the impact of universal primary education on girl child education?

.....

15. Are the available policies helpful to girl child education?

a) Yes ( )

b) No ( )

16. If no, why?

.....

## **APPENDIX: B**

### **INTERVIEW GUIDE FOR INSPECTORS OF SCHOOLS**

Dear respondent,

I am **IZARUA FAITH** an undergraduate student of Kampala international University conducting a study on the impact of universal primary education on girl child education in Pakelle Sub County, Adjuman district. You have been identified as a key person to make this study a success.

I therefore request you to answer the questions below and the answers given will be treated with high levels of confidentiality.

- a) How has universal primary education affected the enrollment of girl child education?
- b) Has the salary of teachers changed since the introduction of universal primary education?
- c) How has universal primary education affected resource allocation to early childhood education?
- d) Do you think that ministry education have enough instructional materials?
- e) Apart from government who else provides materials for universal primary schools?
- f) How often do you inspect girl child educational centers?
- g) What future plans do you have to improve the girl child education in universal primary schools?

**Thank you**

### Appendix C: Budget expenditure

1	Airtime	80,000
2	Printing and binding	70,000
3	Internet surfing	120000
4	Public library	70,000
5	Transport	90,000
6	Typing	50000
	Ground total	480000

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