

**STAKEHOLDER MANAGEMENT IN THE SUCCESS OF UPE IN BARR SUB-  
COUNTY, LIRA DISTRICT**

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**2012-M083-10016**



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**STAKEHOLDER MANAGEMENT IN THE SUCCESS OF UPE IN BARR SUB-COUNTY, LIRA DISTRICT**

**A Postgraduate Dissertation Presented to the School of Arts and Social Sciences,  
Department of Governance and Peace Studies in Partial Fulfilment of the requirements  
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**Uganda Martyrs University**

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## **DEDICATION**

This dissertation is dedicated to my beloved wife Lakot Irene and my lovely daughter Ayugi Charlotte Mary; they have supported me tirelessly, emotionally, financially academically and spiritually.

## **ACKNOWLEDGEMENT**

Most worthwhile things in life can only be accomplished with the assistance of many others. I would like to take this opportunity to express my gratitude to all those who have helped me to come up with this piece of work. I especially would like to thank the team of committed Lecturers in the School of Arts and Social Sciences, Department of Governance and Peace Studies; my supervisor Mr. Ika Lino who ensured that this piece of work meets the accepted standard.

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## ACRONYM

<b>ACDO</b>	Assistant Community Development Officer
<b>AIDS</b>	Acquired Immune Deficiency Syndrome
<b>BTVET</b>	Business, Technical, Vocation Education and Training
<b>CCT</b>	Centre Coordinating Tutor
<b>CEF</b>	Common Wealth Education Fund
<b>CRS</b>	Catholic Relief Services
<b>CSOs</b>	Civil Society Organizations
<b>DEO</b>	District Education Officer
<b>DIS</b>	District Inspector of Schools
<b>DLG</b>	District Local Government
<b>DVSA</b>	Domestic Volunteer Service Act
<b>EFA</b>	Education for All
<b>EMIS</b>	Education Management Information System
<b>EU</b>	European Union
<b>EDF</b>	European Development Fund
<b>FAWE</b>	Forum for African Women Educationalists
<b>FGD</b>	Focus Group Discussions
<b>FFE</b>	Food For Education
<b>GDP</b>	Gross Domestic Product
<b>GOU</b>	Government of Uganda
<b>IDP</b>	Internally Displaced People
<b>HIV</b>	Human Immune Virus
<b>IGAs</b>	Income Generating Activities
<b>KII</b>	Key Informants Interviews
<b>LC</b>	Local Council
<b>LCI</b>	Local Councilor One
<b>LCII</b>	Local council Two
<b>LCIII</b>	Local Councilor Three
<b>LG</b>	Local Government
<b>LGMSD</b>	Local Government Management and Service Delivery
<b>LRA</b>	Lord's Resistance Army

<b>MDG</b>	Millennium Development Goal
<b>MoES</b>	Ministry of Education and Sports
<b>MP</b>	Member of Parliament
<b>NDP</b>	National Development Plan
<b>NGOs</b>	Non -Government Organizations
<b>NUSAF</b>	Northern Uganda Social Action Fund
<b>OPM</b>	Office of the Prime Minister
<b>PLE</b>	Primary Leaving Examination
<b>PRDP</b>	Peace Recovery and Development Plan
<b>PTA</b>	Parents and Teachers Association
<b>PWD</b>	Persons with Disabilities
<b>RDC</b>	Resident District Commissioner
<b>SAS</b>	Senior Assistant Secretary
<b>SMC</b>	School Management Committee
<b>UNEB</b>	Uganda National Examinations Board
<b>UN</b>	United Nations
<b>UNICEF</b>	United Nations Children’s Education Fund
<b>UPDF</b>	Uganda Peoples Defense Force
<b>USAID</b>	United States Agency for International Development
<b>UPE</b>	Universal Primary Education

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## ABSTRACT

Successful implementation of a project such as UPE entails the execution of different roles by key stakeholders, This means different things to different people which influences the outcome of projects. This study therefore assessed stakeholder management in the success of UPE in Barr Sub-county. It sought to find out stakeholders involved in the management of UPE, establish the roles played by different stakeholders in the management and success of UPE programs, challenges faced by stake holders in the management of UPE and ascertain strategies put in place by the Local governments to address the stake holder management challenges of UPE in Barr Sub-county.

It employed a qualitative approach with a case study design to explore how different roles of stakeholders have contributed to success of UPE. Through a sample size of 90 respondents selected using random and non-random sampling methods. It collected information using from both primary and secondary sources using questionnaires, interview guides, observation, FGDs and document review methods which was later analyzed using qualitative approaches.

The study found out stakeholders involved in the management of UPE in Barr Sub County to be; School Management Committees, Head teachers, Class teachers, District Education Officer, Parents, Senior Assistant Secretary (Sub-county Chiefs), and Parents Teachers Association .Other stakeholders revealed by the study were: LC 1 Chairpersons, LCIII chairperson, Parish Chiefs, MoES, NGOs, LC III Secretary for Education, PDCs, DIS, Founding bodies, Child Protection Committees and MPs.

The roles played by the above stakeholders in the management and success of UPE included: organizing engagement meetings, planning, budgeting, Supervision, Accountability provisions, Teaching, evaluation (assessment) and standard setting. Capacity buildings for stakeholders, Program funding, School management and provisions of scholastic materials. Maintaining founder values, mobilizations and care for pupils were other roles played by the UPE stakeholders.

Monitoring UPE, Capacity buildings, Election of SMCs with good education levels, Regular meetings, Bye-laws and ordinances, Infrastructure developments and Partnerships were revealed as strategies put in place by the local governments to address challenges of stakeholder's management in UPE.

The study concluded that, stakeholders involved in the management of UPE were trying their best to ensure the program attains its goals. It acknowledged that these stake holders have done commendable roles in managing the success of UPE, much as there is a very wide gap requiring redress. It finally noted that, UPE program had murdered the quality of PS education in Barr Sub-county.

# CHAPTER ONE

## GENERAL INTRODUCTION

### 1.0 Introduction

Education is one of the basic Human Rights (the Universal Declaration of Human Rights holds that every child and adult is entitled to education), it is also one of the most important enabling instruments, providing the only path towards a virtuous cycle of equal opportunity, fair competition and just rewards. This elucidates that actors involved in such arena (Education) play crucial role in attainment of the basic needs and this can be achieved through managing such actors and stakeholders effectively.

Stakeholder management is a critical component to the successful delivery of any project, programme or activity. A stakeholder is any individual, group or organization that can affect, be affected by, or perceive its self to be affected by a programme.

Stakeholder Management is an important aspect of any project. Most projects including UPE involve multiple shareholders, and each one potentially has the ability to speed up, slow down or completely obstruct the project progress. Stakeholders may not be in the driving seat, but they can be extremely useful advocates, sponsors and agents of change (Milner, 2010). Klopp (2012) argues that, what people may not appreciate, however, is just how deep the benefits of effective stakeholder management can run. Often, the process of managing stakeholders is viewed by project managers as a form of risk management. Keeping stakeholders happy and meeting their expectations will certainly reduce the risk of negative influences affecting paramount projects.

In 1996, the Ugandan government introduced the Universal Primary Education (UPE) program in order to improve the enrollment and attainment in primary schools (Ngaka, 2008, p.172). Due to the circumstances, President Museveni announced that the UPE was open to all children of all families (Omona, 2010, p.74). However, given the fact that successful implementation of a project such as UPE entails the execution of different roles by key stakeholders, this means different things to different people and indeed its description is a matter of perception that can be looked at in terms of time, quality, cost, client satisfaction and achieving the intended objective (Lam and Chan, 2007). This study therefore identifies sustainable strategies of managing

stakeholder expectations for the success of UPE in Barr Sub-county given the fact that knowledge and skills of stakeholders are imperative as they play a crucial role in the planning for the implementation of UPE (Mandy, 2010).

This chapter looked at: the background to the study, statement of the problem, general and specific objectives, research questions, and scope of the study, significance of the study, justification for the study, definition of key terms and conceptual framework. This dissertation is also comprised of Chapter two which entails thematic review of the literature; chapter three entail methodology that guided the research. Chapter four contains the data presentation, analysis and discussions, while chapter five has summary of key findings, conclusions and recommendations generated by the study

## **1.1 The Background to the Study**

Today many public organizations are using the project approach as the vehicle for creating change pursuit of organizational goals, (Andersen, Birchall, Jessen and Money, 2006). According to Heywood and smith (2006), the inclusion of stakeholders in project success is increasingly recognized as important in delivering satisfactory project outcomes. Karlsen, Grae and Massaoud (2007) described stakeholder management as the degree to which good relations with those who are identified as the needs of individuals and institutions that have an interest in the project are reconciled while building good relations with those who are identified as being most influential in achieving the end results of the project. When stakeholders are adequately identified, their expectations understood, the level of influence established, their expectations understood, the level of influence established and their engagement towards the project attained, commitment to the outcomes of the project is achieved (Andersen et al., 2006).

However, successful implementation of a project means different things to different people and indeed its description is a matter of perception that can be looked at in terms of time, quality, cost, client satisfaction and achieving the intended objective (Lam, Chan and Chan, 2007).

Lindborg (2000) traces the origins of modern stakeholder management thinking back to the 1930s to a debate on the responsibilities of corporations. Though legally shareholders came first for corporations, society began to wonder what, if any, responsibility the corporation had to the public at large. Environmental, health and safety concerns added to the debate, as did community relations. Though the Stanford Research Institute introduced the definition of stakeholder in

1963, the concept was not linked with management strategy until the publication of Edward Freeman's book *Strategic Management: A Stakeholder Approach* in 1984 (Lindborg, 2000).

Freeman (1987) noted in an interview with Lindborg that business decisions separated from ethics could lead to dire consequences, and he began to look at integrating ethics into organizational strategy adding that, leaders are inspired to create value and consider the needs of all stakeholders when they endeavor to maintain relationships and have ongoing dialogue with everyone from suppliers to communities (Lindborg, et al, 2000).

Freeman believed that, stakeholder management should continue to be integrated into other disciplines. Lindborg notes that through his examination on the roots and principles behind stakeholder management, he hopes to remind quality professionals of the "profound knowledge embedded in stakeholder management" He believes it could spark passion for service and the impetus for organizational and institutional change.

Universal Primary Education (UPE) being a smaller component in the big education structure is a project involving different stakeholders in its management playing various roles for its success. The global education movement began at the World Conference on Education for All (EFA) in 1990, where the world leaders agreed to "universalize primary education and massively reduce illiteracy by the end of the decade." The UN Educational, Scientific and Cultural Organization (UNESCO) reported the progress on EFA in their 2010 report, "Education Counts", highlighting the significant contributions of education to other development objectives. Under the lead of UNESCO, the world leaders met again at the World Education Forum in Dakar in 2000. The major items were stipulated and announced as the "Dakar Framework for Action" (Post-2015 Development Agenda Special Report, 2015).

Fehrler (2006) argues that, efforts to improve education in the developing world typically focus on providing more inputs to schools. Despite this, substantial evidence has accumulated to show that increased funding is not sufficient for improved learning outcomes. Incremental funds may be allocated to inputs that have weak impacts on student learning. Teachers and other education personnel (which typically represent 75% or more of education spending) may be poorly motivated to perform. A study of teacher absenteeism in nine developing countries found that, on any given day, 11-30% of teachers were absent from their posts (Fehrler, et al, 2006). Moreover,



school funding is frequently reallocated to individuals or activities that do not improve the quality of education.

Public expenditure tracking studies of grants intended for schools in a number of different countries have documented sometimes significant leakage, or diversion from intended uses. The World Development Report (2004) on making services work for poor people argued that the underlying cause of such failures in basic Primary School service delivery in developing countries is weak accountability relationships between the state, service providers and the citizens and clients they serve. In the education sector, efforts in developing countries to strengthen these accountability relationships through system reforms have been numerous. Hence with information on accountability, providing information about school inputs, outputs and outcomes to parents and community members, there is a belief that the demand for improved services increased and, thus, led to better supply of education (Gertler et al, 2008). While some studies point to the potential of community-based monitoring in general, there is also some direct evidence from Ugandan Primary Education that school management and local accountability in particular remains a key challenge in this sector. Anecdotal evidence from field visits to three districts has suggested that in some cases SMCs have in recent years quite literally ‘signed away’ their supervisory role in monitoring school use of UPE funds, by co-signing entire cheques books in advance for the Head Teacher’s use.

With reference to Education in Uganda, article 30 of the Constitution of the Republic of Uganda, 2005 (Art 21 of 2005) stipulates that all persons have a right to education. Children, in particular, are entitled to basic education which is the responsibility of the state and the parents of the child. Basic education means the minimum education package of learning made available to each individual or citizen, through phases of ‘formal primary education’ and ‘non formal education’ system to enable pupils to be good and useful people to society. Formal education means a package of learning made available by recognized schools and institutions following approved curriculum standards and guidelines. On the other hand, non-formal education means a complementary flexible package of learning designed in consultation with the indigenous community to suit the demands and lifestyles of the community and to enrich the indigenous knowledge, values and skills with particular emphasis to literacy, numeracy and writing skills (The Education (Pre-Primary, Primary and Post Primary) Act 13 of 2008).

According to Kasubi (2008), prior to independence formal education in Uganda was introduced by missionaries in 1877 and was modeled along the British education system. This heritage is still evident in the hierarchical 7-4-2-3 Uganda school system even today that is to stay like Britain Uganda still follows the seven years school system for primary level. Primary education is offered by both the private and government aided schools. It is a seven years course that provides basic education leading to the award of the Primary Leaving Examination (PLE) Certificate in four subjects but there are other subjects that are taught but not examined that include Art and craft, Local Languages, Physical Education and Music (The Education (pre-primary, primary and post primary) Act no 13 of 2008).

After consultation with the Education Service Commission – which was established by the Public Service Commission, the Ministry of Education and Sports was formed with a vision to provide quality education and sports for all. It's mission on the other hand is to provide support, guide, coordinate, regulate, and encourage quality education and sports to all Ugandans in order to promote individual and public development (Ministry of Education and Sports, 2008a:p.1). The Ministry of Education and Sports comprises ten Sectors and Agencies which include: Finance and Administration, Education Planning, Primary and Pre-Primary Education, Secondary Education, Teacher Education, Special needs/Career Guidance and Counseling, Higher Education, Business, Technical, Vocation Education and Training (BTVET), Instructional Materials Unit (IMU), and the Education Standards Agency (ESA) (Ministry of Education and Sports, 2008a, p.1)

The Ministry is headed by the Minister of Education whose responsibility is to ensure that national policies and objectives as stated in the Constitution of the Republic of Uganda 2005 (Act 21 of 2005) are implemented and observed at all levels of education. The Minister also issues statutory instruments regarding UPE, Universal Post Primary Education and Training, management and governance of education institutions. Each department in the Ministry of Education is headed by a commissioner. In terms of managing UPE, the Pre-Primary and Primary Education Department is in charge (The Education (Pre-primary, Primary and Post Primary) Act 13 of 2008; Ministry of Education, 2008a, p.1).

In 1999 there were 10,516 primary schools, 96,830 teaching staff and the enrolment at 6,486,000 pupils (Ministry of Education and Sports (MoES), 1999). In the last 20 years the government of Uganda has embarked on ambitious projects geared to improving the quality of education. These

include: review of the curriculum which led to other things, the introduction of thematic curriculum in lower primary schools; reforming and restructuring the education standard agency into a fully-fledged directorate of education standards in the; training more teachers; construction of more class rooms and laboratories; securing more furniture; and purchasing more training materials like text books and laboratory equipment's. Statistics reveal that in 2004 Uganda had 126000 primary trained teachers compared to 81564 of 1996; in 2003, Uganda has 70000 classrooms as compared to 45000 in 1997; in 2003 the text book- child ratio was 3:1 for primary 3 and 4 as compared to 37:1 in 1993 (The National Report on the Development of Education in Uganda, 2004). In these efforts the government of Uganda has collaborated with many agencies including non-government organizations like AVSI and permanent Centre for education (Kahyana, 2010).

There have been a lot of education initiatives geared towards increasing access, making education more equitable, affordability and providing quality education. These have included among others Bunsen Committee (1952), the Castle (1963). In the recent past the Education Review Commission (1987) led by professor Seneza Kajubi that made strong recommendations on the issue of Universal Primary Education (UPE) that has since been adopted as government policy (Makoha,et,al, 2010). A dramatic progress in Universal Primary Education in Uganda was however prompted by the first direct elections for the post of President of the Republic of Uganda that took place in May 1996. Using the campaign of those elections, President Museveni made a pledge as part of his manifesto to the electorate to provide free primary education to four children per family. On being elected president Museveni fulfilled his pledge when he announced in December 1996 that implementation of UPE was to begin in January 1997(MoES, 1999)

This was however followed by a significant increase in enrolment from 3,068,625 in 1996 to 5,303,564 in 1997 and 6,835,525 by 2003. To support this increase in enrolment levels, a accessibility and improvement in the provision of quality education, the Ministry of Education and Sports embarked on building more primary schools, appointed the Uganda National Examination Board (UNEB) to conduct competency tests and improvement in management of available recourses (MoES, 2007)

Bategeka and Okurut (2006) argue that, Universal Primary Education (UPE) is one of the Government of Uganda's main policy tools for achieving poverty reduction and human

development. Much as investment in projects by the public sector has increased significantly in the recent years, the rate of failure remains quite high (Rosacker and Olson, 2008). Indications are that the Ugandan public sector has embarked on several projects whose implementation has often been sabotaged. In 1997, the Government of Uganda embarked on the implementation of Universal Primary Education (UPE) project whose major objectives was to enhance the quality of primary education as one of the strategies to alleviate poverty ( Ministry of Finance ,Planning and Economic Development, 1997). More so, UPE was one of the goals listed among the eight millennium development goals to be evaluated in 2015. Much as the government implemented in 1997, evidence shows that the project is not yet sustainable. Inadequate facilities in terms of building plus text books have been cited and neither has the government fully decided on whether it should not provide food nor determined the actual contribution from parents. Besides, UPE is still a beneficiary of donor support (Bategeka and Okurut, 2005)

The performance in UPE schools is still poor evidenced by irregular class attendance, high drop-out rates, teacher absenteeism and parents who do not value education (Ssemujju, 2009). Only 9% of the School Management Committees monitor the school budget performance, close to 0% of parents have visit schools since onset of the UPE, formal supervision by the local community has severely reduced and late coming has become rampant due to too much domestic work at 42% and increased indiscipline of the pupils(Ssemujju, 2009).

According to Bitamazire (2005, p.2) the mission of the Uganda Ministry of Education and Sports is to provide support, guidance, coordination, regulation and promote quality education and sports for all persons in Uganda. With this mission in mind, Universal Primary Education (UPE) was implemented in 1997. Uganda moved towards a decentralized delivery of primary education with different stakeholders playing part in the management of UPE. The stakeholders include schools, District Education Officers (D.E.O), Chief Administrative Officers (C.A.O) and the central offices at the Ministry of Education and Sports all performing different functions (Ministry of Education and Sports 2005b, p. 22). `With the help of co-coordinating Centre tutors and District Education Officers, schools develop and implement schools improvement plans, manage the instructional programmes, staff and answer to the community (Ministry of Education and Sports, 2005b, p.22). District Education Officers (DEOs) work alongside the Local Governments (LG) and deliver education services, help allocate resources equally among schools and institutions, and keep local authorities advised of the needs and achievements of schools. They help schools

share information and innovations in order to comply with standards and regulations, and provide the community with support and advice on how to hold schools accountable for the performance of students (Ministry of Education and Sports, 2005b, p.22).

The Education Planning Department is responsible for overall policy planning, formulation monitoring and evaluation of education policies, plans, strategies and guidelines in the ministry for all the various departments. It is assisted by other Ministries including the Ministry of Gender, Labour and Social Development, Ministry of Finance, Planning and Economic Development, Ministry of Local Government and the Ministry of Public Service. As well as the Pre-Primary and Primary department responsible for general provision of UPE; the Education Standards Agency and the National Curriculum Development Centre teaming up to ensure education standards through monitoring and evaluation. While The Department of Finance and Administration handles all the finances and Human Resources Development, leaving overall training of teachers; provision of instructional materials to school; and infrastructural development to other departments within the Ministry of Education and Sports as shown on Annexure A (Ministry of Education and Sports, 2008b, p.10).

The Central Government (CG) participates in the management of UPE in various ways although the main function is to formulate sector policy and broadly direct financial resources. Other functions include ensuring that the legislative framework reflects the strategic directions, conduct and disseminate research, and support the development of pilot special programmes. The key role players in the central offices with regard to UPE include the Education Planning Department, Education Management Information System which collects, analyses and reports data on schools for use by decision makers, and the Uganda National Examination Board (UNEB) which provides an assessment of strategies on day-to-day classrooms performance and each grade level (Ministry of Education and Sports 2005b:22).

The assessment of primary education curriculum is done annually by the Uganda national examination board (UNEB). The board sets, administers the primary leaving examination and examinations consists of four papers. These are English language, mathematics, social studies including religious education and science and health education. The scores on each paper range from (the best) to 9(the worst) therefore, the results in the whole primary leaving education range

from 4(the best) to aggregate 36(failure). The candidates are then graded in to about five grades. For example, first grade ranges from 4-12 (Makoha, 2010).

Mwesigye (2015) argues that, parents who pay more in tuition fees (In Private Schools) are getting their money's worth in good results at the end of the primary school cycle, an analysis of the latest Primary Leaving Examination (PLE) results as opposed to governments aided UPE schools. The Observer compiled a list of five to 20 best schools in 45 districts across the country and found that the highest number of first grades came from high-priced schools that charge an average of Shs 750,000 in tuition fees per term. Schools like Kabojja Junior and Kampala Parents PS, which got more than 98.6 per cent first grades, are already charging more than Shs 1,200,000 in tuition fees per pupil per term. And the fees are likely to go higher.

The eagerness of parents to shower money on the education of their children was first highlighted by a preliminary report by the ministry of Finance (2015). The report found that the majority of Ugandans spend most of their money on education. In 2015 for example, Kabojja registered a 100 per cent performance (all its students passed in first division). Soon after the release of the results, its tuition fees were raised from Shs 900,000 to Shs 1,200,000, the increment ostensibly brought on by the desire to motivate teachers to do even better, Mwesigye added. This situation is not only restricted to Kampala or Wakiso. In the eastern district of Kumi, Joy Christian School and their closest competitor Joykim Christian School have established themselves as strong schools that meet the needs of the elite in the area. In Rakai, schools like St Cecilia boarding primary school Buyamba, Nabbunga Fountains of Education, Kyotera Central primary school and St Paul Kaaso PS are charging similar tuition fees in excess of Shs 800,000. In the western Kanungu district, Kihiihi Progressive PS is putting its best foot forward and competes on equal footing with the likes of Bwanga Progressive PS, Rukungiri Model and Nyakibale Boarding PS in Rukungiri. In Gulu, the elite flock to El Shaddai PS, while in Hoima, St Jude PS and St Franciso PS lead the pack.

Only a few public schools running small budgets have managed to find space on this A-list. They include Kitante, Nakasero and Buganda Road primary schools in Kampala, each charging less than Shs 150,000 per pupil per term. However, for the most part, the schools on the A-list are private schools.

It is however worth noting that before UPE was introduced in 1996, every parent including the rural poor in communities like Barr Sub-county were diligently paying school fees for their children in Primary Schools. The introduction of UPE has however changed primary school education trends. The privately managed primary schools have overtaken UPE government aided schools at every high speed in terms of organization, administration and performance of pupils. The reasons for their excellence are mainly based on the quality of stakeholders in their management hierarchies with high level commitments to quality and attainment of results. This is also because of the high tuition fees charged per child which motivates parents to have attentions at the school performance as a key to achieving their value for money.

On the other hand, parents from the UPE schools are as well in pole position of paying school fees, development fees and or PTA funds to enhance administration and better running of the schools. The missing link here has been observed to the laxities, negligence and "I don't care" attitudes of key stakeholders in the management of UPE like the SMCs, PTAs and some head teachers to work hand in hand with other local politicians and the technical persons to drum parents pay some school fees to enhances management and success in the sector. The laxities exhibited by some UPE stakeholders have left many parents brainwashed that UPE is free Education and therefore they have no right to pay any contribution. The up-county rural schools are the worst affected by these stakeholder management inadequacies while very few UPE government aided schools like Kitante, Nakasero and Buganda Road primary schools in Kampala, each charging less than Shs 150,000 per pupil per term are the ones trying to perform well academically behind the expensive privately managed ones.

To bring sanity to UPE Government aided schools therefore, the government has to take a deliberate effort to tighten the ropes on key stakeholders' to play their part and to re-introduce payment of school fees. These stakeholders on the other hand have to work harder to reinforce community awareness levels on the importance paying some school fees for their children even in UPE schools to improve performance of pupils.

The cause for concern in this state of affairs has rattled many advocates of public schools. For instance, Forum of Education NGOs in Uganda (FENU) is concerned that there is very little hope for success in schools that charge affordable tuition. This is because, "The failure rate among UPE public schools is too high and unacceptable. Children upcountry are not learning at

all,” he says. His assertion is based on a report by the Uganda National Examinations Board (UNEB), which found that 585,622 wrote the 2013 PLE exams at 11,904 centers nationwide, out of the 603,412 who had registered. According to the report 457,808 (78.1 per cent) of the 585,622 candidates were from public schools (UPE), while the rest, 130,233 were from private schools. And of those, 35,439 candidates from the higher-priced private schools got first grades, 9,922 more than the 25,517 first divisions from UPE (public) schools. The disparity widens when it comes to division two, in which 190,634 candidates from UPE schools passed, compared to 62,914 from private schools. Commenting on the figures, the report suggests that there is need for improved support to tutoring in public schools (FENU, 2015).

Looking back at the results of 2012, out of the 543, 071 who sat the 2012 PLE exams, 83,993 pupils failed. This failure rates have also had some consistency as 47,717 PLE pupils failed in 2006; in 2007, 56,603 failed; 89,306 failed in 2008; in 2009, 70,266 pupils failed and also in 2010, a total of 58,668 pupils failed. Further, out of the 564,060 registered candidates, 50.5% were girls but only 4.4% girls scored division one. Whereas their numbers increased in the 2nd and 3rd grades, this shows that girls continue to be disadvantaged. Overall performance in 2013 was 88.1% compared to 88.4% in 2012. Consequently the government of Uganda is to incurring additional costs to pay for those pupils under UPE who fail to pass the PLE exams (Ssemujju, 2009). There is need for the public sector in Uganda to embrace appropriate mechanisms that are vital for the successful implementation of projects.

Uganda is one of the East African developing countries, bordered by Tanzania, Rwanda, Democratic Republic of Congo, South Sudan, and Kenya. It occupies 236, 040 sq/km and has a population of 26,404,543 people; according to CIA World Fact Book 2004, more than 80% of its population is rural and 35% lives below poverty line (Ngaka,p.172). The United Nations characterized the current condition of Uganda with its unstable government and struggling people as “the world’s worst humanitarian crisis” (Moyi, 2014, p.6).

Lira District is a district located in Northern Uganda. It is named after its 'chief town', Lira. The District is bordered by Pader District to the north, Otuke District to the northeast, Alebtong District to the east, Dokolo District to the southeast, Apac District to the southwest and Kole District to the west. The main municipal, administrative and commercial center in the district, Lira, is located 110 kilometers (68 mi), by road, southeast of Gulu, the largest city in Northern



Uganda. The coordinates of the district are: 02 20N, 33 06E (Latitude: 02.3333; Longitude: 33.1000).

Barr Sub-county is located in Erute South County in Lira District. The Primary school education development specifically UPE in the Sub-county was greatly interfered with by the activities of the Lord's Resistance Army and cattle rustling by the Karimojongs that kept innocent people in camps for over twenty years. This has negatively negated on the stakeholder management on UPE in the Sub-county. Something has to be undertaken in order to ensure stakeholders undertake their different roles diligently for the success of UPE.

## **1.2 The Statement of Problem**

Much as several attempts have been undertaken by government to ensure that different stakeholders at various levels adequately play their part for the success of UPE, there are still areas that are undermining excellence of their engagements. Education projects are complex and their complexity is a result of the diversity of stakeholders with different levels and types of investments and interests in project they are involved in (Yang, Shen and Ho, 2009). Inability to manage the diverse interests, expectations and perceptions of various stakeholders could easily lead to low service quality and poor service delivery due to conflicts, absence of stakeholder support and controversies over planning and implementation processes of the project.

Universal Primary Education stakeholders consisting of SMCs, head teachers, parents, education officers, the private sector, the CSOs the central and local government representatives and the pupils themselves. The government has particularly been faulted for delays in the release of UPE funds, little pay for teachers and inability to put in place enough or appropriate infrastructures like teacher accommodation, class rooms and sanitary facilities for the UPE schools. This has greatly demotivated the teaching staff to adequately play their roles. The pupils have missed a lot in return a section of teachers report for lessons at their will. Some parents are equally not adequately playing their statutory roles of providing the necessary scholastic materials to their children for use while at schools. While some school management committees are not fully aware of their management and oversight roles of promoting UPE. Such hiccups are to blame for poor performance of UPE (Civil Society Budget Advocacy Group (SBAG), 2013).

An appropriate management framework focusing on directing, coordinating, planning, organizing and teambuilding is important for the successful implementation of UPE to prevail

though it exist but should be strengthened. This is because, knowledge and skills of stakeholders are imperative as they play a crucial role in the planning for the implementation of UPE (Mandy, et al, 2010).

There is therefore urgent need to prioritize on sustainable strategies of managing stakeholder expectations for the success of UPE in Barr Sub-county. Sustainable strategies when prioritized may provide opportunities to help stakeholder manage their expectations such as openness, accountability and transparency and secure their engagement to ensure successful implementation of projects. Thus, there is always a need to prioritize stakeholder's management expectations such as openness, accountability and transparency and secure their engagement to ensure successful implementation of projects.

This study was therefore meant to establish the relationships between stakeholder management skills and function in the success of UPE in Barr Sub-county

### **1.3 General Objective**

The general objective of this study was to assess stakeholder management in the success of UPE in Barr Sub-County.

#### **1.3.1 Specific Objectives**

- i. To find out stakeholders involved in the management of UPE in Barr Sub-County
- ii. To establish the roles played by different stakeholders in the management and ensuring success of UPE programs in Barr Sub-County
- iii. To find out the challenges faced by stake holders in the management of UPE in Barr Sub-County
- iv. To ascertain strategies put in place by the Local governments to address the stake holder management challenges of UPE for effective means to enhance stakeholder management of UPE in Barr Sub-County

### **1.4 Research Questions**

- i. Which stakeholders are involved in the management of UPE in Barr Sub-County
- ii. What roles are being played by different stakeholders in the management and the success of UPE programs in Barr Sub-County

- iii. Which challenges are being faced by stake holders in the management of UPE in Barr Sub-County
- iv. Which strategies have been put in place by Local government to address the stakeholder's management challenges and what do you propose for enhancing their effectiveness in UPE management.

## **1.5 Scope of Study**

### **1.5.1 Geographical Scope**

The study was conducted in Barr Sub County located in Erute South Lira District. The study Sub-county is located on the West of Lira town. It is bordered by the Sub counties of Amach from the South, Abako from the South, Aloi from the South-East, Apala from the North and Lira Central Division from the West (Ministry of Local Government, 2013).

The geological formations in the Sub-county is basement complex (mainly undifferentiated acid gneiss) covering it. The continental climate of the Sub-county is modified by the large swamp area surrounding its southern part. It receives bimodal rainfall with one peak during; April-May and the other in August-October. The average annual rainfall varies between 1200-1600 mm decreasing northwards. The rainfall is mainly convectional and normally comes in the afternoons and evenings. The average minimum and maximum temperatures are 22.50C and 25.50C, respectively. Absolute maximum temperature hardly goes beyond 360C, and absolute minimum hardly falls below 200C. Wind run is low (1-4m/sec) during the rainy season and moderate (4-8m/sec) during the dry season (Lira District Local Government, 2011).

### **1.5.2 Content Scope**

This study specifically focused on establishing stakeholders involved in the management of UPE and extensively explored the roles played by the different stakeholders in the management and success of UPE programs. It also sought for the challenges faced by stake holders in Barr Sub-County and this consequently gave leeway to ascertaining strategies put in place by the Local governments to address the stake holder management challenges of UPE and also advanced further strategies for ensuring effective stakeholder management of UPE in Barr Sub-County

### **1.5.3 Time Scope**

This study looked at the period running from 1996 to July 2015. The researcher chose this period because, it was the time NRM government introduced UPE policy which is still being implemented up-to-date (2015). This is also a period under which UPE has undergone practical experience in stakeholder management and therefore it provides adequate time frame for the examination of the stakeholder management of UPE program for the success of UPE.

### **1.6 Significance of the Study**

The study will help the interest parties such as project managers, policy makers and researchers understand and appreciate the role different stakeholder's play in achieving the project objectives of the project. The study shall further add on the already existing project management literature especially in the Ugandan UPE sector.

When the UPE stake holders especially policy makers, implementers, the CSOs, Parents and donors get to understand and appreciate the important roles of each other, then there shall be synergies to create more sustainable gains and therefore ensuring the effectiveness and efficiency in its stakeholder management.

### **1.7 Justification of the Study.**

The study was meant to assess and provide detail factual report of stakeholder management in the success of UPE in Barr Sub-County. This was triggered by the underlying issues hindering the excellence of the UPE in the Sub-County and Lira district based on inadequacies of management by the key responsible stakeholders of the sector or program. These resulted to among others; poor performance of pupils, inadequate supervisions, dwindling standards of the program, loss of program trust by citizens, politicking, interference making the state as the primary stakeholder not to understand the real biting concerns of the program to help it adequately address the gaps to benefit the final consumer.

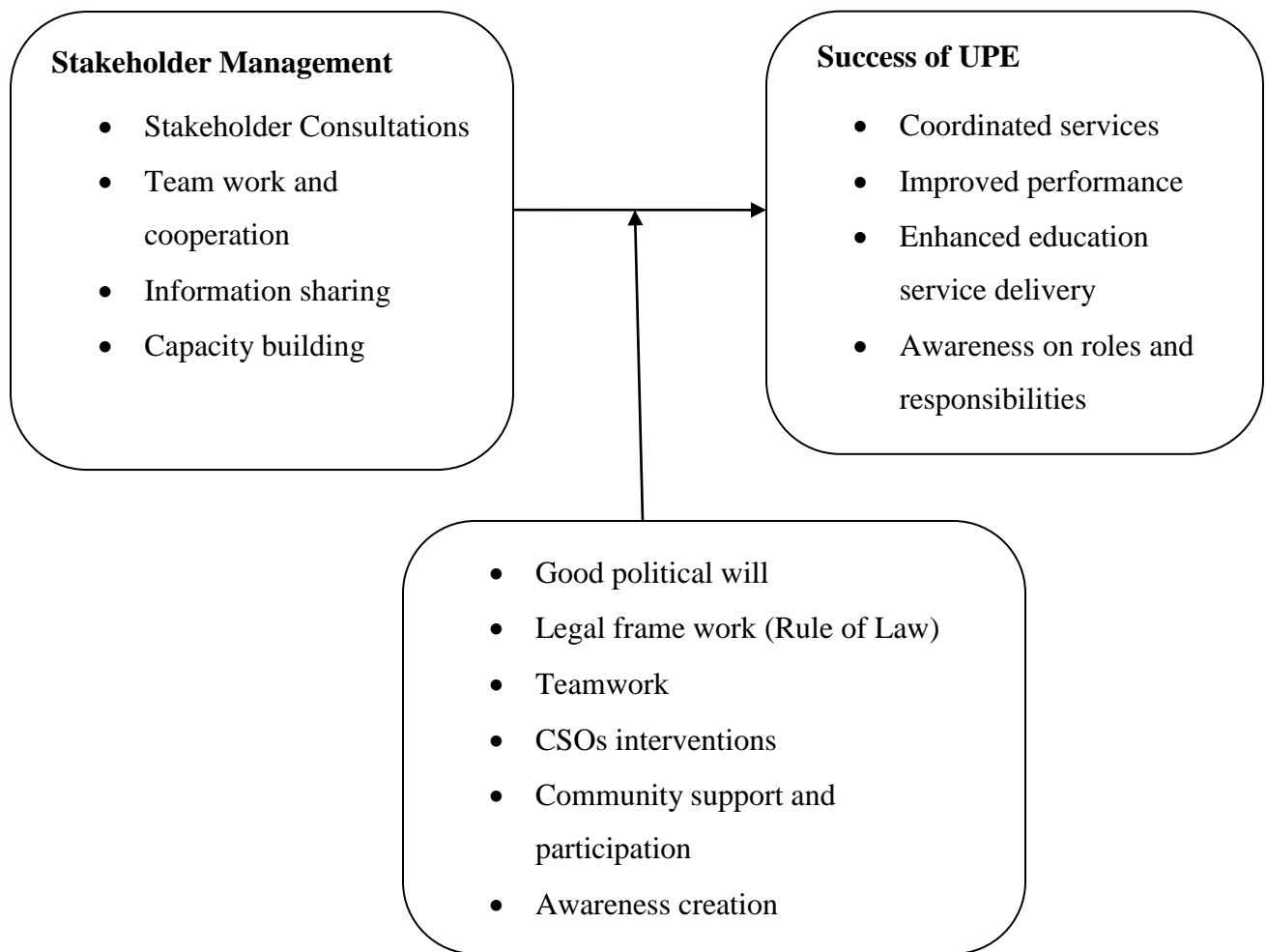
This study was therefore intended to provide opportunity to the different UPE stake holders from the village, Parish, Sub County, District to the National level to share, understand and appreciate each other's role in the management to fostering the desired change for the success of UPE program. It was further driven by the urgency to facilitate in helping the stakeholders at the decision making and implementation portfolios identify gaps and generate workable solutions for addressing the inefficiencies to better future gains of the program.

The other justification of this study was to generate information to be available for use by future researchers in the same field for reference purposes.

Another justification of this study was for the partial fulfillment of the requirement for the award of a master of Arts Degree in Local Governance and Human Rights of the School of Arts and Social Sciences, under Uganda Martyrs University.

### 1.8 Conceptual Frame Work

**Figure1: Conceptual Framework (Conceptual Relationships of key Concepts)**



*Source: Primary data*

The conceptual framework above presents conceptual relationship between (Stakeholder management of UPE),(referred to as independent variable in quantitative studies) and the Success of UPE program or the outcome of stakeholder management (referred to as dependent variable in the quantitative studies).It also look at other factors foreign to the Stakeholder

management and its corresponding outcome (success of UPE) but influences this relationship (referred to as intervening variable)

Stakeholder management is characterized by Stakeholder Consultations, Team work and cooperation, Information sharing and Capacity building. These activities if stakeholders in managing UPE when objectively implemented can lead to coordinated services, improved performance, Enhanced education service delivery and Awareness on roles and responsibilities by different stakeholders at different levels which are the characteristics of successful stakeholder management processes and attainment of UPE expected outcome mentioned above.

Factors outside this relationship characterized by Good political will, Legal framework (Rule of Law), Teamwork, CSOs interventions, Community support and participation and Awareness creation in paramount to attaining a positive outcome when instituted to support the above relationships. This if enforced can lead to the reinforcement of stakeholder management to enhance the success of UPE performance in Barr Sub-county.

## 1.9 Definition of Key Terms

**Stakeholder Management:** Karlsen, Graee and Massaoud (2007) described stakeholder management as the degree to which good relations with those who are identified as the needs of individuals and institutions that have an interest in the project are reconciled while building good relations with those who are identified as being most influential in achieving the end results of the project.

**Management functions:** Management is the process in which leaders organize, mobilize and utilize available resources to reach their aims and objectives (Ministry of Education and Sports 2005:p.6).Management is important in all departments as it enables them to reach their desired goals at the highest possible level of productivity, which can be achieved through carrying out certain management functions including planning, organizing, leading, coordination and control (Van der Waldt and Du Toit,1997, p.20).

**Universal Primary Education:** UPE means the State funded education programme where tuition fees are paid by government and the principle of equitable access to conducive, quality, relevant and affordable education are emphasized for all children irrespective of gender, race and disability (The Education (Pre-Primary, Primary and Post Primary) Act 13 of 2008). Given the fact that UPE is a partnership between many stakeholders with different roles and responsibilities, proper implementation of the organizing and planning functions is crucial for the success of UPE as this will enable Ugandan children of school going age to enroll and remain in school

**Education:** Refers to the continuous acquisition and transfer of knowledge and skills from birth to death (Hinsz, 2004.).It is also the process of imparting/acquiring skills and value systems to be able to provide solution to present and future challenges for the purposes of living a happy life.

**A child:** Any person below the age of 18 years (The Constitution of Uganda, 1995)

**Vulnerable child:** A child who is suffering and /or is likely to suffer any form of abuse or deprivation and is therefore in need of care and protection.

**Primary School Education:** Refers to the formal acquisition of knowledge and skills at primary school levels, basically from primary one to primary seven (MoES, 1997)

**Orphan:** Any child who has lost one or both parents.

**Education policy;** refers to the official government statements and commitment on the provision of education, both as a private and public good.

**Child Labour:** work that is mentally, physically, socially and /or morally and harmful to children. It is also perceived as work or activities that interfere with children's education. Child labour includes hazardous work, which by its nature or the circumstances under which is performed, jeopardizes the health, safety, and morals of a child.

**Non-Government Organizations;** The World Bank, defines NGOs as “private organizations that pursue activities to relieve suffering, promote the interests of the poor, protect the environment, provide basic social services, or undertake community development.” A World Bank Key Document, Working with NGOs, adds, “In wider usage, the term NGO can be applied to any non-profit organization which is independent from government. NGOs are typically value-based organizations which depend, in whole or in part, on charitable donations and voluntary service. Although the NGO sector has become increasingly professionalized over the last two decades, principles of altruism and voluntarism remain key defining characteristics” (World Bank, 2010).



## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

Literature review is a collection of research publications, books and other documents related to the defined problem. It is very essential to understand whether the defined problem has already been solved, status of the problem, techniques that are useful to investigate the problem and other related details. The purpose of this chapter is therefore to present the broader view of what other authors have documented in relation to this study. The study through this chapter reviewed several publications; the journals, policies, research articles, advanced level books on the chosen topic, proceedings of conferences, workshops and through internet.

Review of literature is further meant to present what other authors have stated in relation to the study. It helped the researcher to see; what has and has not been investigated, learn how others have defined and measured key concepts. Literature review further helped this study to contribute to the field by moving research forward by understanding what came before, and what did and didn't work for other researchers and provided evidence that supported the study findings.

This chapter therefore analyzed the existing literature on the Stakeholder Management and the success of UPE from the Global, Continental, Regional, Continental, National and local levels from scholarly and policy sources. The chapter also reviewed the literature basing on the objectives of the study, that is stakeholders involved in the management of UPE, the roles played by different stakeholders in the management and success of UPE programs, the challenges faced by stake holders in the management of UPE and strategies put in place by the Local governments to address the stake holder management challenges of UPE.

#### **2.1 The Stakeholders Involved in the Management of UPE.**

The involvement of NGOs in education can be traced from the end of the 19th Century when missionaries introduced formal education in the country (Malawi). The main aim of schooling was to spread Christianity but apart from teaching the bible the schools which were opened also offered lessons such as reading, writing, counting, carpentry, brick lying and needlecraft (Kadzamira and Kunje, 2002). They noted that, the growth of formal schooling can be charted

into four periods and these were the early missionaries from 1875 to 1925, late colonial period from 1925 to 1995, the post-colonial period and the post democratization period from 1994.

In Uganda, formal education starts from pre-primary school, Primary before an individual proceeds to attain his or her preferred. The pre-primary system in education became popular in the 1990s under the NRM regime. Most persons in 1980s, 1990s, and 2000s and up to now in rural schools however started directly from primary one. The church through missionaries must be appreciated as pioneers of formal education system where the government picked up from before introducing UPE. The majority of the current UPE schools were founded by the church through the Catholics and the Anglicans and they still remain influential in the management of these current UPE schools. That is why they are recognized in positions of head teachers, chairpersons SMCs as founding bodies. They are indeed crucial as stakeholder's involved in the management and success of UPE

Kadzamira and Kunje (2002) noted that, in the early missionary period, each mission was operating according to its own code. There was no central body to coordinate and give direction in matters of policy, standards and curricula.

The Protectorate Government began to be sympathetic to the efforts of the missions when there was an indication of unification of the education systems in 1901. In 1907 the government started contributing some money towards the unified missions but this remained as low as 10% of the required costs even by the end of the 1920s in Malawi.

As indicated earlier in the study to investigate the changing roles of NGOs in basic education in Africa, the case study of Malawi, Kadzamira and Kunje (2002) argues that, the extent of involvement of NGOs in the education sector in Malawi is small and insignificant particularly when taking into account the vastness of the education sector. The 1999 directory of NGOs produced by CONGOMA listed 56 NGOs as implementing education and skills training programmes. Of these about 34 were implementing programmes in formal education while the rest concentrated on skills training. The majority of these NGOs are local.

In deed this research agrees with the literature on the primary school education for being introduced in Uganda by the missionaries. These schools founded by the missionaries were coded are now being funded by the government. They are housed at the church land, the majority started operating in churches and that is why up-to-date, one can easily identify a church founded

school by simply looking at the church being built in the same compound. The government schools in this case are now under UPE and one is right to say missionaries are key stakeholders in the management of UPE in Barr as well. Some of them operate under NGOs like caritas, Save the Children, War child and child fund among others.

The Kenyan government was unable to instate a sufficient free primary education system until recently. In 2003, President Mwai Kibaki issued the Free Primary Education Act, abolishing all primary school fees for public schools in Kenya. Kenya's Vision 2030 outlines the implementation and enhancement efforts proposed by the Kenya interim government in 2008 to secure the future success of the Free Primary Education (FPE) Act of 2003. The reality of this vision requires the involvement and guidance of supportive parents, business community, the Church and Non-Governmental Organizations in the area, especially in the aftermath of the 2008 post-election violence (Gwendolyn and Bandi, 2011).

The researcher agrees with the presentations of Gwendolyn and Bandi (2011). They reported that, in Kenya under President Mwai Kibaki Government, it is crystal clear that like in Uganda, the government is the key stakeholder in the management and success of UPE. It does a lot of work and initiates policies and guidelines for partnerships by other stakeholders. That is why it is right for one to say, the government is accountable for the success of failures in the UPE management.

In 2000, the United Nations Organization (UN) adopted eight the Millennium Development Goals (MDGs) in an attempt to promote poverty reduction initiatives. The provision of universal education was identified as the second important MDG. The other MDGs include: eradication of extreme poverty and hunger; promotion of gender equality and empowerment for women; reduction in child mortality; improvement in maternal health; combating HIV/AIDS, Malaria and other diseases; ensuring environmental sustainability and; developing a global partnership for development. Since independence, the Kenyan Government identified poverty, illiteracy and disease as the three enemies of development. Kenya's Sessional Paper No. 10 of 1965 (considered Kenya's development Bible) identified elimination of poverty, disease and ignorance as the major objectives of the country's development objectives. Subsequent development plans and policies by the Kenya Government have not deviated from these objectives and have targeted the same sectors. The government has also published a number of policy and strategy papers geared towards achieving the same goals. They include: the Poverty Reduction Strategic

Paper (RPSP), the Economic Recovery Strategy (ERS), and the Strategy for Revitalizing Agriculture (SRA). More recently, the Government of Kenya launched Vision 2030, which underscored, among other things, the importance of providing universal primary education (Gwendolyn and Bandi, 2011).

The United Nations being central in matters of human rights promotion, Peace and Security watch dog and perceived as the decision maker in the world through its members was on spot to introduce the MDGs focusing goal II on UPE. This is an indication of it being a key stakeholder in its management and success of UPE. It is also paramount for one not be carried away to believe that UN activities are genuine; there are some gaps in the UN structures and settings. Kajubi (2013) argues that, the UN ideologies segregate, exploitative and directed towards weakening some continents especially in Africa and Asia.

The Ministry of Education and Sports (2008b, p.1) states that the main goal of UPE is to provide for the minimum necessary facilities and resources to enable Ugandan children of school going age to enroll and remain in school and successfully complete the primary cycle of education.

The Ministry of Education and Sports (2008b, p.1) presents the objectives of UPE as:

To establish, preserve and uphold quality education as the basis for supporting the required human resource growth; b) To alter society in a fundamental and constructive way; c) To provide for the minimum essential amenities and resources to permit every child to enter and stay in school until the primary cycle of education is complete; d) To make basic education available to the learner and applicable to his/her needs, as well as meeting national goals; e) To make education equitable in order to eliminate disparities and inequalities; f) To guarantee that education is affordable by mainstream Ugandans; and g) To meet the objectives of poverty eradication by equipping every individual with the basic skills and knowledge with which to exploit the environment for both self and national development.

In 1996, Universal Primary Education (UPE) was launched as a national program by the Ugandan government. Its main objective was to eradicate illiteracy in Uganda by giving each child the chance to receive free primary education. Currently, there are over 7 million children enrolled under the UPE program countrywide (MoES, 2003).

The main stakeholders in UPE are the government, teachers, parents, children and politicians. In the past, UPE was planned by two main stakeholders: teachers and government officials.

Children were not included in the planning process yet they are the ultimate beneficiaries of the entire UPE Policy and Programme (UPE Joint Monitoring Report, 2008).

The researcher agrees with the findings of the UPE joint monitoring report (2008) which argues that the implementation of UPE calls for collaborative partnership between many stakeholders with different roles and responsibilities or proper coordination and synergies for its successful implementation. However, whereas each of the stakeholders' roles is clearly spelt out in the policy, the implementation leaves a lot to requiring answers.

Universal Primary Education guidelines<sup>3</sup>; outlines the roles and responsibilities of stakeholders in the implementation of UPE. UPE is managed under a decentralized system with various stakeholders to plan, implement, monitor and evaluate it. The UPE policy as provided for under the Uganda Local Government Act 2007 and Article 176 of the 1995 Constitution of the Republic of Uganda.

The Local Government Act provides for pre- primary, primary, post primary, special and technical schools to be managed by district councils with each district having authority to formulate, approve and execute its development plan, register UPE children and distribute books. Monthly remittances for schools from central government are channeled to schools through the District Administrative Officer.

At the district, the District Education Officer is a key person responsible for implementation of UPE and relates directly with head teachers for any supplies to school and feedback to the Ministry of Education and sports. Authority to control the affairs of individual schools is delegated to head teachers by the DEO (The Education Pre- Primary, Primary and Post Primary Act 13 of 2008).

At Sub county level, the Senior Assistant Secretary, Chairperson LC III and School management Committees as well as Center Coordinating Tutors are responsible for daily implementation of UPE whose major roles include;

Interpreting UPE policy to head teachers and teachers, Organizing and conducting continuous professional development courses, Follow up and support supervision to head teachers, teachers and SMCs in areas that require improvement, Carry out community mobilization and sensitization on education, Ensuring that funds are received in schools and publicly displayed by

head teachers and properly utilized and Working as a link between the school and the community.

At the school level, which is the last level in terms of institutional structures, UPE comprises of head teachers, teachers and pupils whose responsibilities include: Making sure schools commence on time and oversee teacher performance, Persuade parents to send their children to school, provide scholastic materials and meals, Putting together teaching guides, work and lesson plans and ensure their security (The Education Pre- Primary, Primary and Post Primary Act 13 of 2008).

The above stakeholders presented in the literature, that is; DEOs, head teachers, SMCs do commendable jobs only when fully facilitated. This has not been the case however in Uganda, coupled with the little allocations by the state. Much as they are there, some are there by appointment not performing their roles as expected because of little financing, limited knowledge coupled with minimal motivation to get fully involved. It is indeed true that implementing UPE requires collaborative efforts through team work and division of responsibilities. Team work among stakeholders would ensure collective ownership, more positive results and sustainability of the UPE in the country.

Teacher Development Management System (TDMS).With an intention of improving quality and equity in the dissemination of education, and as a form of retaliation opposed to the increase in primary enrolment figures after the implementation of UPE, the Teacher Development Management System (TDMS) was launched in 1994 as a project of USAID (Ward, Penny and Read 2006, p.75). TDMS was launched as a sub-component of Primary Education Teacher Development (PERP) designed to re-establish teaching as a respected profession, create a delivery report and support system through restructuring and rationalizing teacher training services, encourage community participation and establish a sustainable system of allocating resources (Ward et al., 2006:, p.76; Nansamba and Nakayenga, 2003,p.2). It was designed as a national support system to enable the rapid and effective introduction of new instructional materials; methods and curriculum assessment techniques; increase access to quality learning opportunities; Improve school management and instructional quality through (Nansamba and Nakayenga, et al, 2003,p.6)

Democratization in 1990s has been working as a further boost for role of NGOs in promoting UPE in developing countries. Though NGOs vary in their ideologies, strategies and geographical coverage, donor-drivenness make them as part of the global “associational revolution”. NGOs are seen as symbols of social responsibility and global morality. They have long been working with project-based approach to reach the non-enrolled and dropouts from public schools with the active support of international donor agencies (Mojibur, 2011). Non-Governmental Organizations (NGOs) have been playing a central role in education of marginalized groups in developing countries since 1980s. They emerged as alternative providers of education against the backdrop of the State’s failure to provide relevant and quality education for economically and culturally disadvantaged groups. They are assumed to have pro-poor orientation, flexibility, innovation, cost-effectiveness, and participatory approaches in their educational projects (Mojibur, et al, 2011).

The researcher agrees to the argument of Mojibur as observed in the North and Northern Uganda specifically among the rural marginalized population. Their existence is necessary in the management and success of UPE in Uganda.

The assessment of the Primary education curriculum is done annually by the Uganda National Examinations Board (UNEB). The Board sets, administers the Primary Leaving Examinations and the examination consists of four papers. These are English Language, Science and Health Education, Mathematics, Social studies including Religious Education and each subject in the curriculum has set objectives. The scores on each paper range from 1(the best) to 9 (the worst), therefore, the results in the whole Primary Leaving Examination range from aggregate 4 (the best) to aggregate, 36 (failure). The candidates are then graded into about five grades. For example, first grade ranges from aggregates 4 to 12. Candidates who manage to score first grade can hope to be selected by the good secondary schools and these form only about ten percent of the total candidates. But the largest number of such candidates comes from a few boarding or urban day schools (Grace Nalweyiso, Waswa Yusuf, Sophia Namiyingo and Sudi Nangoli, 2015).

Uganda National Examination Board is a key stakeholder in this sector. Their role is crucial as a government parasternal.

## **2.2 The roles played by different stakeholders in the management and success of UPE programs.**

The role of parents being key stakeholders as first teachers of their infants, start right after the baby is born, helping to develop the child's brain through learning simple skills. But many have left this role to the teachers raising more questions on their roles in UPE. A joint project of the ACWF and the Ministry of Education, China's parent schools are voluntarily-built, school/community-based network at provincial, city, county, township and village levels which have been coded for free education because of parent's togetherness in advocacy and contributions. Before schools are taken by government, they offer different classes for newly married couples, pregnant women, parents of preschool and primary school children, parents of disabled children, single parents, etc. They have been core education by fostering the child's ability to seek knowledge, survive, and coexist and to behave well (The UN General Assembly Special Session on Children, 2002).

Parents are indeed crucial stakeholders in the management and success of stakeholders. They take care of pupils, send them to schools. At rural places, they offer land for the construction of UPE schools, mobilize resources and are co-opted to manage and run its activities. Without them, much can be done. As observed in China above, it is crucial to involved them, motivate and cooperate with them for fruits, success and sustainability of UPE. On the sad note in Uganda specifically in Barr, UPE has been left for the poor parents who cannot afford paying fees in the well performing private primary schools. Some people even believe it is meant to widen the academic gaps between the rich and the poor.

Hanchett (2008) argues that, the primary responsibility for financing UPE and education for girls' is that of the State. Governments are morally, socially and legally required to ensure that the entire population enjoys their human rights- including the right to education as provided for in the MDG goal two. These responsibilities are reinforced by most national constitutions and laws and various international conventions, which are ratified by states and binding to all future administrations. Yet despite these rights and obligations of governments, and all the promises past, women, and girls, as well as boys, in all parts of the world, are still denied the right to a free and quality primary education.

The above argument by Hanchett is very right looking at amounts of taxes Ugandans are paying and the extra-vagant expenditures of government in other sectors like defense and statehouse.



Much as some financial budget allocations are put on UPE annually, they are too meagre to run the system. That is why some UPE schools have resorted to charging some fees like development fees. People in rural areas further take boys to schools and leaving the majority of girls home based on the false cultural beliefs that puts girls as kitchen materials.

For effective management, UPE in Bangladesh is provided for by government, the private sector and NGO's but remains in actual fact publicly financed. It is organized in a decentralized manner with the Ministry of Primary and Mass Education (MoPME) at the Centre led by the secretary of government responsible for the overall planning, financing, policy formulation, evaluation, execution of plans and, initiating legislative measures related to primary and non-formal education. The Directorate of Primary Education is divided into six divisions namely Administration, Planning and Development, Training, Monitoring and Evaluation and Policy and Operations created to streamline UPE and strengthen its infrastructure. Reporting to each Directorate is the Division which comprises six offices of divisional directors located at each division head-quarter. District education offices headed by district primary education officers are responsible for the administrative tasks and supervision of all primary schools in their district. The Sub-districts (Upazila) made up of 481 Upazila education officers and school clusters are responsible for the management, monitoring of primary education and provision of in service training of all teachers in their respective clusters (Rabbi ,2009,p.33). All in all, this creates a positive perception towards primary education and makes it possible for the effective and efficient implementation of the UPE policy in the country.

Since the inception, TDMS has been launched in 6 phases in 23 Core Primary Teacher Colleges linked to 539 co-coordinating Centre's representing 95,000 government aided Primary schools in Uganda offering a certificate in management skills in primary education for Head teachers (Ward et al.2006, p.76). This has made TDMS crucial in the management of UPE at school level and a way forward for an appropriate management framework through which UPE can be implemented successfully, based on the argument that part of training is critical for stakeholders understanding of individual roles and responsibilities towards implementation of UPE.

The government being the primary holder is responsible for policy formulation and ensuring they are implemented by the technical persons in the systems like the DEOs, SAS, CCTs, head teachers and class teachers and this role has been played to some extent. It is also through the

government policy that other government agencies like TDMs are created to cause positive changes in the management and success of UPE.

Universal Primary Education programs in most African countries like South Africa and Tanzania are organized and managed in a decentralized manner, within the Ministry of Education and Sports should be an independent Department of Primary Education (DPE) (Aguti, 2002). These are headed by the Commissioner Primary Education comprising of seven divisions namely: Administration; Primary Teacher Education Training; Policy and Operations; Finance and Procurement; Monitoring and Evaluation; Information Communication and Technology and; the division of Planning Primary Education.

The responsibilities of these stakeholders include: the overall planning of primary education; Formulation of policies, programmes and strategies for UPE; Monitoring and evaluation of the implementation of UPE's strategic plan, policies and programmes; the impact of the UPE policy to the public and country development; Help international donors assess the effectiveness of the policy and programmatic changes; Coordinate activities among stakeholders and various funding agencies and provide clear aspect on areas that need to be changed; Dissemination of information to all stakeholders; Collect and translate all data in all the different languages, publish findings, and communicate to the public about the policies and objectives of UPE; Mobilize resources for the implementation of UPE and the recommended appropriate research; Create and strengthen partnerships for an expanded national response; Set standards, provide curriculum, relevant guidelines and disseminate them; Liaising with the district officials on the payment of teachers' salaries; Liaising with the division of finance planning and economic development at district level on the provision of UPE capitation grant and Liaising with the district education office to come up with motivation facilities for teachers and district officers (Aguti.et al, 2002)

The policy framework for managing UPE in Uganda can be depicted in the UPE policy guidelines pamphlet which was fast compiled and issued in 1998. Which later due to the lack of commitment from the stakeholders, the policy was revised and re-issued on the 6<sup>th</sup> of October 2008 outlining the relevant guidelines on policy, planning, roles and responsibilities of stakeholders in the implementation of UPE. In conjunction with consultation with the relevant stakeholders on ways to improve the management of UPE and aims to strengthen the stakeholders commitment, provide obligatory clarifications on the main policy positions in order avoid imitation, possible areas of role conflict and abandonment of the vital aspects of the programme ( Ministry of Education and Sports, 2008b, p.5).

Universal Primary Education in Uganda is managed in a decentralized system with various stakeholders playing a role in the formulation, implementation, monitoring and evaluation of the policy as provided for in the Local Government Act of 1997 and article 176 of the Constitution of the Republic of Uganda 2005 (Act 21 of 2005). For example the Local Government Act of 1997 provides for, pre-primary, primary, special and technical schools to be managed by district councils with each district having the authority to formulate, approve, and execute its own development plan, register UPE children, and distribute textbooks. In addition to the above, monthly remittances for schools from central government are all channeled through the district administration officer (Ministry of Education and Sports 2004:,p.12; Nakabugo, Byamugisha and Bitheghaire ,2008,:p.60).

Non Governmental Organizations working in education in India were referred to by Jagannathan, (2011) as professional resource centers and innovators able to reach children who are educationally disadvantaged. The Indian NGOs have improved the effectiveness of primary education by increasing their collaborative efforts likeminded international, National and locally based NGOs to extend education enhancing services to underprivileged children in India and develop innovations that improve the quality of primary education. In the study of six NGOs working with school-age children in India, Jagannathan showed the benefits of a NGO alliance facilitating government to achieve universal primary education through the increase in number of vulnerable children accessing schools. This was due to the motivating support through uniforms, exercise and text books, pens and playing kits (Jagannathan, et al, 2011).

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 Universal Primary Education. The project was implemented in 30 primary schools; 10 from each of the districts of Arua, Jinja and Kasese. Since 2003, CCF Acenlworu has been implementing a child lead UPE monitoring program with support from Common Wealth Education Fund (CEF) in 25 schools in Apac District. LIDI-Uganda has been running a similar programme, since 2003, funded by CEF, in 24 schools, 12 from each of the districts of Iganga and Mayuge (Universal Primary Education Joint Monitoring Report, 2008)

African Network for the Prevention and Protection against Child Abuse and Neglect purposively selected the participating schools after consultations with the office of the DEOs and also after their respective head teachers, teachers, pupils, school management committees, P.T.A members, community leaders and parents who were sensitized on their roles and responsibilities in implementing the UPE Program by ANPPCAN-Uganda Chapter, CCF Acenlworu and LIDI-Uganda. The criterion for selecting the participating schools were mainly premised on the number of children in each school (minimum of 600) and the problems they faced in each of the six districts of Arua, Apac, Iganga Jinja, Kasese and Mayuge (UPE Joint Monitoring report, 2008).

The NGO roles in the management and success of UPE should not be underscored especially in the ravaged Northern districts of Uganda. They have been at the fore front of community mobilization, provision of incentives like scholastic materials, food stuffs that were locked up in the internally displaced people's camps for nearly two decades as a result of the LRA activities in the region. This enticed parents to push their children to attend UPE

Based on the June 2004 review that concluded that poor performance in all curriculum subjects is attributed to pupils' failures to develop early literacy (Ward et al, 2006, p.42), the Ministry of Education and Sports initiated reforms in 2005 that resulted into the introduction of a new thematic curriculum in 2007 divided into three cycles each having an independent structure of knowledge, skills and learning outcome based on levels expected at the end of the day from pupils from different grades. Content and skills are taught arranged around a number of different themes rather than subjects in lower primary (IOB, 2008, p.43).

Cycle one known as basic skills with a thematic approach, was designed to appeal to pupils in grades one to three, reflecting everyday interests and activities in line with the Ministry's educational aims and objectives. In this cycle, subjects apart from English are to be conducted and assessed in the pupils' respective local languages (mother tongue) with an aim of enabling child growth, maturity and preparation for upper primary education whilst developing appropriate English skills (Ward et al,2006, pp.42-44).Referred to as the transition year, cycle two was developed to apply to grade four pupils. In this cycle given the pupils transition from lower primary education to upper primary education, the Ministry contemplated that it was best to also change the medium of instruction and examining to the English language in order for

pupils to attain both oral and written English skills at the same time enabling the transfer of all knowledge and skills acquired in a theme-based curriculum to a subject based framework (Ward et al,2006, pp.42-44).

This particular role of introducing thematic areas in UPE is taken both positively and negatively by different stakeholders claiming the government was not well guided as it is selective to mostly government school. The thematic program emphasizes teaching pupils from primary one to three using their respective local languages. In Lango for example, pupils at lower primary are taught using Lango. Most of these pupils reach Primary seven without understanding how to construct a sentence in English yet they sit National exams in English. On the sad note, those in private schools and urbanized governments schools are not restricted and undertake teaching using English, that perhaps is the reason pupils from private schools excellently better than their colleagues in government aided schools. To the researcher, the government deserves to revise this policy to ensure uniformity.

In September 2010, Agricultural Cooperative Development International/ Volunteers Organizations Cooperation Assistance (ACDI/VOCA) was awarded a grant from the United States Department of Agriculture in collaboration with the government of Uganda to implement a three-year Food for Education program in northeastern Uganda. As part of the Literacy Enhancement and Rural Nutrition (Uganda-LEARN) program, Agricultural Cooperative Development International/Volunteers Organizations Cooperation Assistance works with schools, Parent-Teacher Associations (PTAs), School Feeding Management Committees (SFMCs), and local communities to deliver a comprehensive package of school feeding, school gardens, community training, and infrastructure rehabilitation. These activities work to improve attendance, create an improved learning environment and restore conditions conducive to quality educational performance in these post-conflict areas that underwent series and negative consequences of insurgencies in Uganda (ACDI/VOCA, 2011).

One of the strategic Objectives of World Vision Uganda Strategy (2007-2009) was increased access to quality primary, secondary and vocational education and support for Functional Adult Education in the supported communities (Human Development Report, 2009). In 2009, World Vision had Education programmes that were aimed at increasing access to and the quality of education, particularly Primary Education for both boys and girls. World Vision Uganda's programming in education promotes organizations for child well-being outcomes especially the

outcome on education for life for all children. This means that World Vision strives to see that: children access and complete quality primary education, children read, write and compute, children make good judgments, protect themselves, manage emotions and communicate and finally adolescents are ready for economic activities.

The involvement of giant NGOs like ACDI/VOCA and World Vision in supporting UPE is evident. This can be looked at the statistics for increased enrolments, improved performance among both boys and girls. In Karamoja sub-region for example, the UPE is gaining because of the feeding initiatives by NGOs like ACDI/VOCA, World vision, UNICEF, World Food Programme and other NGOs. The worrying issue is the shrinking NGO space being introduced by the government policies. The 2016 NGO bill requires a lot from NGOs especially in terms of funding, for example, it dictates NGOs to generate 30% of the funds locally which is impossible. This move is politically motivated and requires re-thinking.

### **2.3 The Challenges Faced by Stake Holders in the Management of UPE**

Even though the general perception of UPE in Bangladesh is positive with the national primary education enrolment rate at 80%, the country is still experiencing management challenges (Ardt and Hastings, 2005). They argued that, the national budget allocation towards education is relatively low as compared to other South Asian countries. Allocating only 2.3% of its Gross Domestic Product (GDP) compared to the 3.5% regional average and the fact that the budget revenue is the primary instrument financing education expenditure, financial constraints are inevitable in the country. This has resulted into poor payment of primary school teachers, inadequate allocations on day-to-day school activities, poor infrastructure and delays in school planning forcing head teachers to seek for funds elsewhere and in the end hampering the attainment of the UPE goal

With 45% of the population in Bangladesh struggling to meet their basic needs and surviving on one dollar a day, the country's primary education is also faced with the problem of poverty impacting on household demands for primary education. Children of school going age are forced to stay at home and seek job opportunities in order to meet their basic needs and sustain their family, which leads to an even bigger challenge for primary education resulting in child labour (Ardt, et al., 2005, p.9).

As a result of industrialization attributed to the increasing exposure to the forces of globalization, a decline in the agricultural sector in Bangladesh, the country is also faced with the problem of urban-rural disparity and the unequal development between towns. This has resulted in low attendance among children, especially those in the urban poor regions (slums) with few schools within their reach. Overcrowding in the classrooms, low participation from the students and an increase in the student teacher ratio all negatively influence the efficiency of education. Teachers cannot keep up with large classrooms holding back the implementation of UPE policy (Ardt, et al, 2005, p.6).

Despite the massive expansion in the enrolment levels at primary level and the strategic plans put forward by the Ministry of Education and Sports, the Ministry is still faced by challenges in terms of management. The government of Uganda spends about 30% of the national budget on the education sector and 65% of these funds are invested in UPE on top of what is contributed by other funding agencies like Save the Children from Norway, Action Aid, Irish Aid, Netherlands and USAID/Uganda (Ministry of Education and Sports ,2007a, p. 4).

According to the Ministry of Education and Sports (MoES) statistics, the school enrollments increased from 3 million to 5.3 million in 1997 and the number rapidly increased until seven million by 2004 (Kakura, 2007). Even though the increased number of pupils was perceived as a good thing, there were only 125, 883 teachers, thus breaking the UPE required pupil-teacher ratio of 1:40 (Kakura, 2007). It is obvious that this large number of pupils makes the learning environment more difficult and it becomes harder for the teacher to be heard and teach the materials. According to Arbeiter and Hartley, not only the classes have between 70-150 pupils, there is also over-aged studying in variety of classes in all schools. Moyi (2013) explains the issue of many classes having the inappropriate age of pupils to be driven by the late enrollment or grade repetition, which in turn is caused by the poor quality of education (8). For instance, “third grade included pupils aged between seven to sixteen years and in sixth grade there were pupils up to nineteen years of age” (Moyi, Pg 66, 2013).

When the new UPE policy was executed in 2007, schools experienced a massive influx of pupils and the demand for learning materials, teachers, and infrastructure became a challenge to the educational system (Ngaka, 2008, p.172). Ngaka argues that, the UPE resulted in costly consequences, including but not limited to a poor quality education, low pupil achievement,

untrained teachers, improper infrastructures and classroom settings. Uganda has seven years of primary education and the legal age for school entry is six (Moyi, 2013, p.3).

The Ministry of Education and Sports is unable to align motivation with stakeholder's performance in the implementation of UPE. The lack of alignment is indicative of a lack of an appropriate management framework focusing on planning and organizing for the implementation of UPE in the Ministry. This implies that despite the various initiatives in place to enable UPE, the Ministry still lacks a comprehensive motivation strategy towards the stakeholders (Rabbi, 2009, p.25)

Implementation of Projects, especially huge ones with various stakeholders have faced several challenges over the recent years. Some of the challenges include lack of process owner buy-in, lack of champion support, stringent demands or conditions from project sponsors, lack of support from surrounding community, resistance to change, cultural barriers and at times language barrier among others (Abiero and Otieno, 2011). The importance of Stakeholder management is to support an organization in achieving its strategic objectives by interpreting and influencing both the external and internal environments and by creating positive relationships with stakeholders. Management of stakeholder expectations and agreed objectives is crucial to overall project success.

Universal Primary Education is undoubtedly one of the significant measures that have been adopted by developing economies as a way of enhancing their well-being. However, efforts aimed at ensuring successful implementation have not been conclusive. Also the need for empirical backing of decisions directed towards enhancing UPE are yet to be conclusive. It is based on the propositions of various scholars that stakeholder management leads to perceived project success (Jergeas, et al, 2000; Smith et al. 2001; Takim, 2009; and Munene, 2009). Generally, the performance in Universal Primary Education Schools in Uganda is still poor as evidenced by the irregular class attendance, high drop- out rates, teacher absenteeism and the parents who do not value education (Ssemujju, 2009). Existent studies point to the fact that only 9% of the School Management Committees monitor the school budget performance, close to 0% parents have visited schools since the onset of the UPE, Formal supervision by the local community has severely reduced and late coming has become more rampant due to too much domestic work at 42% and increased indiscipline of the pupils also at 42% (Munene, 2009).



Considering the PLE Exam Results of 2008, it is indicated that the number of pupils who passed in division Christenson and Walker (2008) argues that, the MDG goal II of UPE is failing in most African countries because most stakeholders are not adequately aware or cognizant of what benefits it bring, its importance and impact upon stakeholder's expectations and how these projects can be delivered. This is because these projects need to be "sold" that is their expected benefits have to be appreciated as being vital or mission critical as well as seeking out resources and delivery approaches that provide the best chance in service delivery one reduced by half coming down to 3.7% from 7.6% in 2007. More so the number of PLE failures in 2008 increased from 419,206 in 2007 to 463,631 yet in 2007 the failures had shot up by 14,221 from those in 2006 (Mambabule and Businge, 2009). Consequently, the Government of Uganda is to incur additional costs to pay for those pupils under UPE who fail to pass the PLE exams (Ssemujju, 2009)

Despite the massive expansion in the enrolment levels at primary level and the strategic plans put forward by the Ministry of Education and Sports, the Ministry is still faced by challenges in terms of management. The government of Uganda spends about 30% of the national budget on the education sector and 65% of these funds are invested in UPE on top of what is contributed by other funding agencies like Save the Children from Norway, Action Aid, Irish Aid, Netherlands and USAID/Uganda (Ministry of Education and Sports, 2007a, p.4).

The equalization and pro-poor policy perspectives support increased public investments in Primary Education. The conventional knowledge suggests that income inequality among parents leads to educational inequality, and vice versa (Carnoy and Levin, 1985; Birdsall, et al., 1997). Because acquiring education requires substantial individual investments, educational opportunities are limited for the poor due to credit constraints. In the Sub-Saharan Africa, the limited capacity and low quality of public schools induced additional private spending on education and led to inequality based on the Socio-Economic capacity of the people (Kitaev, 2001)

The Ministry of Education and Sports also highlights that there are still disparities between rural and urban areas as well as regional imbalances in the provision of educational facilities. There is also a lack of reliable and up-to-date educational data hampering the planning, administration of education and optimum use of resources, gender disparity between male and female enrolment with male learners still dominating at 774,845 and 767,698 female, and the fact that the 50% of UPE capitation grant allocated for monitoring customized performance targets has not been put

to use as it is meant to at district level (Ministry of Education and Sports, 2007b,p.7; Ministry of Education and Sports, 2007a,p.4, Ministry of Education and Sports, 2007c: p.4; AVSI, 2007, p.13).

Analysis of teacher quality in Jinja (2013), revealed that a large proportion of Primary School teachers, particularly in rural areas, lack appropriate training. In 2003, there were 145,703 primary school teachers, of whom 54,069 (37%) had no formal teacher training. An additional 7,960 had just a teaching certificate, obtained after training on completion of primary education. Most of these had retired, but had been recalled into the teaching service due to shortage of teachers after the introduction of UPE. The majority of these unqualified teachers are deployed in UPE schools in rural areas (Ngobi, 2013).

Whereas there is a clear and elaborate guide on how UPE is implemented, with the roles of each stakeholder spelt out, many of the implementing actors hardly refer to the guidelines and have not attempted to continue to refer to them in their implementation. Some head teachers in Jinja district reported to have not helped teachers to understand UPE guidelines. They only comply with those mandatory roles that require them to report to the DEO on the performance of UPE. For instance all schools visited have developed a system of open accountability and displayed funds received and how they have been used (Ngobi, 2013).

## **2.4 Strategies Put in Place by the Local Governments to Address the Stake Holder**

### **Management Challenges of UPE**

In terms of proper management of UPE in Mexico, provision of cash subsidies to poor families, making funds available to schools, motivation of teachers through providing incentives and conducting primary education in shifts are contributing factors to the success of free primary education. Thus, implying that for the successful implementation of UPE to prevail in an appropriate management framework focusing on planning and organizing, the Ministry of Education and Sports in Uganda has to implement the similar programmers as Mexico has done. For instance by adopting programmes such as PROGRESA and Programa E scuel as de Calda, the ministry may be able to address financial challenges such as delays in UPE funds to schools, as well as poverty related challenges constraining UPE. Also based on the findings in chapter two as regards to motivation, it is imperative that the Ministry of education and Sports adopts motivation strategy such as the Carrera Magisterial initiative to credit hard work from stakeholders through providing transport facilities, merit awards to basic schools based on

results, bonuses, houses to teachers and improve working conditions so as to attract more teachers to fill all existing vacancies (World Bank, 2009).

The researcher agrees with provision of incentives like it is being in Mexico as a vital strategy that Uganda's government needs not only to look at, but to wholesomely implement as a way of motivating stakeholders to do better in UPE management. Motivation is in different ways, for example appreciating the work of teachers, SMCs, CCTs, equipping schools with required resources for use. In 2013, it was disheartening to hear the then Prime Minister of Uganda the Rt. Hon. Amama Mbabazi telling teachers on strike for salary increment to go rear goats, ride boda-bodas or retire from work. It is worth noting that, the 2016/2017 National budget has provided for the 15% salary increment for UPE teachers.

To overcome the food shortage associated with the high levels of poverty, the government established the Bangladesh Food for Education (FFE) Programme, an international best practice in UPE and the first ever food for education programme was launched in 1993. The programme was designed and administered at national level to provide free monthly food supplies to poor families. The families are to meet their monthly food demands and will send their children to school instead of retaining them home or even sending them to work. For the programme to be successful, economically backward unions with low literacy levels were selected amongst government, registered non-government, community schools, satellite primary schools and one religious school (Ahmed, 2002, pp.13-20). As a result of the Programme, enrolment in primary education has increased and out of the 5.2 million children that enrolled in 2000, 2.1 million were beneficiaries of FFE programme. The enrolment in Bangladesh and the success of UPE in the country has greatly benefited from the supportive programme.

Many stakeholders have recommended provision of midday meals to pupils in UPE to enhance retention, concentration and performance. This has not been seriously embraced by many stakeholders. The reason behind are poverty, they believe that UPE is free and that the government funds it fully has made even able bodied parents not to take part in contributing food items for their school going children in UPE schools. While those with children in private schools willingly do this. The government of Uganda in UPE Act permits the School management to set up reasonable amounts to be contributed by parents to support UPE and this is being undertaken in some UPE schools like Ayira. Credit should be given to the stakeholders in undertaking this, although the implementation has been very poor, this strategy is very good.

European Union has put in place measures to tackle some of the key factors affecting the quality of education as enrolments expand, namely: the deployment, training and retention of teachers, enhancing education infrastructure, improving teaching and learning materials. This is in line with the EU Agenda for Action which seeks a teacher increase of 6 million globally by 2010 with EU support alongside 25 million more children in school (EU 2010). The Education Action Plan has further encouraged the integration of life skills for HIV/AIDS and health education into the curriculum, thereby supporting MDG 6. This was aimed at strengthening and building on existing regional initiatives. It offers key initial operational support to the African Union (AU) Plan of Action for the Second Decade of Education in Africa (SDEA), and capacity building for the Pan-African Institute for Education for Development (IPED). Channels for support to the EAP include the EFA Fast Track Initiative (FTI) and EFA High Level Group (HLG), the Association for the Development of Education in Africa (ADEA), Forum for African Women Educationalists (FAWE) and the Commonwealth of Learning (COL), as well as the European Development Fund (EDF) and related programmes operating through the European Commission (EC) plus European Union Member State (EU MS) bilateral programmes and civil society programmes (EU, 2010).

The researcher credits this EU initiative and local governments in implementing it, but it needs to be conducted in good faith for the attainment of UPE goals by the stakeholders involved in the management.

The GoU Decentralization Policy was announced in 1992 and led to the Local Government Statute of 1993. This provided for transfer of power and services to Local Government. The 1995 Constitution and the Local Government Act, 1997 both further entrenched the principles of decentralization by empowering Local Government with responsibilities for lower level Local Councils, Sub-counties and Divisions. The merit of Decentralization is that it has enlisted the participation of community / grass root in providing educational services (Ministry of Local Government, 2008).

In 1997, the government pledged to meet the costs of schooling for four children per family by introducing the Universal Primary Education Policy. The policy was amended to benefit all children, while parents meet the costs of school uniforms, meals, exercise books, local materials for building classrooms, and physical labor (Mehrotra and Delamonica, 1998; Black, et al., 1999). The role of the government increased under the UPE policy to provide more resources and ensure the quality and equity of education, supported by the mobilized resources through the

Highly Indebted Poor Countries (HIPC) initiative as well as other donor funds (Tan, et al., 2001).

Amendment of the UPE policy to benefit all children in government aided schools by government was a good gesture and strategy that drove forward stakeholder's involvement in its management. Uganda's families especially in rural areas are extended in nature as a section of parents have more than one wife. This makes them produce more than four school going children as well and with the high poverty levels, they fail to pay for their tuition. They looked at this policy as lifesaving. Some people however looked at changing this policy as a political move for conversing for votes from rural people, that is why mostly people from rural areas are the majority taking their children to UPE schools, while the middle class, government officers, businessmen and other income earners take their children to private schools including Ministers and politicians as UPE compromises quality.

The overall education budget increased from 1.6 to 3.8 percent of GDP, with the share of the primary education sub-sector of the total education expenditure increased from 40 percent in 1996 to 65 percent in 2004 (Deininger, 2003; MOES, 2005). As a consequence, the number of primary schoolteachers increased by 41 percent from 103,331 in 1997 to 145,703 in 2004 and the number of schools also increased by 41 percent from 10,490 in 1997 to 14,816 in 2004 (MOES, 2005). In addition, the Decentralization of responsibilities and massive publicity campaigns with a particular focus on girls' education were undertaken and the coordination among donors was strengthened in targeting investments in Primary Education. Since then, each school has been receiving the capitation grant based on the number of pupils in the school and subsequently spending the grant by following a guideline (MOES, 2006).

The strategy of budget increment is very important in addressing gaps in the UPE. The challenge is however little increase that do not meet all demands in the sector.

## **2.5 Summery of Literature**

In relation to the study, the above literature seemed more generalizing on stakeholder management in the success of UPE. It is clear that the NGO and government were standing a tall order as stakeholders of UPE as each study theme pointed out. This implies that, there is need for government as key stakeholder to devise mechanisms of partnerships with the NGOs and other key stakeholders for ensuring success is attained in the UPE management.

The other issues that stood out were that, the literature presented issues of Asia and East Africa in general. Presentations did not bring out issues emanating from the rural setting like Barr Sub-county, but were urban like with very little on rural.

The findings from this study underpin the importance of bottom to top approach that is valued critical in developing countries like Uganda on paper, although not practiced. It found out that stake holders at the local levels like parents, SMCs, PTAs, LC 1s are very crucial in the implementation and management of UPE because of being closest to the UPE institutions and without them, little can be attained. When empowered with knowledge on their roles and responsibility and the required resources, they can win the confidence of other community members to actively participate in its activities which reinforces ownership and sustainability.

This points out that, this study is a step ahead as its findings greatly contributed in clearly bringing out enriching information of stakeholder of UPE at Local Government or rural settings like Barr Sub-county in areas of roles, challenges and strategies that can be adopted to address the gaps incarcerating its management

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.0 Introduction**

Research methodology is a systematic way to solve a problem. It is a science of studying how research is to be carried out (Paster, 2003). The purpose of this chapter is to facilitate the understanding of suitable methods chosen, the order of accuracy of the results and the efficiency of the methods used in the study. It was also meant to describe the procedures, by which this research study went about in preparations, data collections, analysis, explanations, predictions and presentations of the findings.

This chapter covered methods used in the study. It described the study design, area of study, study population, sampling techniques and procedure, data collection methods and procedures, Quality control methods, Data management and processing, Data analysis, Ethical considerations and Constrains encountered

#### **3.1 Research Design**

The study used a case study research design and employed qualitative methods to collect analyze and present information of the study. The case study was used because it narrowed the study to one particular subject in one Sub-County to make the study richer than if it was spread. The cases studied included UPE schools and stakeholders in the Sub county of Barr Sub County and it used several of the schools (see Area of Study) and stakeholders (multiple cases) - as described in study population below and those that where encountered during the study (see study findings) - in order to understand their roles. The research design and methods were developed within a qualitative research paradigm. Data generation and analysis was informed by a constructivist conceptual framework (Denzin and Lincoln, 1998). The data in this study was collected mainly through interviews. Interview approach was guided by the consideration that “interviews as a principal method of gathering information can be used to suggest assertions and as a means of following-up some interesting and unexpected behaviour” (Silverman, 2001, p. 113)

According to Trochim and Donnelly (2007, p.142), qualitative research comes from a long tradition of field research originally from anthropology down to psychology as well as other social sciences. It is defined as any research that relies primarily on qualitative measures which include: interviews, observation, focus groups and documentary reviews. Strauss and Corbin

(1998, p.10) define qualitative research as any type of research that produces findings not derived at by statistical procedures or other means of quantification. This research ranges from research about people's lives, lived experiences, behaviours to institutional functioning. In this particular study, the qualitative research methodology provides a deeper understanding of the research problem as well as insight on how key stakeholders in the implementation of UPE relate to the management challenges i.e. coordination, communication and limited finances faced in the implementation of UPE. By using qualitative research, new solutions will also be generated as well as detailed data in-line with the research problem which can only be attained by understanding the phenomenon well enough. Open ended questions were used to simplify and present the research findings numerically for easy understanding by the readers in graphs, tables and charts. It helped in simplifying the sample size, summarizing participant's responses and numbering of chapters and sub-headings.

### **3.2 Area of Study**

Lira District is located in Lango sub-region in Northern Uganda and is bordered by the districts of Pader and Otuke in the North, Alebtong in the East, Dokolo in the South and Apac in the West. Physically, the district lies between: Latitudes 1o 21'N, 2o 42''N Longitudes 32o 51''E, 34o 15''E. The district covers approximately a total area 1326 km<sup>2</sup> of which 1286.22 km<sup>2</sup> is land area. The district is composed of three counties that is, Erute South, Erute North and Lira Municipality (Ministry of Local Government, 2013). The current population of Lira District is at 410,516 people, that is, 196,891men and 213,625 women (National Population and Housing Census, 2014).

The study was conducted in Barr Sub County located in Erute South Lira District. This Sub-county is located 8kms West of Lira town. It is bordered by the Sub-counties of Amach from the South, Abako from the South, Aloji from the South-East, Apala from the North and Lira Central Division from the West. Barr Sub-County has a total population of 45,195 people consisting of 21,953 men and 23,242 women (National Population and Housing Census, 2014). The Sub-county has seven Parishes namely; Ober, Abunga, Olilo, Ayira, Onywako, Alebere and Ayamo Parishes with the Twenty UPE Schools scattered throughout the said Parishes.

The study was however undertaken in only three Parishes of: Ayira, Onywako and Ober. The Seven UPE schools and villages randomly selected for the study were from the three above mentioned Parishes (in Ayira there are four Primary Schools; Ayira, Barr, Obol and Ololango



PS. In Onywako; Onywako, Tetyang and Atira Ps. In Ober Parish; Akalocero and Open respectively).

Barr Sub-county suffered the wrath of the Lord's Resistance Army (LRA) insurgency, which resulted into an influx of people from other Sub counties and Districts of Acholi because of its nearness to Lira town. The activities of Lord's Resistance Army drove people to the Internally Displaced Peoples camps for nearly 20 years. These activities and their effects raped the management and performance of UPE by; destroying education infrastructure, inflicting psychological torture on stakeholders. The IDP features of poverty, disease, idle and disorderliness made some parents as key UPE stake holders fail to take their children to schools and provide scholastic materials to them. Such occurrences motivated by pinching the researcher to choose Barr Sub-county for the study.

### **3.3 Study Population**

Singh (2007) defines Study Population as a group of individuals from which samples are taken for measurement. In this study, the population of study were; the Local Government technical staff, elected leaders, members of the Civil Society Organizations and the Community members (parents)

The Local Government technical staff consisted included; District Education officer, District Inspector of Schools, Centre Coordinating tutors, Head teachers, Class teachers, Senior Assistant Secretary, and Parish Chiefs. The local government technical staffs were selected to be part of the study population because; they are key stakeholders and direct implementers of UPE.

The elected leaders consisted of; District Secretary for Education (LCV Councilor), Secretary for Education (L C III councilor), Parish Councilors, School Management Committee members and I Chairpersons. The elected leaders were selected because, they make policy, allocate or resources for UPE and undertake over sight role of monitoring local government technical staff.

The Religious leaders and NGO staffs represented the Civil Society Organizations. Awareness raising, lobbying and advocacy and resource mobilization roles are undertaken by Civil Society Organizations, hence the rationale for making them part of the study population.

On the other hand, community members or parents were represented by women, men, PWDs and youth to balance the representation. As it sounds, these are parents whose children attend these UPE schools as the schools are located in their villages, provide scholastic materials to school

going children. Other community members as stake holders undertake monitoring of UPE, participate in election of UPE policy makers at all levels and are at times co-opted to School Management Committees.

### 3.4 Sampling Procedure

#### 3.4.1 Sample Size

The total of ninety (80) respondents constituted the sample size. They consisted of four categories of people namely; the Local Government technical staff (23), the elected leaders (20), the civil society (9) and the Community members/ parents (28). The Local Government staff consisted of ; one District Education officer, ,one District Inspector of Schools, one Centre Coordinating tutors, six Head teachers, nine Class teachers, one Senior Assistant Secretary and four Parish Chiefs.

The elected leaders consisted of; one District Secretary for Education (LCV Councilor), one Secretary for Education (L C III councilor), six Parish Councilors, six School Management Committee members and six LC I Chairpersons. On the other hand, four religious leaders and five NGO staff represented the Civil Society organizations.

Others were the community members or parents represented by the twenty eight respondents in the study. The sample size is summarized in the table below;

**Table 1: Summary of the Study Sample (study respondents)**

Categories	Sample size by Sex		Total Sample Size	Sampling Technique	Data Collection Method
	Male	Female			
Local government technical staff					
District Education officer		1	1	Purposive	Interviews
District Inspector of Schools	1		1	Purposive	Interviews
Centre Coordinating tutors	1		1	Purposive	Interviews
Head teachers	3	3	6	Purposive	Interviews
Class teachers	4	5	9	Purposive	Interviews
Senior Assistant Secretary	1		1	Purposive	Interviews

The Parish Chief	3	1	4	Purposive	Interviews
<b>Elected Leaders</b>					
<b>Sub-total</b>	<b>13</b>	<b>10</b>	<b>23</b>		
District Secretary for Education		1	1	Purposive	Interviews
Secretary for Education(LCIII)		1	1	Purposive	Interviews
Parish Councilors	3	3	6	Purposive	Interviews
School Management Committee	3	3	6	Purposive	Interviews
LC I Chairpersons	6		6	Purposive	Interviews
<b>Sub-total</b>	<b>12</b>	<b>8</b>	<b>20</b>		
<b>Civil Society Organizations</b>					
Religious leaders	4		4	Purposive	Interviews
NGO staff	2	3	5	Purposive	Interviews
<b>Sub-total</b>	<b>6</b>	<b>3</b>	<b>9</b>		
<b>Community members(Parents)</b>					
Community members(Parents)	10	18	28	Simple random	FGD
<b>Sub-total</b>	<b>10</b>	<b>18</b>	<b>28</b>		
<b>GRAND TOTAL</b>	<b>41</b>	<b>39</b>	<b>80</b>		

Source of data: Primary data 2015

### 3.4.2 Sampling Techniques

According to Singh (2007, p.102) Sampling method “originates from sampling and it is defined as the process or technique of selecting suitable samples, representative of the population from which it is taken for the purpose of determining characteristics of the whole population”. Therefore it is the process of selection of sampling units from the population to estimate population parameters in such a way that the sample truly represented the population.

#### Purposive Sampling

Moorgava, (2006) Said that “the logic of purposive sampling is used on sample of information which is studied in depth”. This means that selection of sampling units in this case is purposive in nature and can be useful for situations where the researcher needs to reach a targeted sample quickly.

This method was used to select a total of fifty two (52) respondents who constituted the key informants for the key informants' interviews which was in-depth. They consisted of the Local Government technical staff, elected leaders representatives of the Civil Society organizations.

One District Education officer, one District Inspector of Schools, one Centre Coordinating tutors, six Head teachers, nine Class teachers, one Senior Assistant Secretary and four Parish Chiefs were the key informants of the local government technical staff.

The other key informants were the elected leaders who consisted of; one District Secretary for Education (LCV Councilor), one Secretary for Education (L C III councilor), six Parish Councilors, six School Management Committee members and six LC I Chairpersons.

Four Religious leaders and five NGO staff were the other key informants who represented the Civil Society organizations in this study. The reason for their selection using purposive sampling was because, they are key stakeholders in the implementation, policy formulation, resource mobilization and allocation and support to attainment of UPE goals.

### **Simple Random Sampling**

Simple random sampling is a form of sampling in which every unit of the population known, anon zero probability is being selected and this implies equal probability for every unit being selected Singh (2007).

Simple random sampling technique was used to select the twenty eight community members or parents from the three Parishes. They consisted of men, women, youth, widows and persons with disabilities. This method is time saving and cost effective and can cover many respondents within a shorter time using little resources. It was also used because it is not biased and provides equal opportunities for selection of every target category for the study. In using this method, the researcher wrote names of all the seven Parishes making Barr Sub-County (Ober, Abunga, Olila, Ayira, Onywako, Alebere and Ayamo) on a clean sheet of paper, folded and then placed all in a box. To avoid bias tendencies, he shook them well several times and then invited three (3) independent persons to pick one paper each at random. These three independent persons picked one paper each containing the name of one Parish each. The Parishes picked were Ayira, Onywako and Ober. These were the three Parishes where the twenty eight respondents

(community members) were randomly picked for three FGDs for the study. The Six UPE schools and villages randomly selected for the study were from the three above mentioned Parishes

### **3.5 Data Collection Methods and Instruments**

#### **3.5.1 Sources of Data**

The researcher collected data from both primary and secondary sources.

##### **Primary Data**

Primary data is information gathered directly from the respondents in the field through the direct efforts of the researcher through; interviews, FGDs and observation. Primary data was collected from the respondents hand in hand with the more “new” data from other sources like secondary data. Though it’ was costly, but gathered more correct data since it involved direct and first-hand information from the respondents and this made the data more relevant to the research.

##### **Secondary Data**

This is data that is neither corrected by the user, researcher nor specifically for the user or researcher. Secondary data involves gathering data that has been collected by other researchers. It is the collection and analysis of data from the already published materials, documented records, internal sources, information from the library, books, on line journals and newspapers (Singh 2007). The researcher therefore collected secondary data through Document Reviews

#### **3.5.2 Methods and Instruments**

Data collection instruments are devices for measuring variables of interest (Bowling, 2002, p.144), they included: Interview guides, Observation checklist and Document Review Checklist.

##### **Interviews and Interview Guides**

Polgar and Thomas (2000) define an interview as “a conversation which takes different forms and they asserted that the interview can be conducted in person or by remote means such as the telephones interview”. An interview is a method of data collection. This research used Key Informants Interviews as an interview method to undertake the in-depth interviews with 52 key informants consisting of; One District Education officer, one District Inspector of Schools, one Centre Coordinating tutor, six Head teachers, nine Class teachers, one Senior Assistant Secretary

and four Parish Chiefs. One District Secretary for Education (LCV Councilor), one Secretary for Education (L C III councilor), six Parish Councilors, six School Management Committee members, six LC I Chairpersons, Four Religious leaders and five NGO staff also took part in this.

Interview guide is a research instrument. A research instrument, it was used to facilitate data collection from the above 52 Key Informants. The researcher developed copies of interview guides which he used for interviewing key informants.

### **Observation and Observation Check List**

Observation is a process of data collection by seeing respondent's behaviours, reactions and actions. It is the data collection method used in this study.

Observation Checklist is a data collection instrument used during observation to generate information about the actual behaviors and direct first hand eye witness account of every social action. In this research, the researcher observed the school infrastructures, and verbal behaviors/ reactions to questions. The method was included on the researcher's list because it served most directly to the researcher's purpose of description, it eliminates the possibility of relying on the willingness and ability of respondents to respond accurately and the biasness of interviews as there is direct first hand eye witness of social actions. It further helped to reveal the researcher to discover the un-said from the study participants.

### **Document Reviews and Documentary Review Check List**

Document reviews is the process of generating information from the existing data. It is a data collection method. Documents reviews were undertaken to generate other information from other authors on stakeholder management on the success of UPE. The reviewed documents included; reports, journals, text books, dissertation reports, newsletters, Magazines, which had relevant information that contributed to the completion of this study.

Documentary Review Check List is a data collection instrument used to guide the document reviews.

### **3.6 Quality Control Methods**

Quality control methods related the measure put in place to eliminate and diversion from the primary objectives of the study. This was done in two ways that is validity and reliability Punc, (2009) by formulating research instruments.

#### **3.6.1 Validity**

Validity refers the appropriateness of the instrument in collecting the data that is supposed to be collected Amin (2005). Validity of the study is concerned with the extent to which data collection methods accurately measure what they intend to measure. Validity is an important concept in the acceptability of the use of an instrument for research purpose. The researcher ensured that the data collected from the study was valid by ensuring that the findings covered the full realm of the study. In this case, validity tried to assess whether a measure of a concept really measured that concept, the extent to which the concept measures the thing it was designed to measure. This was done by formulating research instruments which posed questions from the three research objectives. The researcher endeavored to establish good contacts, behaviors with the respondents before undertaking FGDs and interviews. This assured the respondents of the researcher's honest, need for academic work for further research thus with no hesitations but simply to proceed and give valid answers. This was accompanied by the researcher method of observation to clearly bring out the validity in the research done. The researcher went ahead to measure the validity by using both content and face validity. Content validity measured the extent to which the content of the instrument corresponds to the content of the conceptual frame work of the study Amin (2005), here the expert views were obtained from government officials, elected leaders and CSOs who are knowledgeable about UPE. These commented on the relevance of interview guides.

#### **3.6.2 Reliability**

Reliability signifies the issue of consistency of measures that is the ability of a measurement instrument to measure the same thing each time it is used (Singh, 2007). The researcher tested the interview questions from the interview guide prior to the interviews. This was done in order to ensure that the questions to be asked were properly understood and ensured that the questions asked were relevant to this research. Reliability of the instrument was also tested by seeking views from the experts from UPE stake holders.

### **3.7 Data Management and Processing**

For purposes of ensuring that the whole process of this research does not get derailed, the researcher developed data collection instruments and pre-tested them. This helped him to identify gaps in instruments and corrected. In ensuring no vital data was left out, the researcher ensured that, all raw data collected from study respondents in the field was reviewed every day in the evening. Further recordings were undertaken using a recording device during both the Key Informants interviews and FGDs to ensure that whatever information that was not written down during the interviews, was derived by playing the recorded version of the interview.

### **3.8 Data Analysis**

The raw data gathered from the study area were cleaned, edited to suit the general study purpose objectives. Data cleaning is the process of removing errors from data during collection or data entry. Themes were then developed by the researcher in line with the study objectives to aid effective and efficient data analysis. Manual approach to analysis of qualitative data is by examining the content of the descriptions given. Look at documents, text, or speech to see what themes emerge and what people talked about most. Qualitative which is descriptive methods were used by the researcher to simplify and present information in figures (numbers) for easy understanding by the readers. It also aided the researcher to clearly explain respondent's views in words. These approaches therefore facilitated the cleaning, editing, expressions, explanations and presentations of data in words and figures. Using qualitative approach made the presentations of the findings easier and understanding simple to the readers

### **3.9 Ethical Considerations**

Before going to for data collection in the field, the researcher obtained the letter of introduction from the University. During the pre-test and the actual data collection, the authorities of Lira District and Barr Sub County were notified of the study and its purpose to seek their consent, quell their suspicion and get their support and blessing.

The researcher further ensured that, he observed the other ethical research principles including; confidentiality, avoidance of harm, informed consent, neutrality and volunteerism. Explicit explanation was given on the study purpose and clarifications given on concerns raised by study participants before actual interviews. Pseudo names were therefore used to present the responses on sensitive issues.



### **3.10 Limitations and Delimitations**

Every person undertaking research finds some limitations. During this research, the researcher faced some limitations that required sensitivity, perseverance and determination for learning and excellence.

The researcher faced bureaucratic constraints by the targeted district and Sub-county respondents that delayed data collection process. The section of study participants (respondents) further asked for money for compensation of their time and for the information they provided to the researcher. In addition, funds were insufficient for facilitation of the whole research process including transport, stationary, internet subscription, and airtime for coordination and for purchase of other books (policy documents in relation to the study topic).

The researcher gave thorough explanations of the study purpose as being purely academic and the recommendations may be used by some actors in future to better the management of UPE and promote performance in the sector to those who asked for money. For the challenges of bureaucracy, the researcher insisted by making regular follow ups, adhering to the bureaucratic system and copying communication to relevant offices.

## CHAPTER FOUR

### DATA PRESENTATION, INTERPRETATION AND DISCUSSIONS

#### 4.0 Introduction

The purpose of this chapter is to logically present the information obtained from the field in a meaningful manner for easy understanding by users. It is one of the core sections of the research that determines whether the research was a success or not. This chapter presents, interprets and discusses data collected in the course of the study. The presentation is according to the themes.

#### 4.1 Respondents Characteristics

The totals of ninety (80) respondents were interviewed: 41 male representing 51.25% of the total participants and 39 female representing 48.75% of the total participants took part in the study. They consisted of four categories of people namely; the Local Government technical staff (23), the elected leaders (20), the civil society (9) and the Community members/ parents (28).

The Local Government staff consisted of ; one District Education officer, one District Inspector of Schools, one Centre Coordinating tutors, six Head teachers, nine Class teachers, one Senior Assistant Secretary and four Parish Chiefs.

The elected leaders consisted of; one District Secretary for Education (LCV Councilor), one Secretary for Education (L C III councilor), six Parish Councilors, six School Management Committee members and six LC I Chairpersons.

On the other hand, four Religious leaders and five NGO staff represented the Civil Society organizations.

Others were the community members or parents represented by the twenty eight respondents in the study.

Respondents of this study are of the three different age brackets of between: 20-30, 31-50, 51-70 and 70+. Study respondents of the age between 20-30 years were 26(10 male and 16 female) in total. Respondents of this age bracket are mainly the youth who are young parents of pupils attending UPE schools. Some of them passed through UPE and have hands on experience on the program. The second age bracket was of respondents of between 31 and 50 years. They were 33 in total (15male and 18female). This had almost all categories of respondents from community

members, civil servants, politicians and members of the CSOs. They are decision makers, implementers and parents and their experience was believed to be very vital and cross-fertilizing. Respondents of third category were of between 51 and 70 years of age. They were 15 in number with 9 being male and 6 females. Most of these were retired officers undertaking oversight roles, politicians and few parents. This category of respondents have seen the evolution of primary education from the time of missionaries, they studied when there was no UPE and watched UPE from its introduction till to date. Their experience has been very helpful in the study as well. The five male respondents were of 70 years and above and were important as the third category. The details are as illustrated in the table below:

**Table 2: Showing respondents representation by percentage and age bracket**

<b>Sex</b>	<b>Age Bracket(in years)</b>	<b>Frequency</b>	<b>Percentage (%)</b>
<b>Male</b>	20-30	<b>10</b>	12.5
	31-50	<b>15</b>	18.75
	51-70	<b>9</b>	11.25
	70+	<b>5</b>	6.25
<b>Female</b>	20-30	<b>16</b>	20
	31-50	<b>18</b>	22.5
	51-70	<b>6</b>	7.5
	70+	<b>00</b>	

*Source: Primary Data*

#### **4.1.1 The UPE Supported Primary Schools in Barr Sub-county**

During the course of the study, the researcher through study participants asked participants share the government funded Primary schools in Barr Sub-county. These were all the UPE schools. The UPE Primary schools were revealed to be 20 in total and they are in the table below;

**Table 3: Showing the UPE supported Primary Schools in Barr Sub-county**

Ober Primary School	Tetyang Primary School	Olilo Primary School
Apem Primary School	Atira Primary School	Onywako Primary School
Orem Primary School	Ayel Primary School	Ayira Primary School
Ololango Primary School	Agweng Modern Primary School	Barr Primary School
Oyamo Primary School	Alebere Primary School	Akalocero Primary School
Obot Primary School	Igony Primary School	Ayira Primary School

*Source: Primary Data*

#### **4.2 Stakeholders Involved in the Management of UPE.**

In relation to the specific objectives of the study, this theme sought to find out the stakeholders involved in the management of UPE in Barr Sub-county Lira District.

It revealed that, these stakeholders included;

School Management Committees 48(60%), Head teachers 42(52.5%), Class teachers40(50), District Education Officers 37(46.25), Parents 34(42.5), Senior Assistant Secretaries(Sub-county Chiefs)33(41.25%), Parents Teachers Association 33(41.25%), LC 1 Chairpersons30(37.5%) , LCIII chairpersons26(32.5%), Parish Chiefs25(31.25%), Ministry of Education23(28.75%), NGOs22(27.5%), LC III Secretaries for Education18(22.5%), Parish Development Committees17(21.5%), District Inspector of Schools17(21.5%), Founding bodies15(18.75%), Child Protection Committees13(16.25%) and Members of Parliament 7(8.75%). The details of stakeholders involved in the management of UPE are as below;

The majority respondents (48 people constituting 60% of the study participants) revealed the School Management Committee members being the key stakeholders involved in the management of UPE in Barr Sub-county.

The head teachers came second with 52.5% of the responses given by the study participants (42 people). They are key stakeholders in the management of UPE in the Sub-county. Other stakeholders involved in the management of UPE were found out to be the Class teachers. These were revealed by 40 people constituting 50% of the study participants. The literature review through The Education Pre- Primary, Primary and Post Primary Act 13 of 2008 acknowledged other UPE

stakeholders to be head teachers, teachers and pupils whose responsibilities include: Making sure schools commence on time and oversee teacher performance, Persuade parents to send their children to school, provide scholastic materials and meals, Putting together teaching guides, work and lesson plans and ensure their security. This is an indication that various stakeholders ought to play their roles effectively if success of UPE is to be attained.

The District Education Officer was also found out to be one of the key stakeholders in the management of UPE in Barr Sub-county. This was revealed by 37 people constituting 46.25% of the study respondents and the importance of DEO was further elaborated by one SMC in that;

Without the District Education officer, the Ministry of Education cannot know the number of schools in the Su-county, required UPE funds to run the schools and how the resources can be wired to the schools (KII with one SMC of Ayira at Ayira Primary School on 28<sup>th</sup> June 2015)

The implication of this is that, DEOs are vital stakeholders in the UPE as administrators at the district levels. Their offices need to be fully facilitated to fully ensure the implementation of UPE is well implemented. This corresponds with the presentations in chapter two of this study (Literature Review) that noted that. At the district, the District Education Officer is a key person responsible for implementation of UPE and relates directly with head teachers for any supplies to school and feedback to the Ministry of Education and sports. Authority to control the affairs of individual schools is delegated to head teachers by the DEO (The Education Pre- Primary, Primary and Post Primary Act 13 of 2008).

The study through 34 respondents constituting 42.5% of the study participants revealed parents as key stakeholders involved in the management of UPE in Barr Sub-county. Parents send their children to school, provide scholastic materials and meals.

Mwesigye (2015) argues that, parents who pay more in tuition fees (In Private Schools) are getting their money's worth in good results at the end of the primary school cycle, an analysis of the latest Primary Leaving Examination (PLE) results as opposed to governments aided UPE Schools. The Observer compiled a list of five to 20 best schools in 45 districts across the country and found that the highest number of first grades came from high-priced schools that charge an average of Shs 750,000 in tuition fees per term. Schools like Kabojja Junior and Kampala Parents PS, which got more than 98.6 per cent first grades, are already charging more than Shs 1,200,000 in tuition fees per pupil per term. The eagerness of parents to shower money on the education of their children was first highlighted by a preliminary report by the Ministry of

Finance (2015). The report found that the majority of Ugandans spend most of their money on education. In 2015 for example, Kabojja registered a 100 per cent performance (all its students passed in first division). Soon after the release of the results, its tuition fees were raised from Shs 900,000 to Shs 1,200,000, the increment ostensibly brought on by the desire to motivate teachers to do even better, Mwesigye added. Only a few public schools running small budgets have managed to find space on this A-list. They include Kitante, Nakasero and Buganda Road primary schools in Kampala, each charging less than Shs 150,000 per pupil per term. However, for the most part, the schools on the A-list are private schools.

The above submissions of Mwesigye, shows that, the UPE schools aided by Government are heading to doom. It is also assign that, UPE is a political program blinding many poor parents that it is free, yet the rich policy makers are paying tuition in millions for their children in private A-class Kampala schools. The implications of this division will continue creating and widening the gap between the poor up-country UPE pupils and the rich city dwellers with the capabilities of taking their children to private paying and well performing schools with the assurance of better results to enable them even take up government sponsorship schemes in public universities. To level the playing grounds like in the 1980s, the government needs to completely abolish UPE and re-introduce school fees to all government schools, since UPE is a borrowed concept by mean international bodies.

The Senior Assistant Secretary (Sub-county Chief) of Barr Sub-county was also found out by this study to be a stakeholder involved in the management of UPE. This was reported by 33 participants constituting 41.25% of the respondents. Although not rated as high as the above stakeholders, this stakeholder is important for ensuring that financing the UPC takes agreed procedures and ensures effective accountability of the proper use of it is maintained

Parents Teachers Association members that is represented by the parents, teachers are other stakeholders involved in the management of UPE in Barr sub-county according to this study findings. The 33 people that made 41.25% of the study participants reported this to the researcher.

The study also found out the LC 1 Chairpersons as stakeholders involved in the management of UPE in bar Sub-county. This finding was revealed by 30 study participants that constituted 37.5%. This is true for their familiarity and knowledge of the villages which helps in the

mobilization and sensitization about the program as well as implements resolutions such as ensuring every school going pupil is in school.

The LCIII chairpersons are political heads of the Sub-counties. 26 respondents which constitute 32.5% of the study sample brought out this. This is an indication that they play important roles in the management of UPE in Barr Sub-county as well.

The study further found out that the Parish Chief is other stakeholders involved in the management of UPE in the study Sub-county. This was revealed by 25 people who constituted 31.25% of the study respondents.

The Ministry of Education of education, Science, Technology and Sports was revealed by 23 study respondents which are 28.75% as key stakeholders in the management of UPE in Barr Sub-county. The 22 study participants constituting 27.5% reported NGOs to be part of the stakeholders involved in managing UPE affairs at Barr Sub-County through this study.

Through the study, the LC III Secretary for Education (LCIII Councilor) was revealed to be another stake holders involved in the management of UPE in Barr Sub-county. This was revealed by 22.5% of the study participants that is, 18people.

The Parish Development Committees members and the District Inspector of Schools were other stakeholders involved in managing UPE. These were both reported by 17 constituting 21.5% of the study participants. Although the respondent's response on key stakeholders such as the Ministry seems low, it is a clear indication that they have more access to those rated highly. On one hand it shows importance of those stakeholders close to participants of UPE programmes and on the other hand it likely indicates the laxity of the Ministry in ensuring continuous communication with the local communities or beneficiaries of the UPE program. This in turn may affect policy assessment and development since the body responsible with it does not have the touch with local realities.

In Barr Sub-county, founding bodies specifically the religious denominations who gave land for construction of schools were also found out by this study as stakeholders involved in the management of UPE. This was revealed by 15 respondents that constituted 18.75% of the study participants. In line with Literature reviewed in chapter two, Mojibur(2011) argues that,Non-Governmental Organizations (NGOs) have been playing a central role in education of

marginalized groups in developing countries since 1980s. They emerged as alternative providers of education against the backdrop of the State’s failure to provide relevant and quality education for economically and culturally disadvantaged groups. They are assumed to have pro-poor orientation, flexibility, innovation, cost-effectiveness, and participatory approaches in their educational projects.

The study found out that the Child Protection Committee members were as well involved in the management of UPE in Barr Sub-county. These respondents (16.25% of the respondents) argued that, the child protection committees were community resource persons (Volunteers) trained by UNICEF to ensure school going children attend school. They were reported to be influential in mobilization of children to go to schools, community awareness creation, reporting cases of defilement and conducting peer education at schools. Their involvement has made a section of parents to become responsible in taking care of their children, made arrests of offenders by the police easier and increased retention rates of girls in schools.

Members of Parliament were revealed by the minority respondents (7 that constituted 8.75%) as other stakeholders involved in the management of UPE at the study Sub-county. Members of Parliament have in a number of occasions donated scholastic materials to schools and sponsor some vulnerable children who perform well in PLE by sponsoring them in Secondary schools. They argued that, their contribution has motivated girls and boys to stay at school and to work harder to attain better results.

**Table 4 : Showing Stakeholders involved in the Management of UPE.**

<b>UPE stakeholders</b>	<b>Number</b>	<b>Percentages</b>
School Management Committees	48	60
Head teachers	42	52.5
Class teachers	40	50
District Education Officers	37	46.25
Parents	34	42.5
Senior Assistant Secretaries(Sub-county Chiefs)	33	41.25
Parents Teachers Association	33	41.25
LC 1 Chairpersons	30	37.5
LCIII chairpersons	26	32.5



Parish Chiefs	25	31.25
Ministry of Education, Science, Technology and Sports	23	28.75
NGOs	22	27.5
LC III Secretaries for Education	18	22.5
Parish Development Committees	17	21.5
District Inspector of Schools	17	21.2
Founding bodies/Religious Leaders	15	18.75
Child Protection Committees	13	16.25
Members of Parliament	7	8.75

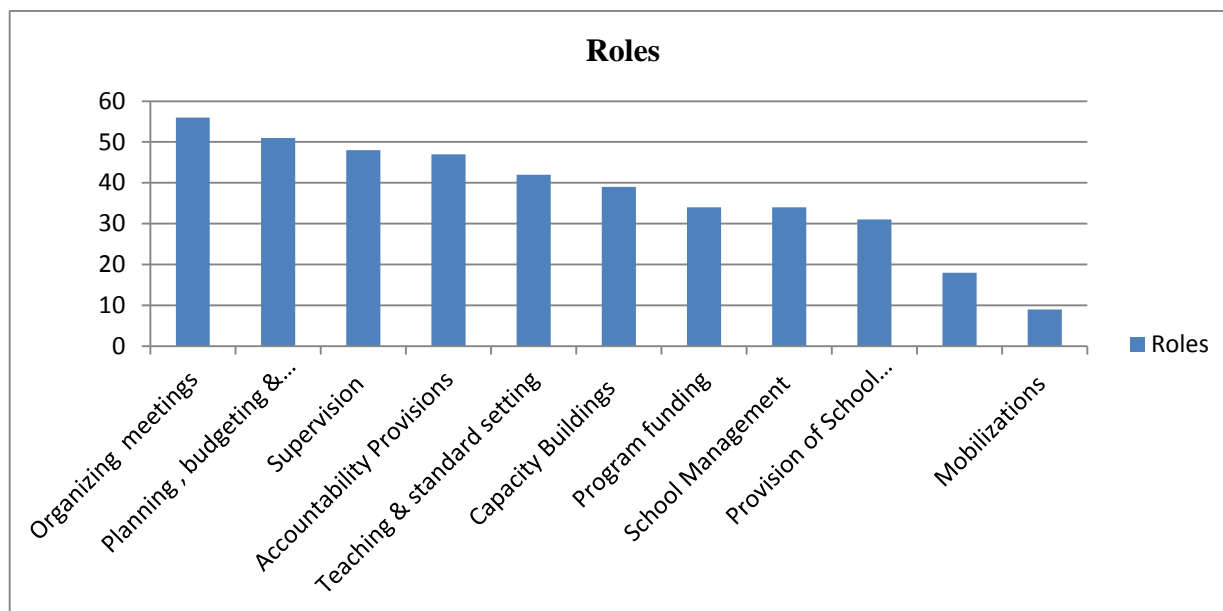
*Source: Primary Data*

#### **4.3 The Roles Played by Different Stakeholders in the Management and Success of UPE Programs**

With reference to the specific objective two of this research study, this theme sought to establish the roles played by different stakeholders in the management and success of UPE programs in Barr Sub-county. The roles in frequencies and percentages are summarized as below;

Organizing engagement meetings (consultations) 56(70%), Planning, budgeting and approvals 51(63.75%). Supervision 48(60%), Accountability provisions 47(58.75%), Teaching, evaluation (assessment) and standard setting 42(52.5%) were also stated to be roles. Capacity buildings for stakeholders 39(48.75%), Program funding 34(42.5%), School management 34 (42.5%), Provisions of scholastic materials 31 (38.37%), Maintenance of founder values 18 (22.5%) and Mobilizations and care for pupils were other roles reported to be played by stakeholders 9 (11.25%). This is illustrated in the figure 2 below;

**Figure 2: Showing the Roles Played by Different Stakeholders in the Management and Success of UPE Programs**



*Source: Primary Data*

The roles illustrated in the above figure have been elaborated by the study findings in the following ways;

The study established one of the roles played by different stakeholders in the management and success of UPE to be organizing engagement meetings (consultations). This was revealed by the majority 56 study participants that constituted 70% of the respondents. This was reported by study participants who consisted of parents, a section of district and Sub- county duty bearers and the NGO representatives. They argued that, the stake holders that are involve organizing engagements meetings were the SMCs, head teachers, LCIII and LCI chairpersons, founding bodies (religious leaders) Senior Assistant Secretary, District Education Officers, NGOs and District inspector of Schools. Study participants revealed that, the meetings are organized for different purposes to ensure proper UPE management by stake holders.

The purposes of these engagement meetings were revealed to be; Budgeting for the use of the UPE financial resources, provision of accountabilities mainly during Annual General Meetings( AGMs), planning for the UPE schools, undertaking headcount for the number of pupils per school, resource mobilization from parents and other well-wishers, disciplinary actions for errant

teachers, head teachers, replacement or election of SMCs and PTA members and lobbying and advocacy for infrastructure development.

The joint UPE monitoring Report (2008) noted that, the selection of participating schools in UPE enhancing programs like feeding, sponsorship with scholastic materials was done through consultations through engagement meetings with the DEOs, head teachers, teachers, pupils, school management committees, P.T.A members, community leaders and parents. The report added that after consultations, the successful stakeholders were sensitized on their roles and responsibilities in implementing the UPE Program by ANPPCAN-Uganda Chapter, CCF Acenlwo and LIDI-Uganda. The criterion for selecting the participating schools were mainly premised on the number of children in each school (minimum of 600) and the problems they faced in each of the six districts of Arua, Apac, Iganga Jinja, Kasese and Mayuge.

It is important to note that, engagement meetings with different stakeholders are important in ensuring success of UPE. This is because, the meetings provides platforms for stake holders to identify the gaps threatening the performance , those who are not performing and identifying actions to be taken to address the gaps ;which if implemented can lead to positive outcomes, hence facilitating UPE success.

Planning, budgeting and approvals(budgets, work plans) was further revealed by this study as another role played and still being played by different stakeholders in the management and success of UPE programs in Barr Sub-county. The planning, budgeting and their approvals are conducted in line with the government's financial year with guidance from the planning cycle. This according to the section of respondents consisting of the LCIII councilors, parish chiefs, SMCs and religious leaders is undertaken in different phases by different stakeholders. The needs identification for the community at the village levels are done by the parents, LCI chairpersons and forwarded to the parish for prioritization by the PDCs. They then forward the priorities to the Senior Assistant Secretary who presents them to the Sub-county LCIII council for approval. The SMCs also work hand in hand with the head teachers and some class teachers to plan for the schools and approve the budgets as per the releases. This was revealed by 51 respondents constituting 63.75% of the overall sample size. This was further alluded during one of the Interviews with the Secretary for Education of Barr Sub-county;

In this Sub-county, each year education improvement appears among the first or second priority. For us as the Sub-county, we support and approve the needs of the

community not ours and that is why when you move around the schools you find either the class room blocks, teachers houses or sanitary facilities being constructed, going through renovations or at least schools with new infrastructures put in place less than five years ago. (Interview with the Secretary for Education of Barr Sub-county at Barr Sub-county on 3<sup>rd</sup> July 2015).

Rabbi (2009) concurred with the above finding stating that, in Bangladesh, education stakeholders engage in budgeting, planning, financing, policy formulation, evaluation, execution of plans and, initiating legislative measures related to universal primary education to ensure good performance of young people going to government aided schools. This is also being done by the SMCs and politicians of Barr to ensure UPE does well and has partly contributed to improving UPE.

The study further found out through 48 respondents constituting 60% of the study participants that, supervision was the other key role played by key stakeholders in the management and success of UPE in Barr Sub-county. They reported that, technical or hands on supervision on UPE was being conducted by the District Education officer, District inspector of Schools, Senior Assistant Secretary, Parish chiefs, Officials from the Ministry of Education, Science, Technology and Sports and the head teachers on teachers. On the other hand, they revealed that, hands off supervision were being done mainly by the SMCs, founding bodies through Religious leaders, LCIII chairperson and LCI chairpersons and some brave parents. Supervisions have yielded some positive results in UPE. It has promoted transparency among school managers, commitment by class room teachers and increase in number of pupils passing PLE in Division one. Revealed a member of SMC of Onywako primary School

Our efforts to regularly undertake supervisory visits to Ayira have steadily improved the performance of teachers and pupils. In 2014 for example, the schools got 8 pupils passing PLE in Division one. This was the first of this kind, previously, the school could pass a maximum of 3 pupils in Division one and other years they got none in Division one. (Interview with one of the SMC of Onywako primary School at Onywako on 3<sup>rd</sup> July 2015)

Nakabugo, Byamugisha and Bitheghaire(2008) agrees to the above finding that, the Ministry of Education and sport undertakes supervision physically and delegates some of the roles to the DEOs who are administrators of the many UPE implementers. These include: the District inspector of schools, CCTs, head teachers and the peoples appointed supervisors like the politicians, SMCs, PTAs and parents.

Through the observation method, it was established that, there is less supervision in most of the UPE schools in Barr Sub-county and something has to be done to improve the situation. This was confirmed by the District Education Officer of Lira that, the releases are not adequate to facilitate their movement to undertake supervision in all the schools. The whole department has only one vehicle which is in a sorry mechanical condition. The Sub-county technical staffs only undertake supervision in schools when called on for meetings by head teachers or SMCs. This has resulted to reluctance by mainly teachers and head teachers and therefore weakening UPE performance further. The line Ministry, that is for Education and Sports need to lobby for increased funding towards supervision to help in enhancing success in UPE management.

The accountability provision was further revealed by 47 respondents who constituted 58.75% as the other role played by the stakeholders in the management and success of UPE in Barr Sub-county. This was reported by the section of NGO staff, parents, SMCs and duty bearers from the district and Sub-county mainly b that, accountabilities were mainly being done to show course on the usage and outcomes of UPE resources granted to schools. These include budget performances, challenges how best they can be addressed by either the government or the parents. Accountabilities according to this study have been done in several platforms at different levels. The head teachers was reported to be presenting their accountabilities to the parents, SMCs, PTAs and other stakeholders during AGMs and when requested for by other stakeholders. They also present financial and human resource accountabilities to the District Education office on a termly basis. On the other hand, the study also noted that, the Secretary for education (LCIII) of Barr presents accountability on the status of UPE and other education related issues to the council on the quarterly basis. The District Education officer was found out by this study to be providing accountabilities to the district on the status of UPE in the whole district including Barr Sub-county schools.

We have also been accounting to head teachers, teachers, SMCs and PTAs our contributions to the schools in various foras. Personally I do contribute 45 kilograms of beans and 75 kilograms of posho for my 3 children in upper primary at Barr primary school. This makes me proud in announcing it to other stakeholders during meetings as a way of motivating them to do the same too. It also gives me strength to demand for the contributions of other parents from the PTA, SMC and the head teachers. This has been my great contribution to promoting primary education in my community. (FGD with parents of Ober at Ober Primary School on 9<sup>th</sup> July 2015).

The head teacher is the accounting officer who works together with the SMC on major decisions on how UPE funds should be utilized. They also ensure proper utilization of UPE funds through proper planning. Working together can enhance community trust, transparency and yield the desired positive outcomes in UPE. This was re-echoed by the parish chief and religious leaders.

Teaching, evaluation (assessment) of pupils and standard setting was found out to be another role played by the stakeholders of Barr Sub-county in the management and success of UPE by the study. This role was reported by 42 respondents constituting 52.5% of the study participants. They revealed that, key players of this have mainly been the class teachers who are with the pupils throughout during classes undertaking lesson planning, teaching, setting examinations, marking and awarding marks in report cards. The head teachers were also credited in this study for teaching, assessment of teacher's schemes of work and setting standards. The district Education officer, District Inspector of Schools, Officials from Ministry of Education, Science, Technology and sports have greatly played vital roles in the management and success of UPE through undertaking assessments of UPE schools and setting standards on how they should run. The Senior Assistant Secretary, the LCIII chairperson, Secretary for Education have been exercising powers given to them to undertake evaluations of UPE schools, setting standards especially making bye-laws.

In line with the above, Nalweyiso, Waswa, Namiyingo and Nangoli (2015) argues that, the assessment of the Primary education curriculum is done annually by the Uganda National Examinations Board (UNEB). The Board sets, administers the Primary Leaving Examinations and the examination consists of four papers. These are English Language, Science and Health Education, Mathematics, Social studies including Religious Education and each subject in the curriculum has set objectives. The scores on each paper range from 1(the best) to 9 (the worst), therefore, the results in the whole Primary Leaving Examination range from aggregate 4 (the best) to aggregate, 36 (failure). The candidates are then graded into about five grades. For example, first grade ranges from aggregates 4 to 12. Candidates who manage to score first grade can hope to be selected by the good secondary schools and these form only about ten percent of the total candidates. But the largest number of such candidates comes from a few boarding or urban day schools.

Important to note is that, much as the above mentioned stakeholders undertake their roles; it is mainly yielding results in privately owned Primary schools located at the urban centres like Kampala where the majority of pupils pass in grade one. It is opposite in the rural Barr Sub-

county UPE government funded schools, especially where only five out of the twenty primary schools produce very few pupils passing PLE in grade one. Teachers in these schools are not fully motivated. They receive meager wages, sleep in dilapidated houses and instead of doing the work they are employed to do, they resort to other private work to get more financial resources to cater for their family needs. The government through the Ministry needs to plan for the improvement the welfare of teachers if more success is to be realized in the management of UPE.

The study further revealed capacity buildings as the other role played by stakeholders in the management and success of UPE in Barr Sub-county. This was reported by 39 respondents, who constituted 48.75% of study participants during the study consisting mainly of the section of NGO staff, teachers, religious leaders and parents. The stakeholders undertook capacity buildings through tailored trainings to other stakeholders like the SMCs on their roles and responsibilities, the Local council one chairperson and their committee members, PTAs, head teachers, class teachers. Capacity buildings were also done by NGOs through community meetings to drum their participation and support to UPE programs, radio talk shows and spot messages. Respondents credited Plan International, World Vision, and Save the Children and Concerned parents as NGOs that have been helping in building capacities of stakeholders. The District Education Officer, Inspector of Schools has regularly been organizing trainings for teachers, head teachers, SMCs on new UPE and other Primary Schools policy guidelines.

To concur with this finding, Ward et al. (2006,p.76) noted that, Since the inception, TDMS has been launched in 6 phases in 23 Core Primary Teacher Colleges linked to 539 co-coordinating Centre's representing 95,000 government aided Primary schools in Uganda offering a certificate in management skills in primary education for Head teachers. This has made TDMS crucial in the management of UPE at school level and a way forward for an appropriate management framework through which UPE can be implemented successfully, based on the argument that part of training is critical for stakeholders understanding of individual roles and responsibilities towards implementation of UPE

The government through the Ministry of Education, Science, Technology and Sports, the District local governments was revealed to be funding the UPE programs in the study Sub-county. The funding is used to support school activities such as purchase of scholastic materials like stationary, balls, chalk, furniture, sports equipment and payment of teachers' salaries. The construction of class rooms, teachers houses are being funded by the government channeled

through different programs like NUSAF, School Facility Grant (SFG), Local Government management Service Delivery (LGMSD). The district local government has also been receiving un-conditional grants that they use for funding some primary schools programs in the district which UPE schools from Barr have benefited from in different forms. Other NGOs have also helped in funding UPE programs. Plan international have constructed class rooms, War child have done the same and offered scholastic materials to UPE children, and USAID has offered reading materials to UPE schools. This was revealed by 34 respondents that constituted 42.5% of study participants as the roles played by stakeholders in the management and success of UPE in Barr Sub-county.

Hanchett (2008) argues that, the primary responsibility for financing UPE and education for girls' is that of the State. Governments are morally, socially and legally required to ensure the entire population enjoys their human rights- including the right to education as provided for in the MDG goal two. These responsibilities are reinforced by most national constitutions and laws and various international conventions, which are ratified by states and binding to all future administrations. This was revealed in chapter two of this study and revealed by the respondents during data collection in the field as well. This also calls for more advocacies for increased funding as a way of boosting the sector.

School management was found (34 respondents constituting 42.5%) to be another role played by stakeholders in the management and success of UPE. The stake holders undertaking management roles are the head teachers, class teachers, SMCs, PTAs, DEOs, DIS, SAS, LCIIIs and Parents. The head teachers, DEOs, SAS, and PTAs were responsible for the management of UPE human, financial, equipment and materials resources. The PTAs manage teachers and pupil's welfare as UPE stakeholders. Meanwhile, LCIII chairperson, Sub-county and District councilors, members of Parliament and SMC were credited by the respondents for policy making at their jurisdiction. This is in line with Aguti (2002) arguments that, UPE programs in most African countries like South Africa and Tanzania are organized and managed in a decentralized manner, within the Ministry of Education and Sports should be an independent Department of Primary Education (DPE). She adds that, management roles are headed by the Commissioner Primary Education comprising of seven divisions namely: Administration; Primary Teacher Education Training; Policy and Operations; Finance and Procurement; Monitoring and Evaluation; Information Communication and Technology and; the division of Planning Primary Education.



Provisions of scholastic materials were further revealed by this research study to be the other role played by different stakeholders in the management and success of UPE in Barr Sub-county. They noted that, scholastic materials have been provided to the UPE schools by different stakeholders that is; The Ministry of Education, Science, Technology and Sports has been providing reading materials inform of text books and policy guidelines, while NGOs have been provided books, pens, uniforms to the needy children. Parents on the other hand are key in the provision of books, pens, pencils, school uniforms, shoes and other required scholastic items by their children (pupils). Founding bodies through religious leaders, schools have also been receiving reading materials for usage in UPE schools in the study Sub-county. This was meant to promote the management and success of UPE in the Sub-county.

Maintaining founder's values was found to be another role played by stakeholders in the management and success of UPE in Barr Sub-county. They (18 respondents who constituted 22.25%) consisting mainly of the SMCs and some community members interviewed revealed that, out of the 20 UPE primary schools at the Sub-county, about 10 traditional (old) were founded by either the Catholic or the Anglican Churches through the missionaries, while the remaining 10 were established at places that were formerly the IDP camps. The religiously founded UPE schools have members of that religion chairing the SMC specifically the Anglican Reverends or the Catholic Reverend fathers (priests) who are still active in service. The roles of these founding bodies are to ensure that, their values are installed and maintained among the pupils, teachers, parents and other stakeholders in that particular community surrounding the school.

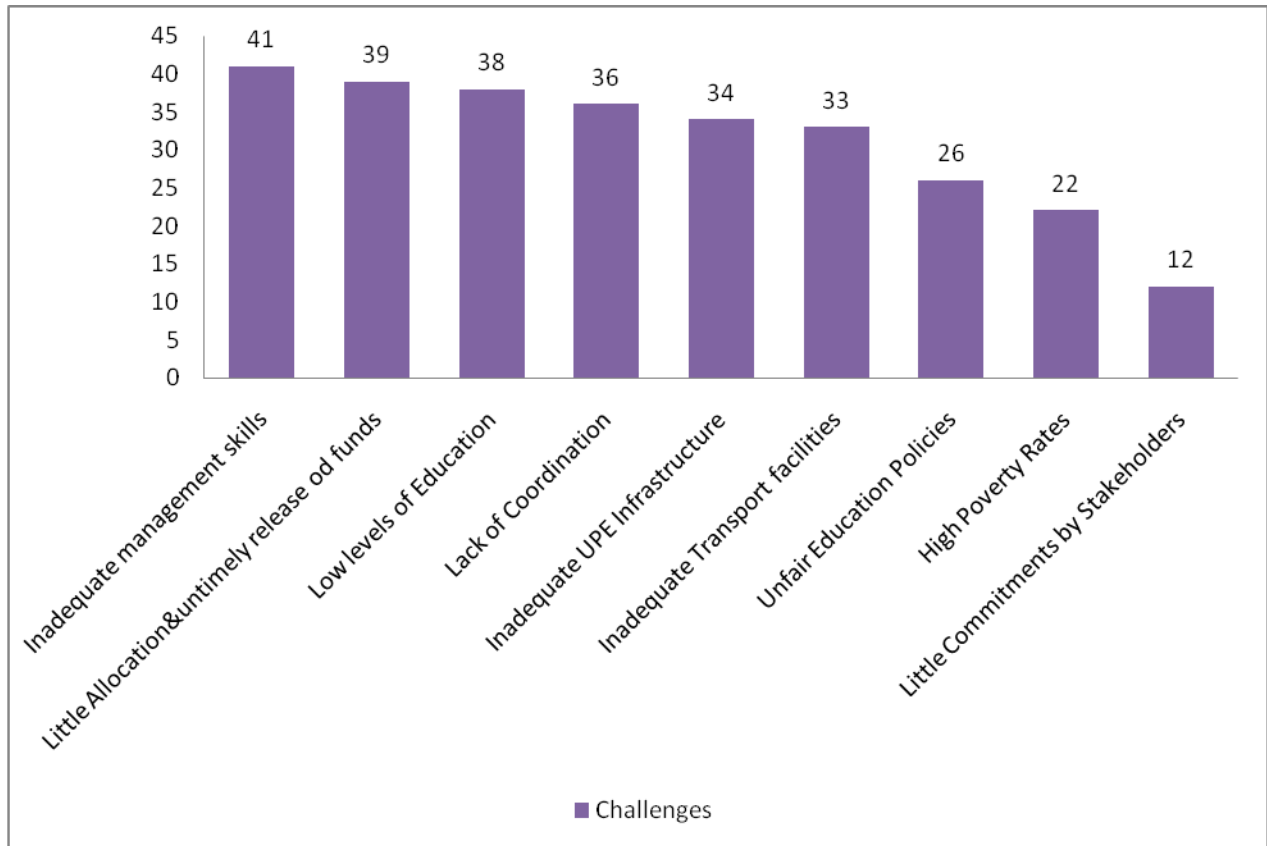
Mobilization and care for children was revealed by this research as another role played by the stakeholders in the management and success of UPE programs in the study Sub-county. Through the 9 respondents who constituted 11.25% of the study participants, they said that, the child protection committees headed by the Community Development officer at the Sub-county, District Education Office, NGOs, Parents and the Local Councils were actively involved the mobilization of children to attend and complete Primary schools. This was being undertaken through community sanitizations, radio talk shows and home visits to cross check other parents who have not taken their children to schools to do schools. Meanwhile at schools, it was found that, stake holders taking care for the pupils were the head teachers, class teachers when pupils are at schools and the parents while they are at homes.

#### 4.4 Challenges Faced by Stake Holders in the Management of UPE

In the management of the UPE by different stakeholders, there are some challenges. This theme of the study was meant to un-earth these challenges. The study through the 80 study participants therefore revealed the following to be the challenges as being faced by stakeholders in the management of UPE as;

Inadequate financial management skills 41(51.25%), little allocation and untimely release of UPE funds 39(48.75%), Low levels of education among UPE stake holders 38(47.5%). Lack of coordination among stakeholders 36(45%), Inadequate UPE infrastructures 34(42.5%), Inadequate transport facilities 33(41.25%), Unfair education policies 26 (32.5%), High poverty rates 22(27.5%) and little commitment by the majority UPE stakeholders 12 (15%).

**Figure 3: Showing Challenges Faced by Stake Holders in the Management of UPE**



*Source: Primary Data*

The above figure (3) illustrated the challenges faced by stakeholders in the management of UPE as below;

The majority (41) respondents revealed that, inadequate financial management skills (corruption) by the head teachers were a challenge to stake holder management of UPE in Barr Sub-county. The head teachers in most schools were reported to be senior four drop outs that trained on primary teaching and later enrolled for diplomas in teaching but not in financial management. No schools have an accountant. This has made it difficult for them in managing the UPE financial and human resources at their disposal. Apparently however, most of them still take up the roles of accountants, teacher management and supervisions as well as being secretaries to the SMCs, store keepers and at times class teachers since most schools are understaffed. In lieu of undertaking such roles, some head teachers have mismanaged the UPE resources meant for proper program running. This incident was reported by 51.25% of the study participants and one head teacher confirmed to this.

The fair performance of pupils in Ayira Primary school has attracted many pupils to the school. Parents have been cooperative in contributing development fees to help in bridging the gaps, motivation of teachers to undertake extra-lessons and upper primary school pupils eat lunch at school, which has enhanced the retention rates of pupils. This has come with temptations to the head teachers to mis use parents contributions and UPE funds. The district interdicted one head teacher in 2014 because of mis-use of UPE resources. (Interview with the head teacher of Ayira Primary school at Ayira Primary School on 3<sup>rd</sup> July 2015)

The Ministry of Education and Sports Education report (2007a, p.4) noted that, despite the massive expansion in the enrolment levels at primary level and the strategic plans put forward by the Ministry of Education and Sports, the Ministry is still faced by challenges in terms of management. The government of Uganda spends about 30% of the national budget on the education sector and 65% of these funds are invested in UPE on top of what is contributed by other funding agencies like Save the Children from Norway, Action Aid, Irish Aid, Netherlands and USAID/Uganda, but little is achieved because of the poor management abilities and greed from the Ministry down to the head teachers. This has contributed to massive financial losses in the sector, revealed the report. The implication of this in the sector is poor performance and loss of tax payer's resources in the hands of few people.

Little and untimely release of UPE funds was another challenge revealed by the study to be a challenge faced by stakeholders in the management of UPE in Barr-Sub-county. This was

reported by 39 study participants constituting 48.75% of the sampled population. The section of study participants consisting of class teachers, parents, SMCs and NGOs during the FGDs and KII argued that, about 95% of the funding used in the running of UPE activities are sent by government under UPE. On the sad note however, the money sent is always little to fund all key school programs and is released late in the middle of the term or towards the end. This jeopardizes the running and management of these programs. Such happenings have been the biggest challenge in the management of UPE schools;

In some instances, we do not have chinks for teachers to go and attend to pupils in the class. This has propelled some of our teachers to resort to going back to their villages during school seasons, report late for work and some few have set up their private income generating activities to undertake. As the head I also feel ashamed to keep them doing nothing here. (Interview with the head teacher of Ober Primary school at Ober Primary School, on 3<sup>rd</sup> July 2015)

The above argument was re-echoed and affirmed by some LCI chairpersons, Parish chiefs and Religious leaders in the study area.

Hastings, Hopkins, Knebel, Loh and Woods (2005,p.6) stated that, much as the UPE enrolment in Bangladesh is at 80%,the national budget allocation towards it is relatively low as compared to other South Asian countries. Allocating only 2.3% of its Gross Domestic Product (GDP) compared to the 3.5% regional average and the fact that the budget revenue is the primary instrument financing education expenditure, financial constraints are inevitable in the country. This has resulted into poor payment of primary school teachers, inadequate allocations on day-to-day school activities, poor infrastructure and delays in school planning forcing head teachers to seek for funds elsewhere and in the end hampering the attainment of the UPE goal. This tallies with the findings of the study although the findings did not directly indicate the percentage allocation towards UPE, but it still remains very little to sustain the requirements for its successful implementation. Continues allocation of little budget percentage towards UPE will continue to make the performance of stakeholders including pupils continue deteriorating from fair to the worst. The government through the policy makers (parliament, District and Sub-county councils) has to increase budget allocations to address this dilemma.

Low levels of education among UPE stake holders at the Sub-county were a challenge in its management according to the study. The section of the district and Sub-county duty bearers, PTAs, and community members revealed that, the majority of UPE stake holders from the Sub-

county, parish and village levels do not know how to read and write. Some LCI chairpersons, SMC members, PTAs and the majority of parents have not had formal education beyond primary seven (P7 or primary school levels) and therefore do not know how to read and write. They (38 respondents who constituted 47.5%) noted that, low education levels have been a challenge to their UPE management abilities because those at the heart of UPE implementations like teachers, head teachers, and other government technocrats have seen black and white even beyond senior four levels. The DEO added to this problem in that;

Illiteracy of most SMC members has been posing a great challenge in the performance of their UPE management roles. Most of them cannot read and write UPE documents. In some instances, some of them sign on documents they do not understand. Which is a great challenge faced in the management of UPE. (Interview with the DEO Lira at his office on 7<sup>th</sup> July 2015)

Ngobi (2013) argues that, whereas there is a clear and elaborate guide on how UPE is implemented, with the roles of each stakeholder spelt out, many of the implementing actors hardly refer to the guidelines and have not attempted to continue to refer to them in their implementation. This has damaged the reputation of UPE in the public. Ngobi adds that, head teachers as administrators and managers of UPE at lower levels instead of guiding other stakeholders in most cases only comply with those mandatory roles that require them to report to the DEO on the performance of UPE leaving other mentoring roles at large.

The study further established Lack of coordination among key stakeholders as reported by 36 study respondents to be a challenge faced by stake holders in the management of UPE in Barr Sub-county. The section of District and Sub-county level stakeholders and those at the grass roots noted that, there are no specific coordination channels in place for the UPE stakeholders. The schools AGMs are mainly attended by the SMCs, PTAs, some parents and teachers who are rarely joined by some sub-county duty bearers. At the hire levels, the head teachers only get little chance to meet the district education officers when there is s directive from the ministry or as a response to problem. These was re-echoed by the section of community members during the FGDs and interviews;

In the last three years, the education duty bearers met us once to respond to allegation of one teacher defiling and impregnating a pupil in 2013. I remember the stakeholders in attendance were the DEO, SAS, LCIII chairperson, SMCs, parents, LCI and IIs and some teachers. From that time up to-date, there has never been such a coordination meeting here. (That has made it very difficult to know even the UPE policies,

guidelines and releases our school receive FGD and Interview with the community of Ayira at Ayira Primary School on 9<sup>th</sup> July 2015)

The UPE schools in Barr Sub-county do not have adequate class rooms, teachers' houses and latrines for boys, girls and PWDs. The majority further do not have counseling rooms for pupils, rest rooms for girls in their monthly periods and reading rooms. This was reported by 34 respondents who constituted 42.5% of the study participants consisting of a section of head teachers, class teachers, religious leaders, SMCs, councilors and parents. Infrastructure inadequacies especially teachers accommodation has propelled some teachers to commute from their homes as far as Aloi Sub-county and others across the district which has greatly affected their teaching time as they end up reporting for duties late. Others appear for lessons twice or thrice a week when very tired to undertake their work. This has affected the management of UPE because, it becomes difficult for a duty bearer to give warnings to such teachers being human beings and knowing that the government is not fulfilling its primary responsibilities of providing accommodation. This has further promoted high rates of absenteeism among adolescent girls while undergoing their monthly menstrual periods, while others opt to drop out of school because of lack of rest rooms, pads and for being laughed at by their male counterparts. This has implications in terms of general performance in the UPE revealed the Center Coordinating Tutor Barr Sub-county:

Some parents in some schools have willingly contributed to building grass thatched huts for the commuting teachers in order to motivate them have more class hours in helping children and improve syllabus coverage. The challenge however has been that, in an area with over 200 parents, less than thirty parents contribute towards this noble course. (Interview with Barr Sub-county Centre Coordinating Tutor (CCT) at Ayira Centre Primary school on 28<sup>th</sup> June 2015)

Overcrowding in the classrooms, low participation from the students and an increase in the student teacher ratio all negatively influence the efficiency of UPE implementation in Malawi (Ardt, et al, 2005). He argues that, teachers cannot keep up with large classrooms holding back the implementation of UPE policy in such schools. Inadequate infrastructure possesses a big threat to the efficient management and implementation of UPE not only in Barr, but all over UPE schools in Uganda. Ardt's submissions and those of the respondents need to be taken seriously by the responsible stakeholders who will lay hands on this document and others who can influence policy.

The study further found inadequate transport facilities to be a challenge faced by the stakeholders in the management of UPE in the study Sub-county. Duty bearers from the district, Sub-county, Parish, schools and villages reported to the researcher that, they cannot easily undertake regular supervisions, monitoring and capacity building to other stake holders in order to identify gaps, streamline the UPE operations and sensitize right holders on the UPE guidelines and policies. This was reported by (33 respondents constituting 41.25%) the study sample size. This inadequacy has left many gaps affecting the sector un-identified and unattended to, traced the SAS:

The district education department has one motor vehicle on road, but with very little fuel facilitation to reach out all the UPE schools in the District. The Sub-county has three motorcycles; one for the LCIII, the other for the SAS and the last one for the Sub-county community development department. Important to note is however that, the transport facilities are about eight years old ,in bad mechanical conditions and with no direct funding allocation for the monitoring UPE funding. (Interview with the SAS of Barr Sub-county at Barr Sub-county headquarters on 9<sup>th</sup> July 2015)

The study found established (through 26 respondents who constituted 32.5%) that unfair Education policies were other challenge faced by stakeholders in the management of UPE in Barr Sub-county. These respondents who consisted of mainly the head teachers, SMCs , NGO staff, Religious leaders and the section of district and Sub-county duty bearers revealed that, UPE policies of automatic promotion , teaching pupils in lower primary classes using local language, abolition of punishments by beating and un-clarity that has made parents to believe that UPE is indeed free. Such policies have demoralized stakeholders in adequately undertaking their roles, especially class teachers fear to discipline errant children by little beating, some parents are not making the locally agreed upon contributions to run the programs and to provide scholastic materials to their children.

This research further established that High poverty rates among the UPE stake holders as a challenge being faced by stakeholders in UPE management. They (22 respondents who constituted 27.5%) argued that, the majority stakeholders in study Sub-county are very poor and cannot adequately provide requirements required for the schools. According the study, people of Barr are poor because of the over 20 year's insurgency in the region by the Lord Resistance Army activities that forced able people and their families to the IDP camps. The outcome of

camp life made men helpless to provide for their families as they could no longer work to accumulate resources, they became dependants to the handouts from the NGOs and other well-wishers as other people in other parts of the country were moving forward.

The above finding agrees with the literature according to Ardt (2005) who found out that, 45% of the population in Bangladesh are struggling to meet their basic needs and surviving on one dollar a day as a result of high poverty impacting on household demands for primary education. Children of primary school going age in Bangladesh are forced to stay at home and seek job opportunities in order to meet their basic needs and sustain their family, which leads to even bigger challenge for Primary Education resulting in child labour. The implication of such in the sub county like Barr calls for development of more strategies to help stake holders undertake some IGAs to generate incomes to facilitate their children to fully attend classes.

Little commitment by the majority UPE stakeholders was also found to be a challenge in UPE management. The study participants elaborated to the researcher that, most of the management functions in the UPE were left to the DEO, DIS, CCT and the head teachers with little being taken up by class teachers when delegated by their superiors. This was reported by the sizeable number of respondents (12 in number representing 15%) who argued that, much workload that is supposed to be done by many other stake holders is being left out to the have been done by DEO, DIS, CCT and the head teachers. They cited; for example the parents, SMCs, PTAs and politicians leaving their work to the head teachers.

Parents of this school have left it to me and the chairperson of the SMC. They believe we are the owners of the school and rarely participate in its affairs, which has made do what they are supposed to do and therefore overloading my schedule. A lot needs to be done to change the perceptions of this community. (Interview with the head teacher of Onywako Primary School at Onywako Primary school on, 7th July 2015)

Ssemujju (2009) argued that, by the fact that only 9% of the School Management Committees monitor the school budget performance, close to 0% parents has visited schools since the onset of the UPE. Formal supervision by the local community has severely reduced and late coming has become more rampant due to too much domestic work at 42% and increased indiscipline of the pupils also at 42% according to Munene, (2009). A lot has to be done by the state to motivate stakeholders to get involved in the UPE activities, otherwise more challenges will continue crippling the sector.

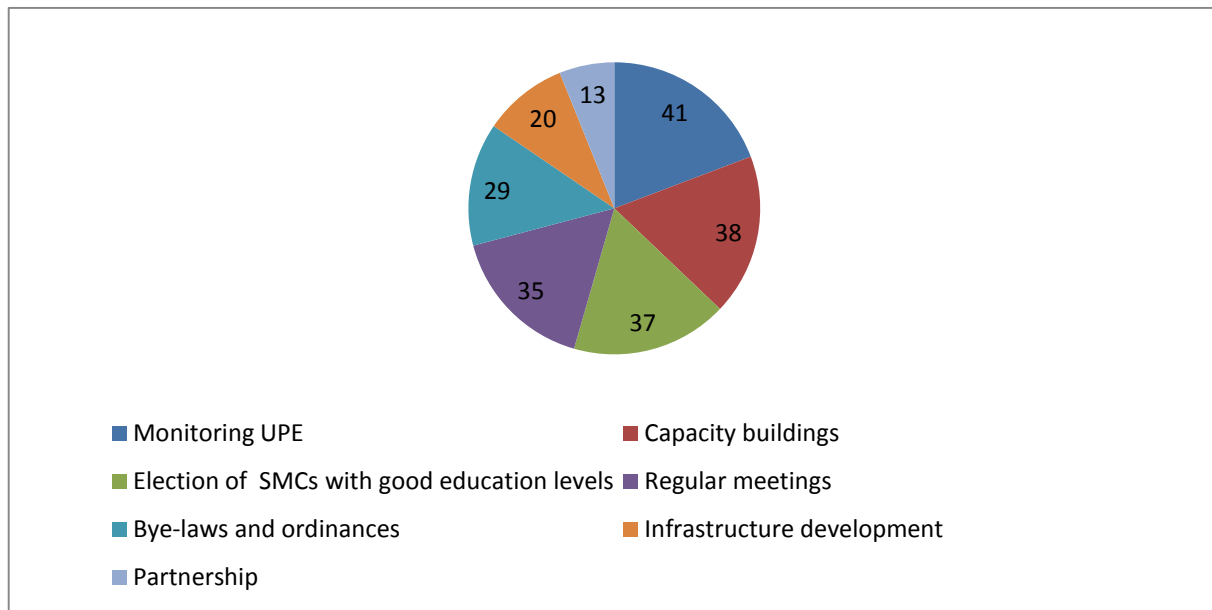


**4.5 Strategies Put in Place by the Local Governments to Address the Stake Holder Management Challenges of UPE in the Sub-county.**

The study found out the following strategies through the specific Objective four intended to ascertain strategies put in place by the Local governments to address the stake holder management challenges of UPE in Barr Sub-county.

Monitoring UPE 41(51.25%), Capacity buildings 38 (47.5%), Election of SMCs with good education levels 37(46.25), Regular meetings 35(43.75%), Bye-laws and ordinances 29(36.25), Infrastructure developments 20(25%) and Partnerships 13(16.25%). This is further illustrated in the figure below;

**Figure 4: Showing Strategies put in place by the Local Governments to Address the Stake holder Management Challenges of UPE in Barr Sub-county**



**Source: Primary Data**

The above figure (4) presented the strategies put in place by the local government to address the challenges of stakeholder management of UPE. They are elaborated as below;

The study found that, regular and timely monitoring of UPE is one of the strategies put in place by the local government as a way of addressing stakeholder management challenges. The (41 respondents constituting 51.25%) respondents consisting of the LCIII councilors, Sub-county technical staff and some SMCs revealed that, the DEO through the office of the CAO has annually instructed the district internal auditor to undertake financial audits on the school

accountabilities. The DIS have also been conducting on site school monitoring and supervisory visits to the schools to assess the work of head teachers, teachers and SMCs and the performance of pupils in order to come up with the reports for the district. The SAS, LCIII chairperson, parish councilors have been part of the monitoring, while the SMCs and some brave parents have been the nearest to the schools, monitoring pupils and teachers attendance. This gesture has been geared towards addressing UPE challenges and to enhance performance.

The DEO, DIS and some NGOs have addressed some of the UPE stakeholder's management challenges by building the capacities of other stake holders on their roles and responsibilities. In every three years, the schools are required by law to elect the new team of SMCs and the DEOs office takes account of that. They organize trainings for the SMCs in every three years and when resources don not permit, they send the guidelines to the head teachers to undertake some orientation to these new office bearers. This has been one of the ways of addressing their capacity gaps in managing UPE activities at their respective schools. This was revealed by 38 respondents who constituted 47.5% of the total study participants.

The EU (2010) agrees with this and argues that, it has put in place measures to tackle some of the key factors affecting the quality of education as enrolments expand, namely: the deployment, training and retention of teachers, enhancing education infrastructure, improving teaching and learning materials. This is in line with EU Agenda for Action which seeks a teacher increase of 6 million globally by 2010 with EU support alongside 25 million more children in school (EU 2010).To the researcher, this if undertaken can address some of the gaps in enhancing stakeholder management of UPE and is the way to go.

Lira District Education Committee has been encouraging parents to elect SMC members who have at least attained senior four certificates in order to properly undertake their oversight roles diligently, the study found out. This is a deliberate strategy that has been put in place to address the stake holder challenges of UPE. Some respondents however noted that, much people are advised to do that, most trusted and fairly educated people do not want to take up these roles since they are voluntary with no payment apart from the few retired officers. The able bodied people with fair levels of education prefer looking for paying jobs in town, doing their businesses other than being SMC members according to 37 respondents constituting 46.25%. The

implications of electing knowledgeable people in the management position can yield positive outcomes to the sector.

The study also found out that, organizing regular meetings was the other strategy put in place by the Local Government to address the stakeholders UPE management challenges. This respondents (35 people who constituted 43.75%) consisting of mainly of LC III councilors, parents, LCIs, a section of the district and Sub-county duty bearers. They argued that, engagements of PDCs, LCIs, IIs, and Councilors to ensure all children attend school go to schools have been supported by the District and the Sub-county. The end of term school meetings are meant to provide platforms for sharing school issues ranging from the progress, challenges or gaps and how they can be addressed without causing frictions among stakeholders. One Parish Chief argued that, these meetings are to be attended by all stakeholders in the parish and villages where the school is allocated. In his statement, he said;

We have on several occasions organized for meetings at schools, but very few people turn up. People have been spoilt by the camp life of handouts from NGOs in terms of food, transport or other facilitations which we do not have. When they are mobilized, they ask, who has organized that meeting, what is there? Will there be something for going back or shall we see the smoke coming out of the kitchen (Interview with the Parish Chief at Barr Sub-county headquarters on 29<sup>th</sup> June 2015).

Bye-laws and ordinances have been put in place to support the UPE programs at Lira District and Barr Sub-county Local governments. They (29 respondents which constitute 36.25% )argued that the Sub-county council passed the by-law that requires no parent to leave home the school going age child at home, all LCs to take part in the mobilization of children for UPE programs and the best two pupils (one girl and boy) are supported with scholastic materials for reporting to senior one. The district local government has an ordinance for arrest of loitering animals destroying school vegetation. This is a move to also address the challenges faced by stakeholders in the UPE management.

The study further established infrastructure development at schools to be another strategy put in place by the local government to address the challenges faced by stakeholders in the management of UPE in Barr Sub-county. They argued that, it is has been the Sub-county in collaboration with the district education office that influences the allocation of a particular infrastructure to the particular schools in dire need of item. The infrastructures have mainly been through the construction of class room blocks, teacher's houses and sanitary facilities for

teachers, boys and girls and PWDs. Infrastructure development (construction and renovations) have mainly been through the School Facility grants, NUSAF (PRDP), local revenues and other un-conditional grants. This have been conducted to address the challenge of teachers and children absenteeism, late coming to schools as a result of no accommodation that forces teachers to commute and less syllabus coverage. The moderate (20 people constituting 25%) respondents revealed this to the research.

Last but not least, the study (13 respondents) found out partnership with NGOs to be a strategy put in place by the local government to address the stakeholder's management challenges of UPE in the Sub-county. The revealers constituted 16.25% of the study sample size reported that, the local government does not have all the required resources to run all UPE programs in the Sub-county ranging from the capacity building for the stakeholders, infrastructure development, and provision of scholastic materials to the needy. Through local government partnership with the NGOs, the International and local NGOs have come up to fill in the above void left by the local government in attempts to address the stakeholders management challenges of UPE . The partnerships Memorandum of understandings have been signed between the local government and the NGOs to harmonize their operations, accountability and reporting procedures.

#### **4.6 Other Information/Issues Brought by the Study Participates Relating to the Study Topic.**

While administering interviews to the key informants and Focus group discussions to community members, the researcher asked them to provide any other information in relation to the study topic they thought could enrich the study. Some few respondents reported following;

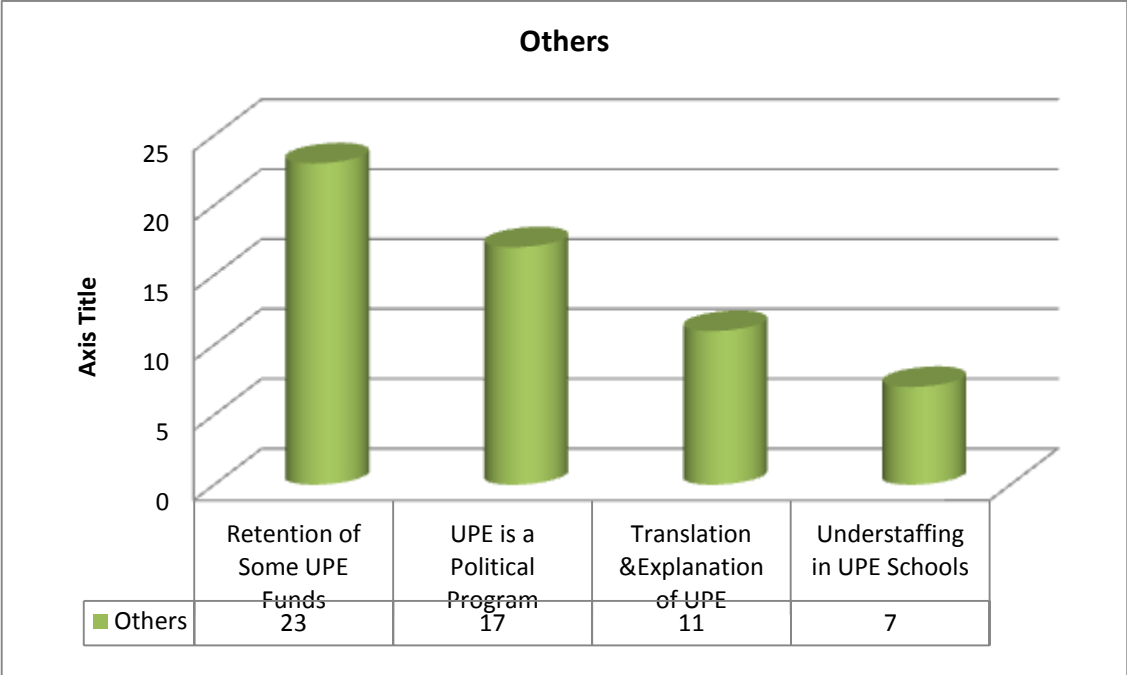
The district of Lira retains some percentage of school UPE funds to cater for games and sports in the district, the section of study participants revealed. Unfortunately, the accountability is not provided to the stakeholders at the grass roots. Coupled with the little amounts released by government for each pupil, this has further weakened management of UPE. They advised the District to abolish dictatorship tendencies of retaining some percentages of UPE funds for sports, advocate for increment of UPE funds and demand for separate funding for sports activities. They also urged the government to fund some local good private schools in the Sub-county.

The respondents also confided to the researcher that, UPE was a political program meant to weaken the poor. They said that, this was partly the reason for its failure in the study Sub-county as only sons and daughters of the poor attend these UPE Primary schools, while those of the rich go to private schools with quality services. Some of these respondents suggested that the government through policy makers and Ministry of Education totally abolish the program if primary schools are to produce better citizens. They argued that, school fees school be re-introduced and teachers' salaries be increased.

The section of study participants reported that, to ensure success of UPE in Lira District, the term should clearly be translated and explained to the rural people (parents). People should be made to understand that, the releases are not enough to do all required UPE activities, they should make some contributions to the schools if at all the gaps in the schools are to be effectively closed. The term UPE have been misinterpreted by the local people as being free education where the government meets all the costs of educating their children, it has come to solve all the problems of primary schools education

Study participants further noted that, the reason for poor performance of pupils in the UPE schools has been due to understaffing in schools. They reported that, all the UPE schools in Barr Sub-county are understaffed and the numbers of pupils are more. The few teachers are therefore over worked with scheming, teaching many pupils in congested classrooms, marking books, setting tests and exams and marking them. This makes it difficult for them to adequately serve all the pupils in class, identify their areas of weaknesses and devise better mechanisms of helping they learn better one on one.

**Figure 5: Showing Other Information/Issues Brought by the Study Participates Relating to the Study Topic.**



*Source: Primary Data*

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.0 Introduction**

This chapter presents summaries of key findings on the study Assessing Stake holder management in the success of UPE in Lira District: A case study of Barr Sub- County. It brings summaries developed in line with the themes of the study that is, stakeholders involved in the management of UPE, the roles played by different stakeholders in the management and success of UPE programs, challenges faced by stake holders in the management of UPE and strategies put in place by the Local governments to address the stake holder management challenges of UPE in Barr Sub-county. The chapter further presents the conclusions and recommendations drawn from the study.

#### **5.1 Summary of the Study Findings**

The study revealed stakeholders involved in the management of UPE in Barr Sub County to be; School Management Committees, Head teachers, Class teachers, District Education Officer, Parents, Senior Assistant Secretary (Sub-county Chiefs), and Parents Teachers Association .Other stakeholders revealed by the study were: LC 1 Chairpersons, LCIII chairpersons, Parish Chiefs, Ministry of Education, NGOs, LC III Secretaries for Education and Parish Development Committees. The District Inspector of Schools, Founding bodies, Child Protection Committees and Members of Parliament were also found out to be stakeholders involved in UPE management.

In terms of the roles played by different stakeholders in the management and success of UPE included; Organizing engagement meetings (consultations), Planning, budgeting and approvals). Supervision, Accountability provisions, Teaching, evaluation (assessment) and standard setting were also stated to be roles. Capacity buildings for stakeholders, Program funding, School management, Provisions of scholastic materials, Maintaining founder values and Mobilizations and care for pupils were other roles reported to be played by stakeholders in the management and success of UPE.

Strategies put in place by the local governments to address challenges of stakeholder's management in UPE were: Monitoring UPE, Capacity buildings, Election of SMCs with good

education levels, Regular meetings, Bye-laws and ordinances, Infrastructure developments and Partnerships.

## **5.2 Conclusions.**

Apparently, the stakeholders involved in the management of UPE are trying their best to ensure the program attains its goals. Indeed it is prudent to acknowledge that these stake holders have done commendable roles in management and success of UPE as revealed by the study.

On the other hand, there is a very wide gap that requires redress in the management and success of UPE in Barr and other parts of the country. UPE program has murdered the quality of primary school education in Barr Sub-county. It is the sons and the daughters of the poor who attend UPE, while the middle income earners and the rich go to the privately owned schools where school fees is paid, stakeholders are result oriented and do their best to outwit the government owned UPE schools and other privately owned primary schools.

It is also important to note that, most of the stakeholders involved in the management of UPE like the SMCs, LCIs, secretaries for education and parents are volunteers with no payment. While the rest who are paid monthly wages like the head teachers, class teachers and Parish chiefs complain of their payment being little and not commensurate to the work they do. That is why between 2013 and 2014, they laid down their tools in protest of salary increment. This is an indication that, the stakeholders are not adequately motivated to diligently play their roles as required by law. The government has therefore a big task to play in rejuvenating the UPE system and for it to attain its set goal; otherwise, the program is heading towards doom.

## **5.3 Recommendations**

One of the ethics of research is to bring out some recommendations. Basing on that, this study drew some recommendations in line with the study topic and purpose. They include the following;

The government of Uganda through the Ministry of Education and Sports needs to strategize and undertake capacity buildings for the UPE stakeholders to enhance their management capabilities. By doing this, the stakeholders confidence will rise and make them help the government and the beneficiaries of UPE not only Barr Sub-county, but in the whole country enjoy the services.



Capacity buildings will help the stakeholders to effectively and efficiently undertake their spelt out roles to spearhead the UPE desired purpose.

Concerns have been raised on some UPE policies especially; on automatic promotion of pupils and teaching of pupils in lower primary classes using local languages. These call for the Parliament (its members) being the legislative organ of the government to revisit and amend some of these UPE blindfolding policies. There is therefore urgent need for the state to amend the laws to remove the section of automatic promotion, teaching lower primary school pupils using English other than the local language. The private schools are performing better than the government UPE schools because they teach in English and do not promote failures to the next classes. On the other hand, when the policies are amended, the responsible enforcers should further be given chance to effectively enforce them without interference like order from above that has raped Uganda's laws and made them discriminatory. This would control population increase if undertaken.

There is need for the communities to embrace and support UPE programs in their areas as well. Most community members (parents) have neglected the management of UPE to the government, the head teachers, chairpersons SMCs, District Inspector of Schools and Education Officer with a concocted believe that UPE is free and the government is meant to provide every item to the pupils. Parents, community members and other UPE stakeholders need to actively participate in supporting the program for it to realize its goal. The community leaders like the Local Councils one, two, three and five members in collaboration with the Religious Leaders school task forces should take lead in ensuring the community embrace and support UPE in their areas.

The government through the District and Sub-county Local Governments should enter into partnerships with more stakeholders such as the international, national and local NGOs and Religious institutions to boost up funding of the UPE program in the region. Partnerships would help in filling the UPE gaps that have been under looked and less funded in the program like the school feeding program, contribution to increment of teachers' salaries, infrastructure development and capacity buildings for other UPE stakeholders.

One of the challenges faced by stakeholders in the management and success of UPE in Barr was lack of commitment and negative attitudes of some parents to participate in UPE programs like meetings because of lack of awareness, these calls for deliberate awareness creation to the

parents and other community members on the negative impacts of not participating and supporting UPE programs and the importance of participating and supporting UPE programs and owning it as theirs for the benefit of their children and community. There is therefore dire need for the Ministry of Education, District and Sub-county Local Governments, NGOs, religious institutions, well-wishers and other knowledgeable stake holders to engage in community awareness creation to address those gaps. This has greatly worked in developed countries especially in Europe and can do the same in Uganda if well instituted.

Parents from rural communities, policy makers (MPs, District and Sub-county Councilors) and technical personnel of government (Ministers, Permanent Secretaries and those from the Local Governments) should be forced to take their children to the UPE schools in order to ensure they feel the pain the locals go through and get their support to the program other than taking their children to the private schools. Knowledge is wealth and power and encouraging all stakeholders to take their children to the UPE schools would make them work hard in making better policies, motivate teachers, participate fully in its activities like meetings, making contributions to support other UPE activities. This would also promote ownership and sustainability of the program like it was in the regimes of Presidents Amin, Obote and Tito Okello where Government schools ruled in performance. Leaving UPE schools for the poor local parent's children the way it is now shall sink it if something is not done.

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## APPENDICES

### Appendix 1: In-depth Interview Guide (Questionnaire) for Local Government technical staff (District and Sub-county levels)

#### Introduction:

Dear respondent(s), my name is Okello Robert. I am a student of Uganda Martyrs University, undertaking a study on “ASSESSING STAKEHOLDER MANAGEMENT AND THE SUCCESS OF UPE IN LIRA DISTRICT. A case study: Barr Sub-county”. The study is part of an academic fulfillment of the Department of Good Governance and Peace studies for the award of a Master of Arts Degree in Local governance and Human Rights of Uganda Martyrs University, Nkozi.

The study aims to understand the processes and mechanisms of stakeholder management of UPE, establish the role of stakeholder management in the success of UPE programs, find out the challenges associated with stake holder management for the success of UPE and to explore new strategies for improving Local government efforts in managing stakeholders for effective UPE in Barr Sub-county, Lira District.

You have been selected as one of the respondents for in-depth interview. All the information you give will be used solely for the purpose of the research.

#### Section A: Back ground information

Name.....

Age of the respondent..... Sex: Male  Female

Educational level:..... Occupation: .....

#### Section B: Processes and mechanisms of stakeholder management of UPE in Barr Sub-county

1. Do you have UPE schools in Barr Sub-county? .Yes.....No.....If yes name them.....
2. Are there UPE stake holders in this Sub-county.....
3. Who are these stakeholders.....



.....  
.....  
**Section c: The role of stakeholder management in the success of UPE programs in Barr Sub-county**

What are the roles being played by these stakeholders in the management and success of UPE in this Sub-county?

.....  
.....  
.....

**Section D: Challenges associated with stake holder management for the success of UPE in Barr Sub-county**

1. Are there some challenges associated with stakeholder management in this Sub-county.....

2. What are these challenges.....

.....  
.....  
.....  
.....

**Section C: New strategies for improving Local government efforts in managing stakeholders for effective UPE service delivery in Barr Sub-county**

Are there some strategies put in place by your local government efforts in managing stakeholders for effective UPE service delivery in Barr Sub-county.....

1. What are these strategies.....

.....  
Are there some information you can share to enrich this study Subject?. Please share them  
.....  
.....

**Thank you very much for your time and may God bless you in abundance**

**Appendix 2:In-depth Interview Guide (Questionnaire) for Local Government technical staff(Head teachers and Class teachers)**

**Introduction:**

Dear respondent(s), my name is Okello Robert. I am a student of Uganda Martyrs University, undertaking a study on **“ASSESSING STAKEHOLDER MANAGEMENT AND THE SUCCESS OF UPE IN LIRA DISTRICT. A case study: Barr Sub-county”**. The study is part of an academic fulfillment of the Department of Good Governance and Peace studies for the award of a Master of Arts Degree in Local governance and Human Rights of Uganda Martyrs University, Nkozi.

The study aims to understand the processes and mechanisms of stakeholder management of UPE, establish the role of stakeholder management in the success of UPE programs, find out the challenges associated with stake holder management for the success of UPE and to explore new strategies for improving Local government efforts in managing stakeholders for effective UPE in Barr Sub-county, Lira District.

You have been selected as one of the respondents for in-depth interview. All the information you give will be used solely for the purpose of the research.

**Section A: Back ground information**

Name.....

Age of the respondent..... Sex: Male  Female

Educational level:..... Occupation: .....

**Section B: Processes and mechanisms of stakeholder management of UPE in Barr Sub-county**

4. Do you have UPE schools in Barr Sub-county? .Yes.....No.....If yes name them.....
5. Are there UPE stake holders in this Sub-county.....
6. Who are these stakeholders.....  
.....  
.....

**Section c: The role of stakeholder management in the success of UPE programs in Barr Sub-county**

What are the roles being played by these stakeholders in the management and success of UPE in this Sub-county?

.....  
.....  
.....

**Section D: Challenges associated with stake holder management for the success of UPE in Barr Sub-county**

3. Are there some challenges associated with stakeholder management in this Sub-county.....

4. What are these challenges.....

**Section C: New strategies for improving Local government efforts in managing stakeholders for effective UPE service delivery in Barr Sub-county**

Are there some strategies put in place by your local government efforts in managing stakeholders for effective UPE service delivery in Barr Sub-county.....

2. What are these strategies.....

Are there some information you can share to enrich this study Subject?. Please share them

.....  
.....  
.....  
.....

**Thank you very much for your time and may God bless you in abundance**

### **Appendix 3: In-depth Interview Guide (Questionnaire) for elected officials (District, Sub-county, Parish & Village)**

#### **Introduction:**

Dear respondent(s), my name is Okello Robert. I am a student of Uganda Martyrs University, undertaking a study on **“ASSESSING STAKEHOLDER MANAGEMENT AND THE SUCCESS OF UPE IN LIRA DISTRICT. A case study: Barr Sub-county”**. The study is part of an academic fulfillment of the Department of Good Governance and Peace studies for the award of a Master of Arts Degree in Local governance and Human Rights of Uganda Martyrs University, Nkozi.

The study aims to understand the processes and mechanisms of stakeholder management of UPE, establish the role of stakeholder management in the success of UPE programs, find out the challenges associated with stakeholder management for the success of UPE and to explore new strategies for improving Local government efforts in managing stakeholders for effective UPE in Barr Sub-county, Lira District.

You have been selected as one of the respondents for in-depth interview. All the information you give will be used solely for the purpose of the research.

#### **Section A: Back ground information**

Name.....

Age of the respondent..... Sex: Male  Female

Educational level:..... Occupation: .....

#### **Section B: Processes and mechanisms of stakeholder management of UPE in Barr Sub-county**

7. Do you have UPE schools in Barr Sub-county? .Yes.....No.....If yes name them.....
8. Are there UPE stake holders in this Sub-county.....
9. Who are these stakeholders.....  
.....  
.....

**Section c: The role of stakeholder management in the success of UPE programs in Barr Sub-county**

What are the roles being played by these stakeholders in the management and success of UPE in this Sub-county?

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.....  
.....

**Section D: Challenges associated with stake holder management for the success of UPE in Barr Sub-county**

5. Are there some challenges associated with stakeholder management in this Sub-county.....

6. What are these challenges.....

**Section C: New strategies for improving Local government efforts in managing stakeholders for effective UPE service delivery in Barr Sub-county**

Are there some strategies put in place by your local government efforts in managing stakeholders for effective UPE service delivery in Barr Sub-county.....

3. What are these strategies.....

Are there some information you can share to enrich this study Subject?. Please share them

.....  
.....  
.....

**Thank you very much for your time and may God bless you in abundance**

**Appendix 4: In-depth Interview Guide (Questionnaire) for the CSO representatives**

**Introduction:**

Dear respondent(s), my name is Okello Robert. I am a student of Uganda Martyrs University, undertaking a study on “ASSESSING STAKEHOLDER MANAGEMENT AND THE SUCCESS OF UPE IN LIRA DISTRICT. A case study: Barr Sub-county”. The study is part of an academic fulfillment of the Department of Good Governance and Peace studies for the award of a Master of Arts Degree in Local governance and Human Rights of Uganda Martyrs University, Nkozi.

The study aims to understand the processes and mechanisms of stakeholder management of UPE, establish the role of stakeholder management in the success of UPE programs, find out the challenges associated with stake holder management for the success of UPE and to explore new strategies for improving Local government efforts in managing stakeholders for effective UPE in Barr Sub-county, Lira District.

You have been selected as one of the respondents for in-depth interview. All the information you give will be used solely for the purpose of the research.

**Section A: Back ground information**

Name.....

Age of the respondent..... Sex: Male  Female

Educational level:..... Occupation: .....

**Section B: Processes and mechanisms of stakeholder management of UPE in Barr Sub-county**

10. Do you have UPE schools in Barr Sub-county? .Yes.....No.....If yes name them.....

11. Are there UPE stake holders in this Sub-county.....

12. Who are these stakeholders.....  
.....  
.....

**Section c: The role of stakeholder management in the success of UPE programs in Barr Sub-county**

What are the roles being played by these stakeholders in the management and success of UPE in this Sub-county?

.....  
.....  
.....

**Section D: Challenges associated with stake holder management for the success of UPE in Barr Sub-county**

7. Are there some challenges associated with stakeholder management in this Sub-county.....

8. What are these challenges.....

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.....  
.....

**Section C: New strategies for improving Local government efforts in managing stakeholders for effective UPE service delivery in Barr Sub-county**

Are there some strategies put in place by your local government efforts in managing stakeholders for effective UPE service delivery in Barr Sub-county.....

4. What are these strategies.....

.....  
Are there some information you can share to enrich this study Subject?. Please share them  
.....  
.....  
.....

**Thank you very much for your time and may God bless you in abundance**

## Appendix 5: Interview guide for Focus Group Discussions with the community members

Good morning/afternoon/evening/ Sir/Madam:

Dear respondent(s), my name is Okello Robert. I am a student of Uganda Martyrs University, undertaking a study on “**ASSESSING STAKEHOLDER MANAGEMENT AND THE SUCCESS OF UPE IN LIRA DISTRICT. A case study: Barr Sub-county**”. The study is part of an academic fulfillment of the Department of Good Governance and Peace studies for the award of a Master of Arts Degree in Local governance and Human Rights of Uganda Martyrs University, Nkozi.

The study aims to understand the processes and mechanisms of stakeholder management of UPE, establish the role of stakeholder management in the success of UPE programs, find out the challenges associated with stake holder management for the success of UPE and to explore new strategies for improving Local government efforts in managing stakeholders for effective UPE in Barr Sub-county, Lira District.

You have been selected as one of the respondents for in-depth interview. All the information you give will be used solely for the purpose of the research. Your participation is voluntary, shall we proceed? **Yes** or **No**

### SECTION A: BACKGROUND

<b>Village</b>		<b>Parish</b>	
<b>Number of respondents</b>		<b>Interview date</b>	
<b>Sex of respondents</b>	<b>NUMBER OF</b> <b>a)Male.....</b> ..... <b>b)Female.....</b> .....	<b>Age bracket</b>	10-20,..... 21-30,..... 31-50,..... 51-70,..... 70+.....



**Section B: Processes and mechanisms of stakeholder management of UPE in Barr Sub-county**

- 13. Do you have UPE schools in Barr Sub-county? .Yes.....No.....If yes name them.....
- 14. Are there UPE stake holders in this Sub-county.....
- 15. Who are these stakeholders.....

**Section c: The role of stakeholder management in the success of UPE programsin Barr Sub-county**

What are the roles being played by these stakeholders in the management and success of UPE in this Sub-county?  
.....  
.....

**Section D: Challenges associated with stake holder management for the success of UPE in Barr Sub-county**

- 9. Are there some challenges associated with stakeholder management in this Sub-county.....
- 10. What are these challenges.....

**Section C: New strategies for improving Local government efforts in managing stakeholders for effective UPE service delivery in Barr Sub-county**

Are there some strategies put in place by your local government efforts in managing stakeholders for effective UPE service delivery in Barr Sub-county.....  
.....

- 5. What are these strategies.....

Are there some information you can share to enrich this study Subject?. Please share them  
.....

**Thank you very much for your time and may God bless you in abundance**

## Appendix 6: Time Frame

<b>Date</b>	<b>Activities</b>	<b>Duration</b>
25 <sup>th</sup> -26 <sup>th</sup> June 2015	Contacting respondents	2 days
27 <sup>th</sup> June to 10 <sup>th</sup> July 2015	Data collection	14 days
11 <sup>th</sup> -15 <sup>th</sup> July 2015	Data analysis	4 days
17 <sup>th</sup> - 20 July 2015	Drafting the report	3 days
21 <sup>st</sup> July 2015	Prof reading the draft report	1 day
22 <sup>nd</sup> - 25 <sup>th</sup> July 2015	Writing the final report	3 days
28 <sup>th</sup> July 2015	Submission of the report	1 day

## Appendix. 7: The Budget

Activity	Particulars	Duration	Cost per unit	Total
Contacting respondents	1. Airtime	2 days	10,000/= @ day	20,000/=
	2. Transport		10,000/= @ day	20,000/=
Data collection	1. Transport for the researcher	14 days	15,000/= @ day	210,000/=
	2. Lunch		6,000/= @ day	84,000
Data Analysis	1. Stationary	Lump sum	20,000/=	20,000/=
	2. Computer work		30,000/=	30,000/=
Drafting the report	1. Secretarial service	4 days	30,000/=	30,000/=
Writing the final report	1. correction and printing	3 days	30,000/=	30,000/=
	2. Photocopying and binding		20,000/= @ copy	60,000/=
Contingency	10% of total cost		651,000/=	60,000/=
<b>Grand Total</b>				<b>504,000/=</b>