

The Contribution of Universal Secondary Education Towards
Improvement of Literacy Levels in Secondary Schools
in Tororo District, Kwapa Sub-county

By



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**THE CONTRIBUTION OF USE PROGRAMME TOWARDS THE IMPROVEMENT
OF LITERACY LEVELS IN SECONDARY SCHOOLS IN
TORORO DISTRICT, KWAPA SUB-COUNTY.**

BY

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DECLARATION

I Otedo Emmanuel Luka wise to declare that this research dissertation is my original work and has not been submitted to any other university for the award of any degree.

DEDICATION

I dedicate this work to my son Brian, my wife Kurusum and her friend Carol for the words of encouragement, care and guidance which made me to accomplish this research work.

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I thank you all. God bless you abundantly

ABBREVIATIONS

‘A’ level:	Advanced Level
‘O’ level:	Ordinary Level.
ALP:	Adult literacy Programme.
EFA:	Education For All.
ESIP:	Education Strategic Investment Plan.
ESSP:	Education Sector Strategy Plan.
FBLE:	Family Basic Literacy Education.
FSE:	Free Secondary Education.
GDP:	Gross Domestic Product.
GER:	Gross Enrolment Rate.
MDGs:	Millennium Development Goals.
MOES:	Ministry of Education and Sports.
MOESTS:	Ministry of Education, Science, Technology and Sports.
NER:	Net Enrolment Rate.
NGOs:	Non-Government Organisations.
P.E:	Physical Education.
SSR:	Sub-Saharan Africa.
STDs:	Sexually Transmitted Diseases.
UNEB:	Uganda National Examination Board.
UPE:	Universal Primary Education
USE:	Universal Secondary Education.

ABSTRACT

The study was set out to examine the contribution of USE programme towards improvement of literacy levels in secondary schools in Kwapa sub-county. The objectives of the study were; to examine the effects of the implementation of USE programme towards the improvement of literacy levels in secondary schools in Kwapa sub-county, to establish the challenges faced by USE schools towards the improvement of literacy levels in USE schools in Kwapa sub-county and to assess the possible measures that can be employed to improve literacy levels among students under USE programme in Kwapa sub-county. It adopted an exploratory approach using a descriptive survey. The target population included teachers, parents and students. The sample size was 142. This study employed simple random sampling technique to select the study respondents. Questionnaires and interview guide were used to collect data. Questionnaires were administered to teachers, parents and students, and the interview guide was administered to teachers. A statistical product and service solutions application was used to analyze data, code, classify and tabulate because it performs data entry and analysis as well as crating tables and graphs. Pie-charts and histograms were used to form the basis of the report. The study found that there is great improvement in literacy levels as a result of the implementation of USE programme. Government funding as well as facilities and teaching materials for the implementation of USE programme are inadequate. The study also found that USE programme has led massive enrollment rates, heavy work load and overcrowded classes. The study concluded that the USE schools have greatly improved as far as literacy is concerned but there is need for more teachers, infrastructure and learning materials.

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