Evaluation of the Contribution of UNDP in Achieving the Second Millennium Development Goal of Universal Primary Education in Ruhiira Millennium Village, Isingiro District

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Dedication

I dedicate this work to my brother Mr. Wynand Kizito SSebayigga and his wife Mrs. Agnes Ssebayigga, who contributed so much to my education process that enabled me to undertake this course of study. Thank you so much, I will always be grateful.

Acknowledgements

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Abstract

The study was about **"**Evaluation of the contribution of UNDP in Achieving the Second Millennium Development Goal of Universal Primary Education in Ruhiira Millennium Village, Isingiro District".

The research had three main objectives: to establish the nature of support provided by UNDP towards achieving UPE in Uganda under the MDGs framework, to evaluate the specific ways in which UNDP has contributed towards achieving UPE in Ruhiira Millennium Villages, Isingiro District and to identify the challenges faced by UNDP in achieving UPE in Ruhiira Millennium Villages, Isingiro District. A case study design was used during the study. The research also used a qualitative approach to better understand and represent the research problem.

The findings of the study were presented according to the research objectives. The research found out the nature of support and the specific ways in which UNDP had contributed in achieving UPE in Ruhiira millennium village, due to these interventions the study concluded that there was an increase in enrollment and completion of primary school going pupils over the years.

UNDP has positively contributed to achieving the second millennium goal in Uganda, but more needs to be done to ensure that this contribution has a sustainable impact on primary education in Uganda.

The research recommended that since the efforts focused on the girl child only, there is a need to mobilize boys and men to play a larger role in this program to serve as allies in empowering girls and young women. In order for the Social Emotional Learning (SEL) curriculum to be a strong and sustainable community-based support system, women teachers cannot be the primary adults responsible for and aware of this intervention. Further training should also be done regarding how teachers can appropriately refer students to other community leaders, such as health workers and religious leaders. Government and all concerned stakeholders need to develop men/boy oriented efforts too.

List of Acronyms

CEWs: Community Education Workers

CHWs: Community Health Workers

EI: The Earth Institute at Columbia University

MDGs: Millennium Development Goals

MP: Millennium Promise

MV: Millennium Village

MVP: Millennium Villages Project

ODA: Official Development Assistance

PLE: Primary Leaving Examinations

SDGs: Sustainable Development Goals

SMP: School Meals Program

SEL: Social Emotional Learning

SFP: School Feeding Program

UN: United Nations

UNDP: United Nations Development Program

UPE: Universal Primary Education

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CHAPTER ONE

GENERAL INTRODUCTION

1.1 Introduction

The study will examine the contribution of the United Nations Development Program (UNDP) in achieving the second Millennium Development Goal which is to achieve Universal Primary Education in Uganda using the Ruhiira Millennium Village. The study will specifically seek to establish the nature of support provided by UNDP towards achieving UPE in Uganda under the MDGs framework, to evaluate the specific ways in which UNDP has contributed towards achieving UPE in Ruhiira Millennium Villages, Isingiro District and finally to identify the challenges faced by UNDP in achieving UPE in Ruhiira Millennium Villages, Isingiro District. Chapter one entails the definition of key terms, background of the study, statement of the problem, research objectives, it will also include research questions, scope of the study, justification of the study, significance of the study and the conceptual framework.

1.2 Definition of Key Terms

Millennium Development Goals

The Millennium Development Goals (MDGs) were the eight development goals for the year 2015 that were established following the Millennium Summit of the United Nations in 2000, following the adoption of the United Nations Millennium Declaration. All 189 United Nations member states at the time (there are 193 currently), and at least 23 international organizations, committed to help achieve the Millennium Development Goals by 2015:

United Nations Development Program

The United Nations Development Program (UNDP) is the United Nations' global development network. Headquartered in New York City, UNDP advocates for change and connects countries to knowledge, experience and resources to help people build a better life. It provides expert advice, training, and grants support to developing countries, with increasing emphasis on assistance to the least developed countries. The status of UNDP is that of an executive board within the United Nations General Assembly. The UNDP Administrator is the third highest-ranking official of the United Nations after the United Nations Secretary-General and Deputy Secretary-General.

Universal Primary Education

This is the second goal in the Nations Millennium more specifically, to "ensure that by 2015, children everywhere, boys and girls alike will be able to complete a full course of primary schooling." Education is vital to meeting all other Millennium Development Goals: "Educating children gives the next generation the tools to fight poverty and prevent diseases.

Sustainable Development Goals

The Sustainable Development Goals, otherwise known as the Global Goals, build on the Millennium Development Goals (MDGs), eight anti-poverty targets that the world committed to achieving by 2015. The MDGs, adopted in 2000, aimed at an array of issues that included slashing poverty, hunger, disease, gender inequality, and access to water and sanitation. Enormous progress has been made on the MDGs, showing the value of a unifying agenda underpinned by goals and targets. Despite this success, the indignity of poverty has not been ended for all.

Following the expiry of the MDGs by the year 2015, the questions that had led to their establishment had not been fully answered, consequently, they were replaced with a new strategy

to continue chase for these answers. The new strategy was named after "Sustainable Development Goals" (SDGs). The new SDGs, and the broader sustainability agenda, go much further than the MDGs, addressing among others the root causes of the failure of Universal Primary Education in some parts of the globe.

International Organization

An International Organization is one with an international membership, scope and presence. International organizations are entities established by formal political agreements between their members that have the status of international treaties; their existence is recognized by law in their member countries; they are not treated as resident institutional units of the countries in which they are located.

1.3 Background of the Study

The MDGs were developed out of several commitments set forth in the Millennium Declaration, signed in September 2000. They were eight goals with 21 targets, and a series of measurable health indicators and economic indicators for each target. The 8 goals are: Eradicate extreme poverty and hunger, Achieve universal primary education, Promote gender equality and empower women, Reduce child mortality rates, Improve maternal health, Combat HIV/AIDS, malaria, and other diseases, Ensure environmental sustainability and develop a global partnership for development. The second MDG of achieving Universal Primary Education was built on a target. Target 2A: By 2015, all children can complete a full course of primary schooling, girls and boys alike and it had two measurement parameters which are: Enrollment in primary education and Completion of primary education.

All 189 United Nations member states at the time (there are 193 currently), and at least 23 international organizations, committed to help achieve the Millennium Development Goals by 2015. Among these included the United Nations Development Program (UNDP). It is one of the United Nations agencies established to carry on the mission of the United Nations. It is actively involved in attaining the Millennium Development Goals where developing achieving Universal Primary Education is highly ranked on its agenda.

UNDP came into being as a merger of two predecessors: The expanded program of Technical Assistance and the United Nations special. Headquartered in New York City, UNDP advocates for change and connects countries to knowledge, experience and resources to help people build a better life. It provides expert advice, training, and grants support to developing countries, with increasing emphasis on assistance to the least developed countries. The status of UNDP is that of an executive board within the United Nations General Assembly.

UN Goal-Setting before the MDGs

Since its establishment, the United Nations has set internationally sanctioned, universal goals in specific areas of development, subject to varying success. In the mid-20th century, the UN Charter (1945) and the Universal Declaration of Human Rights (1948) evidenced the emergence of international norms that would later underpin the Millennium Declaration and the MDGs. In its Preamble, the UN Charter states that its main aim is "to promote social progress and better standards of life" and the Universal Declaration of Human Rights demanded adequate living standards for everyone, including food, clothing, housing and medical care. These documents reflected the international community's consensus on the inclusion of basic material needs among essential human rights. (Jolly 2010)

The first United Nations-inspired goals were very specific. The eradication of smallpox declared in 1979, 22 years after the World Health Organization (WHO) had intensified its global programme on smallpox eradication in 1957, and demonstrated the power of collective action to achieve common goals. In the wake of the Cold War, the 1990 World Summit for Children provided another successful example of how to generate political and financial commitment to a thematic area—specifically child and maternal health, nutrition and primary education through setting measurable and time bound goals. An important aspect of this success was that the United Nations Children's Fund (UNICEF) provided the organizational resources to continue championing the summit's declaration and mobilizing support.

Throughout the 1990s, as cold war obstructionism gave way to a new spirit of multilateral engagement (Nancy 2001), the United Nations used its renewed room for maneuver to usher in a proliferation of multilateral conferences that emulated the format of the World Summit for Children. To the point where the multitude of conferences addressing an ambitious array of issues—such as the environment, drugs, human settlements, landmines, social development, women and youth started to wear the patience of Member States. The phrase 'conference fatigue' entered the development lexicon while the Official Development Assistance (ODA) from developed countries was steadily declining.

The International Development Goals

The end of the Cold War also entailed a reduced need for ODA as a diplomatic tool. Despite the booming world economy, international aid budgets were shrinking and ODA had dropped by 11 percent in real terms between 1992 and 1996 Rich countries cut ODA to focus on domestic priorities. Countries in transition in the former Eastern Bloc were also benefiting from a significant transfer of ODA resources at the expense of traditional ODA recipients.

The Group produced what came to be known as the International Development Goals (IDGs), listed in 'Shaping the 21st Century: The Contribution of Development Co-operation', a document launched at the May 1996 High Level Meeting of Ministers of Development Cooperation. The document set out a limited number of success indicators in order to achieve three over-arching goals: i) economic well-being; ii) social development; and iii) environmental sustainability and regeneration. The IDGs attracted significant media attention in Europe and the United States.

The International Development Goals were the first to explicitly articulate the objective of halving extreme poverty by 2015, using the World Bank's $1/day criterion. Prior to the IDGs, the 1995 World Summit on Social Development (WSSD), held in Copenhagen, had failed to garner support for an ambitious global poverty target, and the $1/day metric had been criticized as simplistic and not contextualized.

The WSSD declaration urged UN member states to formulate and implement national poverty eradication plans; called for structural adjustment policies "to include social development goals, in particular eradicating poverty, promoting full and productive employment, and enhancing social integration;" and asked both donors and aid recipient countries to allocate 20 percent of their funds to social sectors (i.e. the 20:20 Initiative); but it did not set a global target in terms of poverty reduction, talking instead of "specific time-bound commitments to eradicate absolute poverty by a target date to be specified by each country in its national context".

According to Kofi (2012), the declaration further recommended that each country develop its own precise definition and assessment of absolute poverty. Donors represented at the OECD/DAC came back from Copenhagen rather frustrated at its outcome, and a year later, published 'Shaping the 21st Century', which put forth the global poverty goal of halving the

proportion of people living on less than $1/day by 2015. Because the International Development Goals emerged from a small group of northern politicians and aid experts and not from the global community or the United Nations system, they adopted a much pressing focus than earlier summit declarations.

There was a clear shift of perspective towards focusing on a few central and measurable facets of poverty and deprivation— and away from the broader and more ambitious rights-based approach that tended to set the tone at United Nations conferences and in the discourse of non-governmental organizations (NGOs). The International Development Goals (and the MDGs that followed) reflected the tension between on the one hand the recognition that poverty is multidimensional and that advances of different sectors are mutually supportive (e.g. education helps promote public health) and on the other hand the pragmatic requirement to focus on a limited set of clearly defined and attainable goals.

During the late 1990s, the International Development Goals increasingly gained traction within bilateral circles and soon got the blessing of major multilateral actors. Some donors started to use them to focus their country's aid programmes on poverty reduction goals, and a number of key development ministers, notably Clare Short, United Kingdom Secretary of State for International Development from 1997 to 2003, promoted the International Development Goals wherever they travelled. In 1997, the Development Assistance Committee organized its first joint seminar with the United Nations, the World Bank and IMF on indicators of development progress, which a year later led to the creation of "a working set of indicators to show progress from the 1990 baseline towards the International Development Goals."

The Rise of the Poverty Agenda at the World Bank and the United Nations

The end of the Cold War also bolstered the liberal economic ideology. By the early 1990s,

Russia, Poland and other 'countries in transition 'were being applied shock therapy, and policies dictated by international financial institutions— often termed as 'Washington Consensus' policies—were implemented in many developing countries, (MacArthur 2013) (among NGOs and even at the United Nations, these policies rapidly became viewed as a major contributing factor to poverty in developing countries. Many economists and researchers argued that the 'Washington Consensus' was incomplete, that it was missing measures directly targeted at helping the poor, and that growth and equity required "not only more room for market forces and private enterprise, but also the strengthening of the [state] institutions that underpin markets" (e.g. a strong judiciary able to fight corruption, enforce property rights and adjudicate contractual disputes).

In this context, the World Bank's World Development Report 1990: Poverty attracted much attention. The report called for the use of laboring national economies and for providing the poor with access to basic social services, such as primary health care, family planning, nutrition and primary education. Interestingly, the report posited that economic growth may not be sufficient to reduce poverty in the absence of basic social services for the poor. A decade later, the World Development Report revisited the topic, with its2000/2001 issue on Attacking Poverty. In the mid-1990s, James Wolfensohn's nomination for the helm of the World Bank offered an opportunity to reform the organization's policies. In 1996, the World Bank and IMF launched the Heavily Indebted Poor Countries (HIPC) initiative; the Enhanced HIPC followed in 1999.

Also in 1999, the World Bank rolled out the Comprehensive Development Framework and the Poverty Reduction Strategy Paper (PRSP). The Framework presented an approach to development planning that linked financial, economic, fiscal, social and environmental factors and mapped the inputs of all actors, including donors, to coordinate development assistance within a coherent framework of macroeconomic, structural and social poverty reduction reforms. The PRSP

detailed the borrowing government's strategic approach to poverty reduction, serving both as a planning document and as a precondition for access to HIPC funding.

In November 1999, the IMF restructured its Enhanced Structural Adjustment Facility and renamed it the Poverty Reduction and Growth Facility. Reform was also high on Kofi Annan's agenda when he became the United Nations Secretary- General in 1997. Annan created UNDG, chaired by the UNDP Administrator, aiming to increase the coherence of the UN system's development activities. Annan also reinforced the Resident Coordinator system and established the twin processes of the Common Country Assessment (CCA) and United Nations Development Assistance Framework (UNDAF) to further enhance coherence among UN agencies and promote greater national ownership of the development activities of the UN.

Annan also believed that the World Bank and the International Monetary Fund had to be brought into a partnership with the UN. As explained above, at the time international financial institutions were reorienting themselves towards poverty reduction. Annan saw an opportunity to bridge the long-standing divide between the World Bank and the United Nations and to forge a wide anti-poverty coalition. In 1999, Annan appointed Mark Malloch-Brown; the World Bank's past Vice-President for External Affairs, to the post of UNDP Administrator, and for the very first time invited the World Bank Executive Directors to address the United Nation Economic and Social Council, which oversees UN system development work.

By the end of the decade, the IMF, OECD, United Nations and the World Bank were all moving towards poverty reduction as a central goal, and the traditional rivalry and ideological disputes that had long characterized the relationship between the United Nations and the World Bank were being replaced by converging agendas— or at least rhetoric—on poverty reduction.

This rapprochement was not without its critics. At the June 2000 World Summit for Social Development +5, intended to take stock of Copenhagen commitments, the UN, the World Bank, the IMF and OECD/DAC launched a joint report, 'A Better World for All'.

The report formally endorsed the International Development Goals, but it also advocated globalization and liberalization of trade by developing countries as the best way to reduce poverty. NGOs attending the launch were critical of the support that the United Nations was apparently offering to what they saw as an attempt by northern countries and international financial institutions to dictate an agenda of trade liberalization and macroeconomic stabilization—the very same agenda such NGOs perceived as having failed the world's poor during the numerous financial crises of the 1990s.

A joint statement by NGO caucuses mocked the report as an endorsement of 'Bretton Woods for All' and asked the United Nations Secretary-General to withdraw his support. The launch of 'A Better World for All' yielded an important lesson. While creating the MDGs, caution would overrule the temptation to intersperse global goals with specific strategies and normative solutions to achieve the Goals.

The Millennium Summit

Considering that the millennium offered a historic opportunity to adopt a long-term view and reflect upon the role of the United Nations in the 21st century, Kofi Annan wanted a strong development-oriented summit, concluding with a powerful declaration that would relay and build upon the momentum of prior conferences.

In December 1998, the United Nations General Assembly adopted Resolution 53/202, deciding "to designate the fifty-fifth session of the General Assembly 'The Millennium Assembly of the United Nations'" and reflecting the widely held view that the year 2000 constituted "a unique and symbolically compelling moment to articulate and affirm an animating vision" for the United Nations.40 Member States also asked the Secretary-General to conduct intergovernmental consultations to identify topics to focus the forthcoming summit. This would lead to the publication of 'we the Peoples:

The Role of the United Nations in the 21st Century', a preparatory document signed by the Secretary- General and presented to Member States at the Millennium Summit. In its final section, entitled 'Considerations for the Millennium Summit', the document calls on the international community to adopt the following targets:1) To halve, by the time this century is 15 years old, the proportion of the world's people (currently 22 percent) whose income is less than one dollar a day; 2) To halve, by the same date, the proportion of people (currently 20 percent) who are unable to reach, or to afford, safe drinking water; 3) That by the same date all children everywhere, boys and girls alike, will be able to complete a full course of primary schooling; and that girls and boys will have equal access to all levels of education; 4) That by then we will have halted, and begun to reverse, the spread of HIV/AIDS; 5) That by 2020, we will have achieved significant improvement in the lives of at least 100million slum dwellers around the world; and 8) That every national government will from now on commit itself to national policies and programmes directed specifically at reducing poverty, to be developed and applied in consultation with civil society. Importantly—and in contrast to the International.

Development Goals—distinct targets and goals were also fleshed out for "the more fortunate countries [who] owe a duty of solidarity to the less fortunate." These included: a) To

grant free access to their markets for goods produced in poor countries, b) To remove the shackles of debt which currently keep many of the poorest countries imprisoned in their poverty […], c)To grant more generous development assistance, particularly to those countries which are genuinely applying their resources to poverty reduction, d) To work with the pharmaceutical industry and other partners to develop an effective and affordable vaccine against HIV; and, e) To make HIV-related drugs more widely accessible in developing countries.

The usual process of submitting a draft document to multiple UN agencies and national delegations for comment would have subjected the report to an intense lobbying process, with each stakeholder arguing for the inclusion of their favored issues, thus defeating the purpose of communicating a coherent global anti-poverty agenda. In contrast to the long and complex preparatory documents and resolutions emanating from United Nations conferences of the 1990s, 'We the Peoples' presented a concise, coherent, well-written and compelling overview of the challenges facing the world and the United Nations system, and set "quantifiable and time bound targets for poverty eradication […] around clear, simple, and morally undeniable goals."

According to David (2009), the Millennium Summit, which took place from 6–8 September 2000 at the United Nations headquarters in New York, was carefully planned to ensure a favorable outcome. It brought together189 Member States, including 147 heads of state or government and 8,000 other delegates who participated in the discussion around three round tables. A number of parallel events brought together NGO representatives, religious leaders and parliamentarians who could pressure their government representatives to support a bold declaration. For example, Oxfam had the opportunity to present two million signatures in support of its Make Poverty History campaign to the Secretary-General during the Summit. In addition,

Annan had framed his preparatory report in such a way that "no one in their right mind could deny" and was able to "get the global deal we were seeking."

The Millennium Declaration, endorsed unanimously on 8 September 2000 by 189 Member states, contained many of the elements of 'We the Peoples', including the extreme poverty reduction target based on the $1 a day criterion. The mention for the first time of goals applying to donor countries as well as ODA recipients was critical to garnering such wide support.

Achieving Universal Primary Education is the 2nd Millennium Development Goal; Several International organizations in particular the United Nation Development Program were mandated to coordinate all the MDG related activities at country level.

At the Millennium Summit of United Nations (UN) in 2000, the world leaders came together in the United Nations Headquarter and committed to help achieve the eight international development goals by 2015. In 2002, the then UN Secretary General Kofi Annan commissioned the Millennium Project to create a plan to reach these goals (UN, 2006). According to this project, "the road out of the poverty trap can be paved with the help of targeted public sector investments (Sanchez et al., 2007).

The Millennium Villages Project (MVP)

The Millennium Villages Project (MVP) was started by the Earth Institute (EI) at Columbia University, the United Nations Development Programs (UNDP), and Millennium Promise (MP) to end extreme poverty and hunger in rural Africa and meet the eight MDGs by 2015.

Jeffery Sachs, Director if the Earth Institute in Columbia University, co-founder of Millennium Promise and Special Adviser to the United Nations Secretary- General Ban Ki-Moon, founded the project in 2006 and believed that the project can make a change.

The MVP was initially planned as a 5-year project but then a second phase has been added for 2011 to 2015.

There are 12 original Millennium Villages (MVs) in 10 different countries in Sub-Saharan: Sauri and Dertu, Kenya; Koraro, Ethiopia; Mbola, Tanzania; Ruhiira, Uganda; Mayange, Rwanda; Mwandama, Malawi; Pampaida and Ikaram, Nigeria; Potou, Senegal; Tiby, Mali and Bonsaaso, Ghana. Each MV consists of several villages and experts were sent to these MVs to implement community-led development strategies, which includes partnership with local governments. Based on the different challenges in the different sites, the MVP has adjusted their interventions in each particular MV.

MVP Office in Ruhiira, Uganda

The Ruhiira cluster includes 8 villages and has a population of about 50,000. It is situated in the Isingiro District of southwestern Uganda, 45km away from Mbarara, one of the major cities in Uganda. The region is mostly highland and has elevations ranging from 1350m to 1850m above the sea level. By the year 2007, about over 90% of the population was engaged in agriculture activities and about 40% lived in extreme poverty, 30 % were infected with malaria and 30% of the children were malnourished (Divon, 2009).

Some of the major problems included poor infrastructure, hygiene and sanitation, lack of knowledge in nutrition, food and water security, as well as high primary school dropout rate and many major diseases such as malaria and tuberculosis. The MVP Ruhiira team worked in two offices, the head office in Mbarara and the field office in Ruhiira village. It is divided to five sectors: Education, Agriculture, Community Developments and Infrastructure, Health and

Entrepreneurship. Each sector worked on different aspects of the MVP but they also collaborate in many ways.

In the Ruhiira cluster, there are 21 primary schools where MVP interventions are applied in health, sanitation, and infrastructure and education development. The Education sector has been implementing many projects including the School Feeding Program (SFP), Teacher trainings, building infrastructure and many more. Through interacting with administrations, students and parents from all 21 schools, the Education sector is working to reach the MDG 2, achieving universal primary education.

There have been many critics towards the Millennium Villages Project on different levels. Most critics think that the MVP has spent "too much time, money and attention is focused on too few people."(Hinchberger, 2011). Some questions the methods the MVP used to analyze its accomplishments, others don't think the project will bring sustainable benefits to the villages. Besides these criticisms, there are also a group of scholars who recognized the progress that MVP has made and consider it "a global opportunity" (Malenga, 2012) for the world to analyze and learn from. Even though some might not completely agree with all the aspects of MVP, they consider it a great trigger for bigger global development movement and a promising ground to build something bigger on.

Edward Carr from University of South Carolina has commented that the MVP uses too many "pre-conceived definitions of problems and pre-packaged solutions." (Carr, 2008) According to Carr, the MVP is actually not a bottom-up approach as it claims to be, but a top-down approach similar to many others that came before it. He also claims in his article that if the MVP is going to continue the way it is, it will make the same mistakes that other previous projects

had and thus can't achieve long-term success. But Carr thinks that the MVP should not be terminated or abandoned but modified by integrating with a critical grassroots approach.

The critical grassroots approach means, instead of assuming the rightness of the preset interventions, the villagers will identify and question their needs and problems on the 4village level. By recognizing the obstacles and conditions of each distinct village itself, the village would be able to distribute the resources provided by the MVP better.

A research conducted by Shai Divon in Ruhiira, Uganda has examined the interventions of MVP and identified certain problems, in this case, Diarrheal, caused by the interplay of the many interventions. By collecting on site data and analysis, Divon has found that the interaction of the health, education and infrastructure sectors have produced externalities that increased the risk of Diarrheal in the village (Divon, 2009).

Even though there has been a transition from MDGs to sustainable development goals, at the United Nations Sustainable Development Summit on 25, September 2015, there is a need to examine the contribution made by the UNDP towards achieving the MDGs, considering UPE in Ruhiira, Uganda. Universal Primary Education is so central because it's the backbone upon which all other MDGs can be built. For example, a literate person can easily be mentored in issues to do with maternal healthy, gender, poverty reduction and capacity building.

1.4 Problem Statement

The second MDG of achieving Universal Primary Education targeted that by 2015, all children can complete a full course of primary schooling, girls and boys and it had two measurement parameters which are: Enrollment in primary education and Completion of primary education.

Ten years down the road after the establishment of the MDGs, there was a shocking report on education:

"The majority of Ugandans have either no formal education or only some primary education. One in five females (20 percent) and 13 percent of males aged 6 and older have never had any formal education. Fifty eight percent of females and 59 percent of males have attained some primary education only, and 7 percent each of females and males have completed primary education but not continued. The trends in educational attainment by successive age groups indicate that, despite free universal primary education, 33 percent of girls and 34 percent of boys age 6-9 have never attended school" (UBOS, 2010).

It deserves to be noted that in Uganda specifically, the Millennium Villages Project opened in Ruhiira (a composition of 21 villages) to track the second MDG objectives and UNDP was a major partner in overseeing the implementation of the project. Since its inauguration, the project through partnerships built schools, roads, trained teachers among others with a purpose of improving education in the cluster. As a result of the Millennium Village Project, the projected enrolment was attained but completion of primary level not been realized. Specifically in southwestern Uganda, according to UBOS 2010,'children with no education age 6-9 stand at 23.8 percent while those completed primary age 9-12 are 7 percent only'. Considering UNDP as an actor in the Millennium Villages Project, the study sought to evaluate the contribution of UNDP in achieving Universal Primary Education as the second MDG in Ruhiira Millennium Village, Isingiro District.

1.5 General Objective

The study seeks to evaluate the contribution of UNDP in achieving Universal Primary Education as the second MDG in Ruhiira Millennium Village, Isingiro District.

1.5.1 Specific Objectives

1. To establish the nature of support provided by UNDP towards achieving UPE in Uganda under the MDGs framework

2. To evaluate the specific ways in which UNDP has contributed towards achieving UPE in Ruhiira Millennium Villages, Isingiro District

3. To identify the challenges faced by UNDP in achieving UPE in Ruhiira Millennium Villages, Isingiro District

1.6 Research Questions

1. What is the nature of support of UNDP towards achieving UPE in Uganda under the MDG framework?

2. How did UNDP contribute towards achieving UPE in Ruhiira Millennium Villages?

3. What challenges did UNDP face while discharging her role of achieving UPE in Ruhiira Millennium Villages?

1.7 Scope of the Study

1.7.1 Geographical Scope

The study was carried out in South-western Uganda in Isingiro district. Its where the Ruhiira MVs are located.

1.7.2 Time Scope

The study focused on the period between 2008 and 2015. The Millennium Villages Project came into existence in 2006 but the Ruhiira cluster started in 2008 where as the MDG expired in 2015.

1.7.3 Content Scope

The study was to establish the contribution of UNDP towards achieving UPE in Uganda under the MDGs framework. Specifically it intended to establish the nature of support UNDP offered towards achieving UPE, evaluate the specific ways in which UNDP contributed towards achieving UPE in Ruhiira Millennium Villages, Isingiro District and identify the challenges faced by UNDP in achieving UPE in Ruhiira Millennium Villages, Isingiro District.

1.8 Justification of the Study

MDGs started in 2000 to 2015 and Uganda was one of the targeted countries of implementation. The Millennium Village Project was established as a supportive strategy to achieving the goals. In Uganda, Ruhiira Millennium Villages Project was created. The project was mandated to fulfill a couple of services ranging from health and education. However, the progress of the millennium village project was set to entirely depend on the contributions and commitment of the concerned development partners including government, local and international agencies, local government, and the general public. Following the expiry of the MDGs in 2015 and then replaced with the SDGs, it becomes justifiable for an independent study to be carried out to evaluate the specific ways in which UNDP has contributed towards achieving UPE in Ruhiira Millennium Villages, Isingiro District and identify the challenges faced by UNDP in achieving UPE in Ruhiira Millennium Villages, Isingiro District.

1.9 Significance of the Study

The study will remind the government and other stakeholders of their role in strengthening the objectives of Universal Primary Education. The findings of this study will identify the educational gaps especially in Primary section in the Ruhiira Millennium Villages. The findings will advance new knowledge about implementation and monitoring of programs by international organizations.

1.10 Conceptual Framework

Independent Variable   **Dependent Variable**

The Role of UNDP

- Expert advice

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┌─────────────────────────────────┐        ┌─────────────────────────────────┐
│  • School Feed Program           │        │  UPE Targets/parameters         │
│                                  │        │                                 │
│  • Teacher Training              │        │    • Enrolment                  │
│                                  │        │                                 │
│  • Grants                        │        │    • Completion.                │
│                                  │        │                                 │
│                                  │        └─────────────────────────────────┘
│                                  │
└─────────────────────────────────┘
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Intervening Variables

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            ┌─────────────────────────────────┐
            │   • Culture                      │
            │                                  │
            │   • Politics                     │
            │                                  │
            │   • Gender.                      │
            └─────────────────────────────────┘
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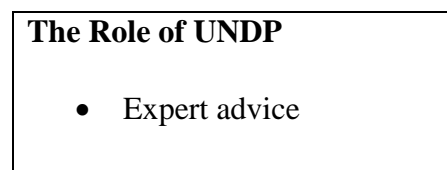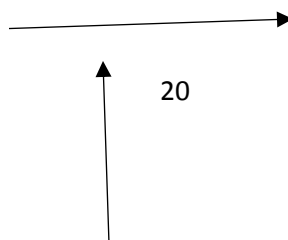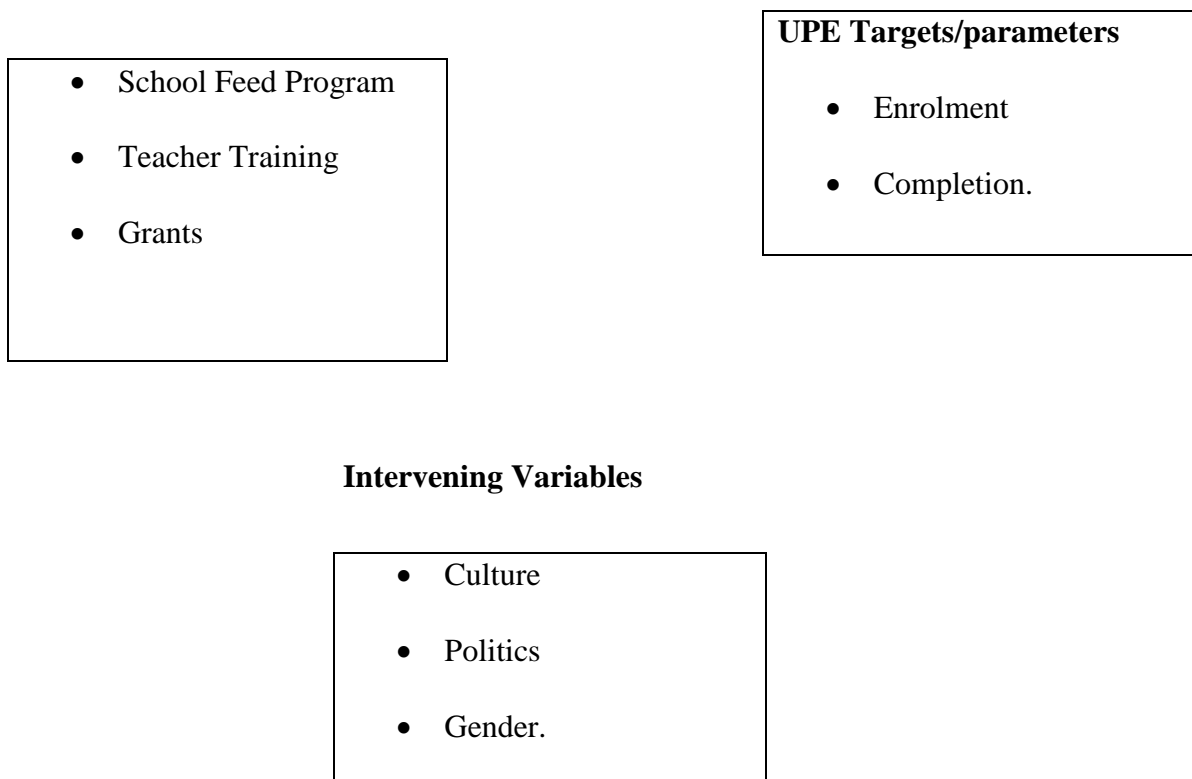
Figure 1.1 Conceptual framework

Source: Developed by the researcher

The researcher has developed a framework of concepts to be used in execution of the study. In this study, UNDP will be the independent variable. Achieving Universal Primary Education as a second MDG is the dependent variable while intervening variables are culture, politics and gender related issues. Its mandate towards UPE will be examined, the implementation process, achievements and challenges. All these will explain the independent variable and the relationship they share with other variables.

Under the dependent variable, the 2nd MDG which is UPE will be measured against the parameters of enrolment and completion and how these two are influenced by UNDP as the independent variable. The intervening variables include culture. Culture affects UPE especially enrolment. Some parents believe that the traditional economic activities like looking after cattle

have more value than going to school. This eventually affects enrolment at schools hence frustrating UNDP's efforts.

Politics also affect the UPE program. Some political parties may think that the ruling party has not done enough to boost the program. When they frustrate the program, parents will lose interest in taking their children to the UPE program. The gender related issues also affect the independent and dependent variables in this study. There is a wide thinking that girls are fit for marriage instead of schooling. This explains the high drop out of girls from school in favor of marriage.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

In this chapter, literature was reviewed in line with the objectives and methodology of the study. The sequence explored here begins with the nature of support provided by UNDP, the contribution of the agency towards MDGs and then the challenges faced by the UNDP in its work towards MDGs and UPE in particular.

2.1 The Nature of Support Provided by UNDP in Support of UPE under MDGs Framework

The United Nations Development program (UNDP) is the United Nations' global development network. Headquartered in New York City, UNDP advocates for change and connects countries to knowledge, experience and resources to help people build a better life. It provides expert advice, training, and grants support to developing countries, with increasing emphasis on assistance to the least developed countries. The status of UNDP is that of an executive board within the United Nations General Assembly. The UNDP Administrator is the third highest-ranking official of the United Nations after the United Nations Secretary-General and Deputy Secretary-General. (UNDP 1993)

According to Sanchez (1998), to accomplish the MDGs and encourage global development, UNDP focuses on poverty reduction, HIV/AIDS, democratic governance, energy and environment, social development, and crisis prevention and recovery. UNDP also encourages the protection of human rights and the empowerment of women in all of its programs. The UNDP Human Development Report Office also publishes an annual Human Development Report (since 1990) to measure and analyze developmental progress. In addition to a global Report, UNDP publishes regional, national, and local Human Development Reports.

UNDP is funded entirely by voluntary contributions from member nations. The organization operates in 177 countries, where it works with local governments to meet development challenges and develop local capacity. Additionally, the UNDP works internationally to help countries achieve the Millennium Development Goals (MDGs). Currently, the UNDP is one of the main UN agencies involved in the development of the Post-2015 Development Agenda. UNDP works with nations on their own solutions to global and national development challenges. As they develop local capacity, they draw on the people of UNDP and its wide range of partners.

"Coordination takes priority of the nature of the agency", (Denning 2009). UNDP is mandated to support MDG. UNDP was mandated by the Secretary-General to act as the UN system coordinator of national MDG activities. At the country level, MDG coordination translates into convening forums and facilitating processes involving the UN Country Team in MDG scorekeeping, campaigning or programming. Beyond the UNCT, UNDP supports country-based aid coordination and management processes that aim to enhance alignment of aid with national priorities, including the UPE, and to mobilize implementation resources. The agency champions in coordinating all other UN agencies.

Globally, UNDP facilitates UN-wide consensus over strategic directions, as well as in knowledge management. The agency further coordinates the inputs of UN agencies through various MDG related fora, from the selection of the MDGs themselves, to the development of guidance onMDG reports and the review of the MAF tool(both arranged through UNDG), to the presentations of MAF experiences to the Chief Executive Board. In addition, UNDP provided occasional coordination services at the regional level, for instance its operational and technical lsupport to the MDG Africa Steering and Working Groups setup by the Secretary-General in 2007 at the Heiligendamm G8 Summit to mobilize the UN system, international financial institutions and other major multilateral organizations towards achieving the MDGs.

According to Kiflemariam (2010), UNDP's most popular assignment is campaigning. The agency is known widely for international initiatives and national awareness-raising efforts. When the Secretary-General formally launched the Millennium Campaign in 2002 as an inter-agency initiative to support citizen participation in achieving the MDGs. The campaign's and UNDP's major outputs involved: Organizing awareness-raising events (e.g. the Stand Up campaign); and Managing promotional campaigns (e.g. public service announcements).

Other UNDP 'MDG roles' were meant to contribute to the campaign: the Millennium Project was to identify tailored messages, while it was hoped that the national MDGRs would provide the needed evidence for advocacy. The campaign aimed to bolster MDG awareness and influence public policy in both the South and the North, reaching out to civil society to strengthen civic mobilization for policy demands and directly lobbying legislators through parliamentary networks, particularly in Africa, Europe, and Latin America and the Caribbean. The campaign's work focused on 39 priority countries Uganda inclusive.

The respondents revealed that at the national level, UNDP was assigned to support initiatives that attempted to raise the profile of the MDGs through awards, government-appointed 'MDG ambassadors', volunteered campaign units and other initiatives linked (or not) to the global campaign. And this was the set targeted to be done in Uganda and Ruhiira millennium village in particular and starting in 2005, the United Nations Millennium Campaign was designed to focus on mass events; mainly through the Stand Up Against Poverty campaign and the Stand Up girls school campaign.

In 2006, the Secretary-General tasked UNDP with coordinating national reporting on MDG progress (monitoring and reporting). This task included Country MDG reports (MDGRs), aiming primarily to engage political leaders, promote a vigorous national debate on development and inform the public of progress towards MDG targets. This was inclusive in the nature of support UNDP offered towards achievement of UPE as a2nd MDG in Uganda and Ruhiira millennium village, (UNDP 2010)

2.2 The Contribution of UNDP towards achieving Universal Primary Education

The second goal in the Nations Millennium was to achieve Universal Primary Education, more specifically, to "ensure that by 2015, children everywhere, boys and girls alike will be able to

complete a full course of primary schooling." Education is vital to meeting all other Millennium Development Goals: "Educating children gives the next generation the tools to fight poverty and prevent disease, including malaria and AIDS." (UN 2006) Despite the significance of investing in education, the recent report, Fixing the Broken Promise of Education for All: Findings from the Global Initiative on Out-of-School Children—produced by UNESCO Institute for Statistics and UNICEF found that the world has missed this 2015 target of universal primary education, and there are currently 58 million children, of primary school age, out of school worldwide.

Since 1999, there has been great progress towards achieving universal primary enrollment due in large part to a pursuit of the Millennium Development Goals (MDGs) and the Education for All (EFA) The number of primary school age out-of-school children dropped by 42% between 2000 and 2012, despite rapid population growth. Greater than half of countries and regions worldwide have a net enrolment rate of more than 95% and either already has or is close to achieving universal primary education. However, despite an increase in enrollment over the past decade, global progress has stalled since 2007, and net enrolment or attendance is less than 80 per cent in about 20 countries. Of the 58 million children out of school: 23% attended school in the past but left, 43% are likely to never enter school, 34% are likely to enter school in the future, (Millennium Development Report, 2012)

Roughly half of all out-of-school children come from just a few countries, many of them characterized by conflict, instability, and extreme poverty. West and Central Africa is home to one-third of all primary school age out-of-school children, making it the region with the lowest rates of school participation. Challenges to achieving universal primary education are exacerbated in unstable regions, as they have greater difficulty in accessing financial support.

The barriers which prevent children around the world from obtaining primary level education are diverse and require tailored responses. Children living in conflict-affected areas account for "just 20% of the world's children of primary school age but 50% of the world's out-of-school children." Additionally, inequalities in wealth significantly impact out-of-school rates. In many countries, children from the poorest 20 per cent of the population are less likely to attend school than those who are better off. Despite overall improvements, girls continue to be at a disadvantage as 53%—more than half—of the estimated 58 million primary age out-of-school-children are girls.

Considerable progress has been made in expanding primary education enrolment since 1990, particularly since the adoption of the MDGs in 2000. The global number of out-of-school children has fallen considerably since 1990, although the pace of improvement has been insufficient to achieve universal primary enrolment by 2015. Currently, 57 million children of primary school age are estimated to be out of school, down from 100 million in 2000. Of these, 33 million are in sub-Saharan Africa, and more than half (55 percent) are girls. (The Millennium Development Goals Report 2015)

According to the Millennium Development Goals Report 2015, the primary school net enrolment rate in the developing regions has reached an estimated 91 percent in 2015, up from 83 percent in 2000. The number of out-of-school children of primary school age worldwide has fallen by almost half, to an estimated 57 million in 2015, from 100 million in 2000. Between 1990 and 2012, the number of children enrolled in primary school in sub-Saharan Africa more than doubled, from 62 to 149 million. In the developing regions, children in the poorest households are four times

as likely to be out of school as those in the richest households. The literacy rate among youth aged 15 to 24 has increased globally from 83 percent to 91 percent between 1990 and 2015.

According to Sachs (2007), UNDP's backbone lies in partnerships. The agency's partnerships with a range of actors, including governments, other UN organizations, international financial institutions, donors, academia, civil society and the private sector is the very characteristic of itself. Understanding UNDP's contribution relative to its partners' entails situating UNDP support within its institutional context, analyzing how UNDP worked with others to support MDG achievement. UNDP partnered with parties like USAID, UKAID, KOPIA, KOICA, and The World Bank among others to bring many world's dreams into reality.

MDG-Based National Planning. The relevant UNDP literature recognizes the top-down manner in which UN member states agreed to the initial goals and the need for national and subnational ownership of development plans to bridge regional, socioeconomic, gender and ethnic inequalities. UNDP helped many countries to tailor MDG targets to her specific national context, a step initially referred to as 'MDG localization'. This localization step aimed to translate global targets into locally achievable but ambitious-enough goals, a necessity given that the MDGs are relative benchmarks and since its conception, UNDP Country Offices supported such localization efforts upon the demand of national governments.

The UNDP evaluation office (2010) indicated that the onset of the global financial crisis in 2008 led to growing concern about the ability to achieve the MDGs by 2015, and even about potential reversals in development gains already attained. Consequently, UNDP initiated a forward looking assessment of factors shaping progress towards the MDGs at the country level, bottlenecks and constraints slowing progress, and how UNDP can best support development partners to make MDG achievement a reality. Under this role framework, in 2010 UNDP issued a

report through which it cited particular bottlenecks that could deny particular countries to achieve MDGs and provided immediate solutions respectively.

According to MDG Indicators' report (2012), UNDP had carried out numerous development initiatives towards achieving MDGs. These initiatives generally aimed to advance socioeconomic outcomes in targeted geographic areas that are lagging behind. To this end, UNDP has supported a range of interventions that target improved social service delivery at the local level. In Africa, UNDP supported the implementation of area-based development programmes and local development projects, such as the Millennium Villages Project.

2.3 Challenges faced by UNDP

There are obvious challenges facing the education sector in reaching the MDG targets despite the efforts made so far. These challenges by default become the challenges of UNDP in strengthening UPE, because they undermine the performance of the agency as it does its work. While publishing their decade performance report, UNDP listed the challenges below as having affected its work on UPE in Ghana.

Inadequate infrastructure and basic tools: Many schools particularly at the basic level in rural areas do not have adequate classrooms and textbooks for effective teaching and learning thereby undermining the quality of education in these areas. Low morale and commitment of teachers: Poor conditions of service of teachers relative to other professions (in spite of efforts by government to improve service conditions of teachers), continue to dampen the morale of teachers especially in public schools which tend to undermine the quality of education.

The difficulty associated with teacher postings and retention: Many teachers including newly trained ones are often reluctant to accept postings to rural areas of the country. Those who

accept such postings do not also want to stay beyond a year or two. This accounts for the rural-urban disparity in the quality of education as reflected in the imbalance in performance of pupils/students at BECE and WASSSCE. High and increasing cost of education particularly at the tertiary level: High cost of secondary and tertiary education tends to marginalize the poor and thus make it difficult for them to get out of poverty. An establishment of scholarship scheme for the poor but brilliant students could help minimize the difficulty the poor faces in accessing secondary and tertiary education, (The Millennium Villages Report, 2010)

There is consistent limited access to clean water in most parts of Africa, Latin America and Asia, (Water for life, 2009). The water projects constructed cannot serve the wide range of water needs in most areas. This subjects the work of international agencies like UNDP in carrying out their work because water is a requirement for healthy life. When there is absence of water, it will always fall that all other results will be underscored be they educational, health related, agricultural even concentration of pupils in class is at risk due to the long journeys they go in search for safe water.

According to Konecky (2008), the high level political soft battles have done more to harm the capability of UNDP, the author stressed unless big power members learn and appreciate to forego their interests, such organizations will remain perfect puppets. UNDP is financed by the Official Development Assistance (ODA) envelop through which richer member states remit their contributions towards the development of poor members as per the resolutions on the global agenda. However, some countries only remit their contributions with strings attached and to make matters worse, the attached strings are sometimes far from the global agenda. This become the

greatest challenge of UNDP because it is subjected to be a servant of particular states than serving the common international goals.

The nature of UNDP as an agency undermines its credibility to perform. The agency operates worldwide yet it has country offices which are semi-autonomous. This creates unbroken beauracracy between particular country offices and the Headquarters. This culminates into slow decision making that affect the quality and urgency of the services to be rendered by the agency. According to the UNDP evaluation Report (2010), it was indicated as one of the major challenges affecting the agency that financial uncertainties render the agency unable to fulfill its mandate. There was reported delay of remitting financial obligations by some member states. The worsening global economic situation characterized by strange foreign exchange behaviors has done a lot to disrupt the budget of UNDP. Extreme poverty is eating the globe and this has an impact on service delivery by the agency.

2.4 Conclusion

Conclusively, considering the literature reviewed, a lot of effort has been laid since the conception of the MDGs. Agencies have been created, projects set up, and clusters established. A lot of resources and energies have been committed. When it comes to health and education, Millennium Villages came into being to monitor the progress of the health and Universal Primary Education sectors. As a result, various studies have come up to establish the impact such efforts have produced. Similarly, this study looks forward to generate more findings which will strengthen earlier findings and provide a pool of reference with a particular focus on UPE in Ruhiira Millennium Village.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter focused on a detailed methodology which the researcher used while carrying out the study. It is a representation of the design, scope, tools and instruments of data collection, study population, research variables, and methods of data analysis, interpretation and limitation.

3.2 Research Design

In order to evaluate the contribution of UNDP in achieving Universal Primary Education as the second MDG in Ruhiira Millennium Village, Isingiro District, the study employed a case study design. A case study research excels at bringing an understanding of a complex issue and can

extend/add strength to what is ready known through previous studies (Yin, R.K 1993). Various studies have been carried out on UPE in general and MVP in particular. The case study design on Ruhiira MVP will provide better understanding of earlier findings on Universal Primary Education.

The evaluation relied on a qualitative approach for data collection and analysis. The approach is popular in assessing attitudes, opinions and behaviors. It enabled the proper evaluation of the contribution of UNDP on achieving Universal Primary Education as a component of the Millennium Development Goals. With qualitative approach, it became possible for the researcher to draw meanings from the responses generated from the study through interpretation of body language, gestures, feelings, actions and inactions of respondents.

3.3 Area of Study

The evaluation was conducted in southwestern Uganda, in Isingiro district, Ruhiira village**.** The Ruhiira cluster lies in southwestern Uganda and is 40km from the nearest city, Mbarara. It stretches out over several hundred square kilometers. The area was chosen suitable for the study because it host the Millennium Village project.

3.4 Study Population

The study engaged a number of respondents grouped in the three (3) categories; Category I included UNDP officials and the Millennium Promise Project Coordinators concerned with the MVP. The UNDP officials included the Regional Technical Advisor, the Assistant Regional Technical advisor, Program Officer and the Assistant Program Officer. Category II was made up of Local Government officials of Isingiro District where Ruhiira is found. These are the District

Education Officer of Isingiro, Sub-County Education Officer, Parish Chief and Ruhiira Local Council I Chairperson. These will be helped the study by providing trusted information about UPE in the area since they are the local authorities. Category III of the population comprised of respondents from the 3 Schools of Ngoma, Ruhiira and Rwamiyonga primary schools where the study was carried out. Respondents from schools were the Head Teachers, Teachers, Non-Teaching Staff, Pupils and Parents/Guardians. The findings obtained from this category were treated carefully since the participants of these particular categories are the final users of the program.

3.5 Sampling Procedures

3.5.1 Sample Size

A total population of sixty eight (68) was selected from the three categories. These included from category I; 4 UNDP Officials, 3 Millennium Promise Project Coordinators and 8 Local government officials all as mentioned in (3.4 above). 33 respondents who included (3 Head Teachers from the 3 schools, 9 teachers (3 from each school), 18 pupils (6 from each school) and 3 Non-teaching staff (1 from each school) that is to say all from the 3 schools Ruhiira Primary School, Ngoma Primary School and Rwamiyonga Primary School, represented category II. And finally 20 parents/guardians were engaged in category III, of which 8 were parents for Ruhiira Primary School, 6 for Ngoma while 6 were for Rwamiyonga. However, out of the projected 68 population of respondents only 50 were possibly surveyed and therefore the findings were determined basing on the responses of the fifty (50)

3.5.2 Sampling Techniques

Different categories of respondents were sampled using different techniques. Purposive sampling was used to select UNDP Officials and Local Government Officials respectively. By this, the researcher intended to use technical people so as to gain validity and reliability of data/findings.

There was triangulation of sampling techniques in selecting respondents from category III. Firstly, Head teachers were selected by default because there is one Head teacher per school. Secondly, a simple random method was used to select teachers and non-teaching staff. In cases where their number exceeded 9 and 3 respectively, their names were written on a paper each on its own, folded in a uniform way. Then they were dropped into the box will be and a young pupil who not a non-participant in the study randomly picked 9 and 3 papers from the box of teachers and that of non-teaching staff respectively.

Then picked papers were unfolded, and successful participants' names were announced and they were asked to participate in the study. By this technique, the researcher intended to provide equal probability/chance to all members to participate in the study by equal chances.

3.6 Data Collection Methods and Instruments

The researcher used structured questionnaires and interviews to collect primary data and used a couple of literature for secondary data. The methods used also varied depending on respondents.

3.6.1 Questionnaires

Questionnaires targeted pupils and teachers. Since this category is literate, the instrument was suitable since it requires the ability to read, understand and to write in response. The questionnaire

has a higher advantage over interview because it allows the respondent to refer to written records and statistics. The questionnaires were purely qualitative and had structural questions.

Questionnaires were expanded from the three major research questions of this study in consistence with research objectives. The questionnaire contained open ended questions in order to give room for in-depth information. The researcher got authority in writing from the University explaining the purpose of the study. This helped to build confidence from the respondents. Efforts put on seeking for prior permission from the respondents who were assured of confidentiality and professionalism in handling their responses. The Questionnaires were distributed to respondents to be filled and thereafter collected and analyzed by the researcher.

3.6.2 Interview Guide

The interview guide was used to get responses from UNDP Officials, Head Teachers, Local Government Officials and Millennium Promise Project Coordinators Even though the UNDP officials and project coordinators were fit for questionnaire due to their education levels, the researcher preferred interview for purposes of probing of their responses for more information. The choice of this method as a tool to get responses was motivated by the desire of the researcher to have more data from non-verbal responses. Expressions, gestures, actions and inactions by the respondents were also interpreted to mean a lot in this particulars research.

The researcher had advanced questions on paper to direct the interview guide. However, these questions were not given to respondents but only served to guide the researcher in asking questions. The whole interview was centered on the researcher who faced respondents personally on a one-on-one platform. Similarly, the researcher sought the consent of the respondents, and then shared her particulars such as names, so as to build a rapport and relationship of trust with the

respondents. Questions were asked verbally. The responses were be written down for further use during analysis.

3.6.3 Focus Groups

The study used focus groups. This method consisted essentially of group interviews typically involving parents from the three schools; Ngoma, Ruhiira and Rwamiyonga Primary Schools. In order to make the number of participants enough to make the discussion lively, but not too many to prevent some from participating, the researcher divided the parents into 3 focus groups named after letters; A, B and C. Group A had 6 participants, group B had 6 participants and group C had 8 participants. The researcher's purpose of involving 3 separate groups was to create a possibility of confirming or replicating findings.

The researcher mixed up the parents from each school with parents from another school. This was to ensure that a discussion can take place between people who did not know each other well as a way of having independent views free from band wagon influence.

The participants from the each group sat around the table in a school classroom along with a moderator who asked research questions and guided the discussion to ensure that no one over dominates the discussion. An audio recording of the discussion was facilitated for later analysis.

3.6.4 Qualitative Data Based on Documents

The study also made use of a large version of existing qualitative and statistical information concerning study variables to advance more knowledge. Publications, reports, minutes, transcripts, manuscripts concerning UNDP, UPE and MDGs were used. This shaped the study with various meta-analyses for proper comparison of the findings. Such secondary data accessed to through public and university library, organizational resource centers and online using internet. The

researcher transcribed this tertiary data from these instruments and used it to gain consistence and test for truthfulness of the findings.

However, the conditions in the field necessitated the adoption of other methods far from the ones predetermined. The researcher found out that observation as a means of informing the survey was unavoidable. The questionnaire method originally envisaged to work in collecting data from teachers was not utilized to some teachers. It proved impossible for some teachers to read, internalize and respond to the questionnaires advanced to them. Some seemed not to understand the language of English but when the researcher decided to take them through an interview guide, they were able to deliver responses.

3.7 Quality Control Methods/ Procedures

3.7.1 Testing Validity

For purposes of ensuring truthfulness, the researcher ensured that the research instruments proposed contained a representative sample. The questionnaire and interview guide which the researcher used helped to capture data on the contribution of the UNDP on achieving UPE in Ruhiira Millennium Village because open-ended questionnaires were given to a wide range of respondents from all interests. Therefore the instruments used capacity of leading to affair, honest and balanced account of findings. For purposes of ensuring content validity, the researcher chose to review existing qualitative data like reports on UNDP, Millennium Development Goals and Universal Primary Education

3.7.2 Reliability of Methods and Instruments

The questionnaires sent to respondents were designed in a way that necessitated them to produce consistent results which are dependable. To achieve this consistence and dependability, the questions advanced were purely the same but given to different people and were given to them not in a group but one by one. This generates reliability of responses because they were free from peer influence. The secondary and tertiary data was also collected from competent sources like from UNDP official website, Millennium Villages document centers Ministry of Education resource Centre and from official publications only.

3.8 Data Management and Analysis

Data obtained from questionnaires and interviews was subjected to editing as a way of mitigating error. Editing was done with a purpose of achieving accuracy. Data was categorized according to response. Similar responses were put together. All these categories of data were summarized on a single designed form and it became a collection of all responses. This helped the research to have a one stop tool of data from the study which provided convenience in data analysis.

Data from interviews was captured by the interviewer using a pencil. Data will be denoted numerically that's to say, response that will answer yes will be denoted as 1 while no as 2. This simple coding helped the research not to lose focus during the data analysis stage. The researcher categorized the information/ responses according to their category and put them in their respective themes.

This also applied to responses from open-ended questions. Similar responses were coded similarly and categorized into themes for easy processing. Data from other existing secondary and tertiary data including letters of correspondences, minutes of meetings books, newsletters and Networks were captured on 'as it is' basis. The researcher did not code such data. This is because

it is already published work for which the researcher has no authority to change or turn it into primary data again. However voice and comments were added after reviewing it.

Data from focus groups was transcribed using the played recordings from the focus group discussions to turn them into written form. The researcher grouped the findings according to themes.

The researcher used triangulation during data analysis that is using various methods depending on the tools of collecting data. Firstly, Data collected from questionnaires (structured questions) was edited, coded and recorded according to main themes and other emerging sub themes. Tables were created to give a simple picture of understanding the themes in percentages as well as reflecting it on bar graphs.

Data from interviews and focus group discussion was an on-going process whereby in some instances the researcher did it concurrently. That is to say, as the interview was going on, some primary data could be analyzed there and then after all data was transcribed. Picking data from voice to text was done later after a replay of the recorded interviews. It was coded and arranged thematically. Tables where created to give a simple picture of understanding the themes in percentages as well as reflecting it on bar graphs.

The researcher used narrative analysis to draw meaning from words, phrases and impressions and thematic analysis was applied to compare responses from different created themes.

3.10 Ethical Issues

The evaluation of the contribution of UNDP in achieving Millennium Development Goals in Ruhiira Millennium Village, Isingiro district was conducted in consistence with the policy research ethics of Uganda Martyrs University. The aspects of voluntary participation and informed consent were ensured. Respondents participated out of their free will not after forceful means. The researchers labored to inform the participants that the study intended squarely for academic purposes and that any inconveniences or cultural inappropriateness caused are highly regrettable.

For issues of sustaining confidentiality, the researcher asked the respondents for permission to accept recording of their views for easy and accurate analysis. Confidentiality continued to be an essential issue of the study even during analysis. There were no exposition and sharing of findings those edited and unedited. The researcher shared the findings only with the supervisor and the viva committee.

3.11 Limitations of the Study

The researcher was met with controversy as some respondents claimed to have given information before in earlier surveys and later some of them were picked by government security operatives for interrogation. This made some of the respondents to shun the survey while others preferred to respond with reservations. However, the researcher was able to clear their worries by identifying herself as a mere student not a security operative.

In a similar manner, the researcher faced the hardship of respondents asking for money so that they can boost their participation. Majority of them including local leader urged that government sends them a lot of money for development but we use it for studies like this one instead of investing in the community. The researcher was successfully able to explain to them

that the study was purely for academic purposes sponsored by the researcher herself and that no funds had been misdirected.

3.12 Conclusion

In summation, the previous chapter dealt with research methodology of the study. It consisted of the research design used, population and sampling procedures, and data collection techniques and procedures and data analysis method. Primary and secondary sources used to collect data. A pilot study was conducted to pre-test the research instruments for validity and reliability of the collected information.

CHAPTER FOUR

PRESENTATION, ANALYSIS, AND DISCUSSION OF THE FINDINGS

4.1 Introduction

This chapter comprises of findings of the study gathered from the field using the different methods of data collection. The study was basically qualitative and little has been statistically included after analysis and for purposes of drawing conclusions. All the opinions and views obtained from the respondents using questionnaire and interview plus the inclusion of the researcher's observation have been properly edited, analyzed and presented herein.

The findings were in line with the study objectives; To establish the nature of support provided by UNDP towards achieving UPE in Uganda under the MDGs framework, To evaluate the specific ways in which UNDP has contributed towards achieving UPE in Ruhiira Millennium Villages, Isingiro District and To identify the challenges faced by UNDP in achieving UPE in Ruhiira Millennium Villages, Isingiro District

4.2 Bio data of respondents

The background information entails the variables which describes the distribution of respondents; number per department, sex and marital status among others. Important to this study was to investigate how the respondents were selected and categorized. The researcher selected three schools from Ruhiira Cluster namely; Ngoma Primary School, Ruhiira Primary School and Rwamiyonga Primary School. Other respondents included UNDP officials, and Local Government officials.

Table 1: Selection of Respondents

CATEGORY	NATURE OF THE RESPONDENTS	ACTIVITY
Schools	Teachers / Pupils	Questionnaire interpreted to some by the researcher
UNDP/Project Coordinators	Field officials	Interview guide by the researcher
Local government officials	District education officer Sub county education officer	Interview
Parents	Parents	Focus groups

4.2.1 Response Rate

The total number of questionnaires that the researcher issued out were sixty eight (68), out of which fifty(50) were filled and returned which represented 73.5% of the total number of questionnaires distributed to the respondents and the other eighteen (18) which represents 26.5% were not returned. This is acceptable and Bailey (1999) asserts that minimum acceptable response rate is 40%. Therefore, the findings presented in this chapter are based on 50 responses as illustrated in table one.

Table 2: Questionnaire response

Response	Number	Percentage (%)
Returned	50	73.5
Not Returned	18	26.5
Total	**68**	**100**

4.2.2 Gender of Respondents

Table 3: **Gender of respondents**

GENDER	PERCENTAGE	FREQUENCY
MALE	60	30
FEMALE	40	20
Total	**100**	**50**

Majority of the respondents 30(60%) were male while 20(40%) were female. This indicates that in Ruhiira Cluster majority of the employees especially teachers in schools are males and this therefore indicates that the male employees dominate government work in the cluster. This can be explained by the hard working conditions which can mostly be endured by men. These include walking long mountainous distances daily to reach School

4.2.3 Respondents' level of Education

In this section, the researcher wanted to investigate the education level of the respondents and how it can be related to the performance of Universal Primary Education in Ruhiira Millennium Village and perhaps how it affects the contribution of UNDP towards the achieving of UPE as a 2nd MDG in Ruhiira Millennium Village.

Table 4. Education Aspects of the Respondents

Education Levels	Frequency	Percentage
No school	05	10
Primary school not completed	10	20
Completed primary	05	10
Vocational school	03	6
Secondary school not completed	02	4
Secondary completed	04	8
Completed university/institute	21	42

From figure 4 above majority of respondents 42%, attended and completed university/ Institutions of higher learning, 20% attended primary but dropped out before finishing, and only 10% completed primary school.

6% attended vocational studies, 4% attended but did not complete secondary school. The respondents who completed secondary school were 8%. However, those who are still at school (primary) their education aspect was not considered here because the researcher was targeting to find out how the education background of other people including their parents can affect their education (pupils).

Since forty two percent (42%) of the respondents had completed university, the researcher concluded that it's not the factor of low education of community members, teachers and parents that affect UPE; there is a possibility of other factors that UNDP should focus on as factors determining its performance.

4.2.4 Number of years worked by Respondents

The study participants were interviewed on the number of years they have worked in their positions i.e. teachers, UNDP officials and local government leaders. It was important because the period one spends at employment, determines how much that person knows about the kind of work

Table 5: Number of years worked

Number of years worked	Frequency	Percentage (%)
1 year and below	10	20
2-4 years	25	50
5-7 years	8	16
8-10 years	3	6
Above 10 years	4	8
Total	**50**	**100**

Research findings in table 5 above show that 25(50%) of the respondents had spent 2-4 years while working in their respective positions. 10(20%) had spent 1 year and below, 4(8%) had spent above ten years and 3(6%) had spent 5-7 years at work. This shows that majority respondents who participated in this study had spent 2-4 years working as teachers, UNDP officials and local

leaders respectively. This period is enough to have the respondent answer with authority about the contribution of UNDP in supporting UPE as a second MDG in Ruhiira Cluster.

4.3The Nature of Support Provided By UNDP towards Achieving UPE as the 2ⁿᵈ MDG in Uganda under MDGs Framework

It was important for the success of this study to make investigations on the nature of support provided by UNDP towards the achievement of UPE in Uganda under the MDG framework. The findings under this section were in line with the objective 1 of the study. In a survey carried out by the researcher using interviews with the respondents of this study, it was found out that the work done by UNDP in support of the MDGs is dictated in the role and mandate of the organization.

Table 6. **UNDP Role and strategy in MDG Support (nature of support)**

MANDATE	FREQUENCY	PERCENTAGE
Coordination and mobilization	7	14
MDG Campaigning, Communication and Advocacy	9	18
Scorekeeper	4	8
MDG-based National Planning	6	12
Subnational Planning	2	4
MDG Acceleration Framework (MAF)	2	4
Development initiatives aimed at achieving all or some MDGs at the local level	20	40
TOTAL	**50**	**100**

From table 6 above, the action summarizes the UNDP approach to MDG support;

Coordinator

From the study findings (see table 6 above) the study indicated that there are mainly six roles through which UNDP is mandated to support MDG. In an interview with UNDP officials, 7 (14%) of the respondents mentioned coordination as a specific way of supporting UPE. The study came to know that UNDP was mandated by the Secretary-General to act as the UN system coordinator of national MDG activities. At the country level, MDG coordination translates into convening forums and facilitating processes involving the UN Country Team in MDG scorekeeping, campaigning or programming. Beyond the UNCT, UNDP supports country-based aid coordination and management processes that aim to enhance alignment of aid with national priorities, including the UPE, and to mobilize implementation resources. (E.g. through donor roundtables)

The researcher found out that in its coordinating role at the global level, UNDP's coordination role often takes the form of facilitating UN-wide consensus over strategic directions, as well as in knowledge management. Examples of the former include the role UNDP played to coordinate the inputs of UN agencies through various MDG related fora, from the selection of the MDGs themselves, to the development of guidance onMDG reports and the review of the MAF tool(both arranged through UNDG), to the presentations of MAF experiences to the Chief Executive Board. In addition, UNDP provided occasional coordination services at the regional level, for instance its operational and technical support to the MDG Africa Steering and Working Groups setup by the Secretary-General in 2007 at the Heiligendamm G8 Summit to mobilize the UN system, international financial institutions and other major multilateral organizations towards achieving the MDGs

Campaign Manager

The findings indicated that 9 (18%) percent of the respondents cited campaigning as another nature of support UNDP by mandate offers towards achievement of MDGs (see table 6 above). The study found out that UNDP's campaigning and advocacy role takes many forms, from the highly prominent activities of the United Nations Millennium Campaign to ad hoc international initiatives and national awareness-raising efforts.

The study found out that The Secretary-General formally launched the Millennium Campaign in 2002 as an inter-agency initiative to support citizen participation in achieving the MDGs. The campaign's major outputs involved: 1) Building partnerships with key constituencies active in poverty reduction, such as civil society and faith-based organizations, media outlets and celebrities; 2) Supporting government partners in developing MDG campaign strategies; 3) Organizing awareness-raising events (e.g. the Stand Up campaign); and 4) Managing promotional campaigns (e.g. public service announcements).

Other UNDP 'MDG roles' were meant to contribute to the campaign: the Millennium Project was to identify tailored messages, while it was hoped that the national MDGRs would provide the needed evidence for advocacy. The campaign aimed to bolster MDG awareness and influence public policy in both the South and the North, reaching out to civil society to strengthen civic mobilization for policy demands and directly lobbying legislators through parliamentary networks, particularly in Africa, Europe, and Latin America and the Caribbean. The campaign's work focused on 39 priority countries Uganda inclusive.

The respondents revealed that at the national level, UNDP supports initiatives that attempted to raise the profile of the MDGs through awards, government-appointed 'MDG ambassadors', volunteered campaign units and other initiatives linked (or not) to the global campaign. And this was the set targeted to be done in Uganda and Ruhiira millennium village in

particular. Starting in 2005, the United Nations Millennium Campaign was designed to focus on mass events; mainly through the Stand Up Against Poverty campaign and the Stand Up girls school campaign.

Score-Keeping

In an interview with the UNDP officials, the study found out that The Secretary-General tasked UNDP with coordinating national reporting on MDG progress (monitoring and reporting). This task included Country MDG reports (MDGRs), aiming primarily to engage political leaders, promote a vigorous national debate on development and inform the public of progress towards MDG targets. This was inclusive in the nature of support UNDP offered towards achievement of UPE as a2nd MDG in Uganda and Ruhiira millennium village. This factor was supported by four (4) out of 50 respondents amounting to eight (8) percent, (table 6 above)

In Uganda particularly, the study found out that UNDP had the mandate to contribute to the production of the regional MDGRs to highlight common challenges and different achievement levels concerning UPE in the Ruhiira Millennium Village. In this respect, the researcher found out that the MDGRsalso attempted to build national capacity to measure progress towards UPE targets and to strengthen national MDG ownership through an inclusive process of benchmarking indicators, defining national targets and identifying challenges.

In producing the national MDG reports, UNDP was meant to follow the following four principles:1) Broad national ownership based on close consultation and collaboration with all relevant institutions, including the government, civil society, foundations and the private sector;2) Full involvement of UN agencies and regional commissions, IMF, the World Bank, regional development banks, the European Commission and bilateral donors;3) Recognition of data already collected and analyzed through a consultative process among development partners and reported

in national poverty reduction strategy papers, Human Development Reports, UN Common Country Assessments and other reports, assessments and strategies prepared by the government, academic or research institutions, civil society organizations, treaty bodies and external partners; and4) Support to national capacity for data collection, analysis and application.

MDG-Based National Planning

Respondents from the UNDP informed this study that this particular role was considered pivotal to the translation of the global MDG agenda into action at the national and local levels. The relevant UNDP literature recognizes the top-down manner in which UN member states agreed to the initial goals and the need for national and subnational ownership of development plans to bridge regional, socioeconomic, gender and ethnic inequalities.UNDP was tasked to identify national development policies as a key initial entry point. The first order of business was to help countries (Uganda) tailor MDG targets to their specific national contexts, a step initially referred to as 'MDG localization'. This localization step aimed to translate global targets into locally achievable but ambitious-enough goals, a necessity given that the MDGs are relative benchmarks (e.g. Halving extreme poverty will be more difficult in countries with higher poverty rates). Generally, UNDP Country Offices supported such localization efforts upon the demand of national governments opting to adapt the Goals.

Through 6 (12%) percent of the study population, (see figure 5 above), the researcher discovered that as part of the nature of her role, UNDP owned a task to provide possible approaches and methods that governments, donors, the UN and UNDP could rollout on a large scale to help reach the MDGs, and on the resources needed to achieve the Goals while avoiding the so-called 'Dutch disease'. The report also argued that in order to achieve rapid progress, the international community ought to implement 'quick win' interventions in areas that could see major results

within three years or less (e.g. free school meals and provision of insecticide-treated bed nets). Beginning in 2006 in a number of priority countries,

The researcher found out that this approach had the following three steps: 1) MDG needs assessment (or MDG costing) to evaluate the resources and policy changes needed to achieve the MDGs by 2015; 2) MDG-based long-term planning towards 2015; and 3) MDG-based medium-term national strategy for a three- to five-year period.

Subnational Planning

In an interview with the UNDP officials, it was stated that "Around 2004, UNDP began to recognize the importance of also translating the MDGs into relevant and attainable goals at the subnational level as well. UNDP partnered with the Netherlands Development Organization, the United Nations Human Settlements Programme (UN-Habitat) and the United Nations Capital Development Fund (UNCDF) to help local governments, civil society and other organizations draw up and implement MDG-based local plans.", Ruhiira, 16/08/2016.

The respondent informed this study that this role is so central in the work of UNDP since it is the only way through which MDGs can be made to reach and impact the local person who is the greatest target. From the study findings, subnational planning was mentioned by 2 out of 50 respondents at a percentage of 4. (cf table 6 or figure 5 above)

MDG Acceleration Framework (MAF)

From the interview interaction with the UNDP respondents, it was discovered that the onset of the global financial crisis in 2008 led to growing concern about the ability to achieve the MDGs by 2015, and even about potential reversals in development gains already attained. In 2009, UNDP initiated a forward looking assessment of factors shaping progress towards the MDGs at the country level, bottlenecks and constraints slowing progress, and how UNDP can best support

development partners to make MDG achievement a reality. In preparation for the 2010 UN Summit, UNDP developed the MDG Breakthrough Strategy in 2010 and presented the MAF to help countries overcome slow and uneven progress to meet the 2015 deadline.

According to respondents, (figure 5 above), four percent (4%) responses indicated that the MAF was a tool developed by UNDP—and later sanctioned by the UNDG as a UN tool—as an attempt to draw lessons from past experience and focus on what worked going forward.

The MAF involved a cross-sectorial, multitask holder process, including: 1) the identification of a 'lagging MDG' in discussions with the government; 2) the identification and analysis of bottlenecks for MDG progress (including policy issues) with the concerned government and   UNCT; 3) the development of a government Plan of Action to address such bottlenecks; and 4) the implementation of that Plan of Action.

Development initiatives aimed at achieving all or some MDGs at the local level

Basing on various responses, the researcher came to a statement mentioned that; "this area of UNDP support is somewhat of a 'loose bag' of projects geared towards MDG achievement at the national or local level. These initiatives generally aim to advance socioeconomic outcomes in targeted geographic areas that are lagging behind", Ruhiira, 16/08/2016.

To this end, UNDP was tasked to support a range of interventions that target improved social service delivery at the local level. In Africa, UNDP aimed at supporting the implementation of area-based development programmes and local development projects, such as the Millennium Villages Project. The findings from table 6 above show that this seems to be the most popular of all the mandates of UNDP towards MDGs support and achievement. Out of fifty (50), twenty(20) respondents cited development initiatives as a role of UNDP towards MDGs in general and UPE in particular. The percentage in support of this role was forty (40%) and proved to be the highest.

4.4 The Specific Ways in Which UNDP Has Contributed towards Achieving UPE as the 2ⁿᵈ MDG in Ruhiira Millennium Village, Isingiro District

Objective 2 of this study aimed at evaluating the specific ways in which UNDP contributed towards achieving UPE in Ruhiira Millennium Village, Isingiro district. According to the survey carried out from different respondents, the following specific ways were discovered

Table 7. The specific ways through which UNDP supported UPE in Ruhiira MV

WAYS	FREQUENCY	PERCENTAGE
Partnerships / Grants	5	10
Coordination	1	2
Campaigning	5	10
Scorekeeping	3	6
MDG-Based National Planning	2	4
Subnational Planning	4	8
MDG Acceleration Framework/Expert advice	4	8
Development initiatives aiming at achieving UPE e.g. School Feeding Program, Teacher Training among others	26	52
TOTAL	50	100

Partnerships and Positioning

It was found out that UNDP did not support UPE alone. According to table 7 above, 5(10%) of the responses agreed that its strategy involved numerous partnerships with a range of actors, including governments, other UN organizations, international financial institutions, donors, academia, civil society and the private sector. Understanding UNDP's contribution relative to its partners' entails

situating UNDP support within its institutional context, analyzing how UNDP worked with others to support MDG achievement, examining how it used its comparative advantages in forging these partnerships and determining whether MDG support has strengthened or weakened UNDP's positioning within the development assistance arena and how this support has affected UNDP's capacity to forge alliances in the future and above all how this partnership has motivated or demotivated UNDP's support towards UPE in Ruhiira.

Table 8 showing a list of Partners that worked with UNDP in Ruhiira Millennium Village

PARTNER	FOCUS
UNAIDS	HIV/AIDS
World Food Programme	Food security/buys food from residents
Amref	Medical research

The World Bank	Technical advice/supervisory/financial
KOICA	Training
Islamic Development Bank	Financial Support
Millennium Promise	Overall
The Government of Uganda	Overall
Isingiro District Local Government	Mobilization
Millennium Voice	Air Broadcasting
Private Sector	Mobilization
The Golden Grand Fellowship	Research Sponsorship
Tommy Hilfiger Foundation	Research
United Nations Capital Development Fund	Investment
UN Habitat	Human Settlement
Netherlands Development Organization	Development Aid
The Morningside for Training Social Responsibility	Training

Findings from (table 7.1 above) indicated a list of partners that worked hand in hand with UNDP in achieving UPE as the 2nd MDG in Ruhiira. However, according to the survey, majority of the organizations and partners their role and focus is not education in nature. When attempted to investigate on the matter, it was found out that their work either directly or indirectly feeds into the targets of UPE as a millennium development goal. For example, it was the modernization of agriculture that helped to make parents able to get money for scholastic materials of their children which directly facilities their completion of primary level.

From table 7 above, findings indicate that partnership was cited by only 5(10%) of the total responses. In her observation, the researcher found out that this percentage was too minimal compared to the gains UNDP achieved for UPE in Ruhiira courtesy of partnership. The researcher believes that this contribution factor was underrated. The researcher can attribute this to ignorance of participants in the study about UNDP. This can be linked to the findings in (4.5 above) where the majority of the respondents expressed their ignorance about UNDP despite the great work it has done among them. Perhaps, people do not differentiate between UNDP and its partners so they take all of them to be one.

Coordinator

Only one (1) out of fifty (50) respondents (see table 7) noted coordination as a specific was through which UNDP has supported the achievement of UPE in Ruhiira. This can only be rated at two (2%) percent. Having found out that UNDP was mandated by the Secretary-General to act as the UN system coordinator of national MDG activities, only one respondent recognized that UNDP actually fulfilled this duty. This low citation is contradicting the same citation made on the point of partnership. The researcher wondered how could 5 (10%) of the respondents acknowledge that UNDP partnered with others and only 1 (2%) percent of the respondents mentions coordination yet partnerships are built by coordination. However, this can further be explained by respondents' misunderstanding of UNDP and how it executes its duties.

The findings indicated that at the country level, MDG coordination translated into convening forums and facilitating processes involving the UN Country Team in MDG scorekeeping, campaigning or programming. Beyond the UNCT, UNDP in Uganda supported country-based aid coordination and management processes that aimed to enhance alignment of aid with national

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priorities, including the UPE, and to mobilize implementation resources. (E.g. through donor roundtables)

The researcher found out that in its coordinating role at the global level, UNDP's coordination role often takes the form of facilitating UN-wide consensus over strategic directions, as well as in knowledge management. Examples of the former include the role UNDP played to coordinate the inputs of UN agencies through various MDG related fora, from the selection of the MDGs themselves, to the development of guidance onMDG reports and the review of the MAF tool(both arranged through UNDG), to the presentationsof MAF experiences to the Chief Executive Board. In addition, UNDP providedoccasional coordination services at the regional level, for instance its operational and technicalsupport to the MDG Africa Steering and Working Groups setup by the Secretary-General in 2007 at the Heiligendamm G8 Summit to mobilize the UN system, international financialinstitutions and other major multilateral organizations towards achieving the MDGs and Ruhiira as a cluster was among the beneficiaries of this

Campaign Manager

The findings from table 7 above, the researcher was fed with knowledge that UNDP's campaigning and advocacy role took many forms in Ruhiira. Ten (10%) percent of the responses pointed to the fact that the agency supported citizen participation in achieving the MDGs and UPE in the Cluster. It was found out that the campaign's major outputs involved: 1) Building partnerships with key constituencies active in poverty reduction, such as civil society and faith-based organizations, media outlets and celebrities; 2) Supporting government partners in developing MDG campaign strategies; 3) Organizing awareness-raising events (e.g. the Stand Up campaign); and 4) Managing promotional campaigns (e.g. public service announcements) all with an intention of championing the targets of UPE (enrolment and completion) in Ruhiira Millennium Village.

Other UNDP's contributions under these roles were; that the agency promoted awareness of the UPE MDG targets in the cluster. The respondents revealed that at the national level, UNDP supported initiatives that attempted to raisethe profile of the MDGs especially UPE through awarding individuals and institutions that had distinguished themselves in the service towards education and mobilization of parents to take their children to school. Respondents further credited UNDP for its focus on mass events; mainly through the Stand Up Against Poverty campaign and the Stand Up girls school campaign.

On the Stand Up girls school campaign spearheaded by UNDP, Ruhiira Education Coordinator Lawrence Ssenkubuge wrote:

> The Ruhiira Village marked this day by organizing a debate on the topic, 'Educate a girl, educate the nation,' at Kisyoro Secondary School, one of the Connect-to-Learn schools (a project focused on helping girls get a secondary education and bringing connectivity to Millennium Villages schools). The debate was attended by all the 670 students of the school and five teachers. The debate was graced by the Secretary for Education at the District Local government, Mr. Elly Twinomujuni. During the debate he called upon the whole school to stand up for girls for one minute and he also gave about $4 to a girl who answered a question, 'who is the first female president in Africa?.' On the proposing side (of the debate), there were two girls and one boy; on the opposing side, there was one girl and two boys. The debate really excited the students. About 15 visitors from Anglo Gold Ashanti who were visiting the project also attended. The head teacher of the school, Madam Grace, while addressing the school after the debate, pointed out that she was convinced even the few people who opposed the motion did it for the purpose of debating but are fully convinced that the motion was valid. The proposing side won the motion with over 95 percent, Ruhiira, 16/08/2016.

The stand up for girls' campaign is an international mass campaign event aiming at mobilizing girls to focus on their studies. It is marked internationally on the 21st of October.

Score-Keeping

In an interview with the UNDP officials, 3 (6%) of the respondents (table 7) informed the study that The Secretary-General tasked UNDP with coordinating national reporting on MDG progress (monitoring and reporting). This task included Country MDG reports (MDGRs), aiming primarily to engage political leaders, promote a vigorous national debate on development and inform the public of progress towards MDG targets. This was inclusive in the nature of support UNDP offered towards achievement of UPE as a2nd MDG in Uganda and Ruhiira millennium village.

In Uganda, UNDP contribute to the production of the regional MDGRs to highlight common challenges and different achievement levels concerning UPE in the Ruhiira Millennium Village. In this respect, the researcher found out that the MDGRsalso attempted to build national capacity to measure progress towards UPE targets and to strengthen national MDG ownership through an inclusive process of benchmarking indicators, defining national targets and identifying challenges.

MDG-Based National Planning

Respondents from the UNDP informed this study that this particular role was considered pivotal to the translation of the global MDG agenda into action at the national and local levels. The relevant UNDP literature recognizes the top-down manner in which UN member states agreed to the initial goals and the need for national and subnational ownership of development plans to bridge regional, socioeconomic, gender and ethnic inequalities.

Four (4%) percent (table 7) of the respondents indicated that UNDP identified national development policies as a key initial entry point. It was found out that UNDP's first order of business was to help Uganda tailor MDG UPE targets to herspecific national context, a step initially referred to as'MDG localization'. This localization step aimed to translate global targets into locally achievable but ambitious-enough goals, a necessity given that the MDGs are relative

benchmarks.Generally, it was found out that UNDP Country Offices supported such localization efforts upon the demand of Uganda government opting to adapt the UPE targets of completion and enrolment.

The researcher discovered that as part of the nature of her role, UNDP provided possible approaches and methods that the Uganda government, donors, the UN and UNDP could rollout on a large scale to help reach the MDGs, and on the resources needed to achieve the Goals while avoiding the so-called 'Dutch disease'. The report also argued that in order to achieve rapid progress, the international community ought to implement 'quick win' interventions in areas that could see major results within three years or less and it was for this reason that UNDP pioneered the provision of free school meals in Ruhiira Millennium Villages.

Informants from UNDP indicated that the agency carried out the MDG needs assessment by costing to evaluate the resources and policy changes Uganda needed to achieve the MDGs by 2015. Consequently, it required that each Millennium Village budgets an investment of $120 per person annually. Half of this to be mobilized directly through the MVP Initiative and the other half comes from the community itself including $10 from community itself, $30 from the national government and $20 from the NGO Partners.

Subnational Planning

Findings from table 7above showed that UNDP's presence in Ruhiira Millennium Village is a proof of its contribution towards UPE/MDGs. Four (4) respondents out of fifty (50) indicated that the role of subnational planning intended to have specific areas which are too troublesome economically and socially to be lifted up. That is why the idea of the millennium villages came up. Findings indicated that laid foundation to make the MDG/UPE targets achievable in Ruhiira Cluster.

In an interview with the UNDP officials, it was stated that "Around 2004, UNDP began to recognize the importance of also translating the MDGs into relevant and attainable goals at the subnational level as well. UNDP partnered with the Netherlands Development Organization, the United Nations Human Settlements Programme (UN-Habitat) and the United Nations Capital Development Fund (UNCDF) to help local governments, civil society and other organizations draw up and implement MDG-based local plans." Ruhiira, 19/08/2016.

MDG Acceleration Framework (MAF)

Eight (8) percent of the study responses (see table 7) indicated that the onset of the global financial crisis in 2008 led to growing concern about the ability to achieve the MDGs by 2015, and even about potential reversals in development gains already attained. In Uganda UNDP initiated a forward looking assessment of factors shaping progress towards the MDGs at the country level, bottlenecks and constraints slowing progress, and how UNDP can best support development partners to make MDG achievement a reality. It was indicated that it was under this role framework that in 2010 UNDP issued a report through which it cited early marriages in western Uganda as a hindrance to the success of UPE if not solved immediately

Development initiatives aimed at achieving all or some MDGs at the local level

Basing on various responses, majority of the respondents twenty six (26) out of fifty (50) which is an equivalent of fifty six (56%) agreed that UNDP's major contribution towards the achievement of UPE in Ruhiira lies under here. It was stated that; "this area of UNDP support is somewhat of a 'loose bag' of projects geared towards MDG achievement at the national or local level. These initiatives generally aim to advance socioeconomic outcomes in targeted geographic areas that are lagging behind. "

To this end, UNDP has invested heavily in interventions that target achieving full enrolment and completion of primary level by pupils of Ruhiira Millennium Village. Due to the highest level at which the factor of development initiatives was aired out in the interview, the researcher deemed it necessary for this study also to investigate on the various development initiatives taken by UNDP aiming at achieving UPE in the Cluster.

This area of UNDP support is somewhat of a 'loose bag' of projects geared towards MDG achievement at the national or local level. These initiatives generally aim to advance socioeconomic outcomes in targeted geographic areas that are lagging behind. To this end, UNDP has supported a range of interventions that target improved social service delivery at the local level. In Africa, UNDP supported the implementation of area-based development programmes and local development projects, such as the Millennium Villages Project. Projects funded by the MDG Achievement Fund and the Korea-UNDP MDG Trust Fund also fall in this category. Most of these projects are outside the scope of this evaluation, which focuses principally on initiatives to help national.

In the survey of MDG-involved staff and consultants conducted as part of this evaluation, three roles accounted for 63 percent of the answers: campaigning, monitoring and national planning. Subnational planning was the least practiced role, accounting for only 8 percent of all described contributions (see Figure 8), an observation confirmed through other sources of information, including the country case studies.

The manner in which respondents selected different combinations of roles that they performed helped understand which roles have closer programmatic linkages. Having worked in MDG aligned national and subnational planning was strongly correlated with having supported the MAF, which suggests that the MAF is connected to the national and subnational MDG

planning work. The weakest correlations were observed between participation in local development projects and all other areas of MDG work, perhaps indicating that there was little programmatic convergence between policy work and local-level projects. In any case, those UNDP staff who worked in local development projects was unlikely to have

Table 9. A list of development initiatives taken by UNDP aiming to support UPE in Ruhiira

INITIATIVE	FREQUENCY	PERCENTAGE
Social And Emotional Learning	10	7
Training Teachers	9	7
Health Improvement	6	4
Economic Empowerment/Agriculture	28	20

Technology	18	13
Infrastructure Improvement	25	18
Safe Water	19	14
Provision of Library Books	11	8
The School Feeding Programme	13	9
TOTAL	**138**	**100**

Findings from the study (see table 7.2 above) indicated a list of nine (9) development initiatives carried out by UNDP and partners with the aim of achieving UPE in Ruhiira Millennium Village. The study noted the factors above to be the findings because they were mentioned by respondents at a summation of one hundred and thirty eight times which the researcher scaled at a percentage of hundred (100%) as a way to measuring their gravity in impacting UPE in the Cluster

Social and emotional learning

Findings (see table 7.2 above) indicate that UNDP started the social and emotional learning (SEL) initiative in response to the assessment and aims to provide a supportive, school-based space for adolescent girls to address the psychosocial concerns that were affecting their enrolment and completion of primary level. This initiative was mentioned 10 times out of 138 times at a percentage of seven (7%).

It encourages students to develop core competencies in self-management, self-awareness, social awareness, responsible decision-making, and relationship skills. It was found out that SEL,

combined with sexual/reproductive health services and income generating activities, demonstrates a holistic commitment to addressing the health, economic, and educational needs of girls and young women in and outside of the school system.

The practice of cross-generational sex (CGS), has extremely negative impacts on school-age girls in Uganda, increasing their risk of HIV infection and reducing their self-esteem. The service and emotional learning (SEL) initiative in the Ruhiira Millennium Village aimed to provide support and education for vulnerable adolescent girls.

The study found out that from earlier studies by Dr. Yanis Ben Amor, Director of HIV/AIDS and Tuberculosis Initiative at the Millennium Villages Project, who conducted an ethnographic assessment in 2010 to collect data regarding the practice of cross-generational sex (CGS) in Ruhiira, Uganda, he surveyed a randomized sample of young women who were 18 years old and asked them to think back to their childhood and answer whether or not they or a peer had sex with an older man. He discovered that 70 to 80 percent of girls and young women in the Ruhiira responded that they or someone they knew did engage in CGS which is characterized as transactional sex whereby young girls have sex with older adult men in exchange for gifts, such as school fees and mobile phones. The practice negatively impacted school-aged girls, particularly by increasing their risk of HIV/AIDS infection, reducing their self-esteem and subjected to early unwanted pregnancies which forces them to drop from school hence affecting the completion target on MDG/UPE. That's why the social and emotional learning initiative was started and named after a local name known as 'eminyeeto'

Training teachers on curriculum

Findings indicated that training teachers as an initiative by UNDP helped in achieving the MDG/UPE target of completing primary level especially by girls. This development initiative was mentioned 9 times by respondents rated at seven percent (7%). The research established that UNDP trained teachers in Ruhiira on the curriculum. The teachers who participated in the training were women who demonstrate a strong commitment to their students by running adolescent girls' in and after-school program in their respective schools. This equipped them more in implementing the social and emotional learning initiative. Teachers were provided with manuals of how they can handle pupils depending on the needs of the community

The study discovered that teachers and owners of schools in the Cluster were trained on how they can attract enrolment and completion of primary level by pupils through administration. In an interview with Mr. KambundaEvarist, founder and head teacher of St. Evarist Primary School in Ruhiira, he stated; "The worst thing was that I was moving blind, as I lacked the necessary skills and training to manage an operation of this kind" he recalls. "With the arrival of the Millennium Villages Project (MVP) in 2006, all of this soon changed" Ruhiira 19/08/2016.

According to his response, the project immediately recognizedEverest's potential, and invited him to training courses run by UNDP. This training was to have immeasurable impact. "I really grew in confidence, particularly in terms of my management skills," says Evarist. "I was able to handle situations more firmly and competently. The MVP really restored hope in me as I discovered so many new opportunities that I was previously unable to see."(Ruhiira, 29/08/2016)

The research established that equipped with new skills and knowledge, Evarist designed a business plan, and was advised to take out a loan of 10 million Ush ($5,000). The loan was used primarily to build brick classroom blocks with locally sourced materials and labor, and to respond

to what Evarist describes as 'a crisis of books' by increasing the number and quality of textbooks.

Now, he has a lot to smile about. Enrollment has increased from 130 in 2006 to 212, and academic performance is following a similar trajectory. Whilst Grade 7 pupils scoring within Division 2 in their PLE (Primary Leaving Examinations) were a rarity and Division 1 unheard of pre-MVP, eleven pupils scored within Division 2 in 2008, as did 6 in 2009, as well as even one First Division pupil.

Health improvement

According to the findings (see table 7.2 above), the improvement of health concerns by UNDP and partners positively translated into gains by UPE in Ruhiira Millennium Village. This was supported by 6 times mentioning at a percentage of four (4%). Although the percentage of responses in favor of the health factor, the researcher found out that that those pupils who accessed good health guidance from technical people, had their risks to infection reduced. This was proved by one of the teachers. Area has seen the training of health workers who monitor the health of children in the Cluster. Poor health conditions lead to constant absenteeism of pupils in schools.

Economic empowerment

The respondents mentioned about 28 out of 138 times that the economic improvement made by UNDP had a lot to help the achievement of UPE targets of enrolment and completion. Economic empowerment was the highly mentioned of all the development initiatives by UNDP and partners in Ruhiira Cluster. The responses were rated at 20 percent. According to the findings (see table 7.2 above), there was improvement of agriculture. Being the backbone of the economy of Ruhiira, the

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emphasis put in agriculture is a reference to how much life has changed for the locals since the United Nations project started of which UNDP is the coordinator.

It was found out that the aim is to lift rural communities out of poverty largely through foreign aid, and in turn boost household incomes as well as savings and local investment. Also cited is access to quality seeds which has boosted agriculture; Average maize yield has increased from 1.8 to 3.9 tons per hectare. Farmers have been taught to cut ditches through the banana plantations in Ruhiira in a bid to reduce soil run off in heavy rain. The sides of the ditch are planted with grass to maintain the sides and also for fodder for goats.

The researcher found out that a village bank was set up where credit facilities are available at two per cent per month. According to Cleophus Mucunguzi, the general manager of the Ruhiira village bank, the loans have been very useful. 'For example most locals borrow to expand their banana plantations — "the biggest source of income in the area, buy solar panels for their homes and bodaboda (motor cycle taxis) for business or to pay school fees". Ruhiira, 29/08/2016).The boosted economic standards have enabled parents to provide school requirement for their children hence making them able to complete their primary studies.

The findings indicate that farmers are successfully selling their bean surplus to WFP a market negotiated by UNDP motivated the setup of 32 banana marketing groups that were able to market their products at an average price of 3$ a bunch instead of 1$ previously. The income gained from this, is transferred into support of pupils by their parents.

Technology and Communication.

The study found out that UNDP initiated to invest in technology in order to boost education in the Cluster. Findings indicate that Ruhiira was the first site to launch the 'School 2 School program',

using Internet technology to connect children in the cluster to children in a school in Connecticut, USA. This improved the open-mindedness of pupils about the world. The study found out that the introduction of computer in schools, itself worked hard to attract enrolment since even majority of parents had not gotten a chance of using computer. This was mentioned 18 times out of the 138 times in which respondents mentioned various development initiatives in support of UPE by UNDP. The times mentioned amounted to 13 percent. (See table 7.2 above)

The study also found out that UNDP invested in health technology where the health status of children was followed even when at school. An electronic patient tracking system, called Child Count, which aimed to support the work of community health workers was built and deployed for purposes of keeping basic health information on every child under five years of age and on every woman in the Project's catchment area.

For children, the system tracked whether the child had received all of his or her immunizations on schedule, whether the child had been screened for malnutrition recently, and whether the child needed a follow-up visit from a community health worker (after the child was treated for malaria, for example). For women, the system tracked the woman's ante-natal care visits and whether the woman had been offered family planning services by the Project's health staff. By tracking women and children, the Project hoped to improve the quality of care provided to these high-risk populations to avoid preventable deaths.

It was important for this study to find out how such technology affected UPE targets of enrolment and completion of primary level. The findings indicated that children who miss out their full immunization have high chances of infections when they grow up and they become sickly. According to teachers who were informants to this study, most of the excuses for pupils' absenteeism in schools are nothing else but sickness. This means that the technology that ensures

that immunization doses are completed serves to secure future health conditions for children when they start schooling. Moreover, when mothers are sick, the children also miss school since husbands are rarely home to help out so it's the children who will nurse mothers. Therefore by tracking women, the project saves school children from absenteeism in school.

On the side of communication, findings indicate that UNDP established a local broadcasting station known as Millennium Voice. The workers on the radio said that one of the major roles of the station is to mobilize the community to participate in the MDG activities. The station is used by UNDP as its campaigning agency including mobilizing parents to take their children to school.

Infrastructure

From the study findings, 25 times out of 138, an equivalent of 18 percent were mentioned in agreement that UNDP achieved a lot for UPE through infrastructural development (see table 7.2 above). The Agency regularly maintained roads, which have boosted farmers' incomes because they can easily access markets. The maintained roads also eased access to schools especially in rainy seasons in which some roads become impassible.

Findings indicate that UNDP constructed classrooms to facilitate learning in schools. According to one parent; "we parents like to take our children to schools that have good buildings". And teachers confirmed this by saying that "we tend to have more new pupils when whenever the school gets a new building". Ruhiira, 30/08/2016). The researcher also found out that pupils too are motivated to like the school due to the nature of the buildings it has. They feel proud before fellow children and that children, whose school buildings are not good, tend to shy away before

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others since during their ordinary conversations as children, they debate and compete about the nature of their schools.

Safe water

From the study finding as indicated in table 7.2 above, provision of safe water was a contribution of UNDP mentioned 19 out of 138 times at a percentage of fourteen (14%). According MVP's infrastructure coordinator Denis Rukidi locals identified the lack of clean water as their biggest problem when the project began, followed by bad roads, lack of financial and health services. The study found out that in 2011, the MVP water catchment and purification center, built at the base of a valley between two steep hills, was completed, tapping from an underground spring water source. It was identified that before then, residents spent Ush2, 000 to buy 20 liters of clean water, now they buy it at Ush100. "Development is not putting money in people's pockets. It's about giving them the right services," said Paul Kamugisha, the Local Council I chairman of town cell, Ruhiira parish. "Before Millennium came, our children spent hours looking for water. (Even where they found it, there were long queues." Ruhiira, 29/08/2016.

This subjected them to going late or not going to school at all. The study found out that UNDP constructed piped water in schools as a way of improving sanitation. Locals cite access to safe and clean water which, in a region that is water stressed, is significant, as among the project benefits.

Provision of library books to pupils

The research findings also indicate the UNDP provided library books to pupils to facilitate literacy. This was mentioned 11 times, amounting to 8 percent. The gravity of which these books helped

children in UPE was told by the beneficiaries themselves. "For the first time, we are getting story books to read at home. We have never had anything like this before. My favorite book is "The Clever Little Hare," said Martha Tusimire, a primary seven pupil of Ngoma primary school in Ruhiira Millennium Village., Ngoma, 2/09/2016. Martha and her fellow pupils are the first beneficiaries of the "My Book Buddy" program in Ruhiira; implemented by UNDP in partnership with the Millennium Villages Project. In most parts of rural parts of the country, children like Martha do not have access to story books, which are frequently unavailable and unaffordable. This has far reaching implications for learning outcomes, reading proficiency and numeracy rates, which continue to limit a child's prospects and opportunities way into adulthood.

The My Book Buddy program has opened a window to the world for the children of the Cluster. It was discovered that this program works with disadvantaged schools in creating and maintaining physical spaces where children's books are available and can be read. To lay the foundation for reading development, the program focuses on early childhood and primary education, where the learning process begins and the culture of reading can be inculcated at an early age.

Under this programme, it was indicated that "Every child receives a water proof bag for carrying a book daily to read at home". In addition to that, the Buddy program provides the school with book lockers, a program guide for teachers, book marks, borrowing record cards, the buddy stamp and flag that flies once a week on the school playground. The weekly ceremony consists of children raising the flag and singing a song composed by them, followed by an introduction by the school head teacher about the importance of reading. A new book is chosen on the day. According to the researcher, this is fun at the same time helping pupils to learn. The action of giving pupils

bags where these books are carried was found motivating enough to attract children to enroll to schools first as a matter of getting material benefit yet indeed what they learn is far beyond the material concern

To implement the program in Ruhiira, the program found out that 42 teachers and head teachers from 21 primary schools supported by the MVP and 2 schools from neighboring villages were trained; in addition 12 Community Education workers were trained to support the schools and the community. Other schools in the area have also started the program, and invited parents and community members to witness progress and discuss how the program is work in other schools. The roads in Ruhiira are now decorated with students with book bags on their back as they walk to and from school.

The school feeding programme

In a survey carried out by the researcher, it was found out that the school feeding programme was one of the initiatives implemented by UNDP as a way of achieving UPE in Ruhiira Millennium Village (see table 7.1 above). The factor was mentioned 13 times out of the 138 Times which was an equivalent of 9 percent. It was found out that UNDP joined hands with other stake holders to begin a programme of giving lunch to pupils while at school. The number of children receiving a meal in primary schools shot up from 5% to 74%.

Bumper crops from the last harvest have enabled the cluster to make major strides in food security and part of the harvest dedicated to feeding the pupils in schools. For example, of the 3,569 tons of maize and 149 tons of beans produced by the cluster farmers between September

2010 and February 2011, 250 tons of maize was contributed to the school feeding program and 151 tons of maize are being stored in the community's maize storage bank.

According to teachers, pupils used to dose more in afternoon hours that in the morning. This was attributed among other factors to hunger. Findings further showed that some used to escape from school in search for food whereas those who couldn't persist dropped out of school. The school feeding programme helped to sustain children at school till completion of their primary level

4.5 Challenges Faced by UNDP in Achieving UPE as the 2nd MDG in Ruhiira Millennium Village, Isingiro District

It was necessary for the success of this evaluation to investigate the challenges faced by UNDP in achieving MDG/UPE in Ruhiira Millennium Village. Different surveys were carried out using interview and questionnaires and it was discovered that despite all the efforts, a large number of children don't go to school while a significant proportion of those that do go, never complete their primary education. This means that the programme fell short of its targets and this was attributed to various challenges. According to the UNDP officials, the challenges that made UPE to fall short of its target in Ruhiira Millennium Villages are the same challenges that the agency faced in achieving UPE in the Cluster. As a result, various challenges were identified by the study and categorized into 7 themes;

Table 10 Showing Findings on Challenges faced by UNDP in achieving the UPE in Ruhiira Cluster

THEME OF CHALLENGE	FREQUECY	PERCENTAGE
Infrastructural	26	52

Political	4	8
Institutional	1	2
Geographical	3	6
Health related	3	6
Socio-cultural	2	4
Economical	11	22
TOTAL	**50**	**100**

Infrastructural

Findings from the study (see table 8 and figure 5 above) indicated that 26 (52%) of the respondents cited infrastructural challenges that could stood in UNDP's way towards achieving UPE in Ruhiira. The fact that the agency and its partners did a lot to put infrastructures in place, it was discovered that what was done was relatively limited compared to the needs of the community. The Millennium Villages in the Ruhiira cluster are spread over several hundred square kilometers with extremely poor or non-existent roads, making travel between the villages and commercial centers, such as Mbarara, very difficult. As a result, connecting villagers to schools remained a significant challenge and so some children found hardships in reaching schools. Whereas those who travelled long distances could not sustain it for all the seven years of primary. Some ended up dropping out of school which compromised the efforts of the agency of achieving completion of primary level.

Inadequate and poor school facilities were cited among the challenges. It was found out that some schools had less than seven classrooms yet they were running from primary one to primary seven. As a solution some classes were studying under the tree, or joined together or using the

neighborhood structures like churches. In worst circumstances, the study found out that some classes are dismissed to go back home early before normal time in fear of weather changes especially when it is threatening to rain. This frustrated the turn up of children to schools.

Despite the two rainy seasons, the study found out that access to clean water remains a challenge. Most of the hills have been stripped bare of trees causing increased runoff and soil erosion. Most underground water sources like springs and boreholes are contaminated with minerals like iron and salts to such high levels that are not suitable for human consumption. The water projects constructed are not enough and are serving to benefit neighboring households. Only one protected spring located about 3 km outside Ruhiira village has safe water. At this spring, people start lining up as early as 5 am to get a chance at drawing water. The long morning queues have contributed to absenteeism and tardiness in schools. The only good quality water comes from harvesting roof rainwater using movable containers, tarpaulin tanks, and concrete tanks depending on the income levels the household.

Political factors

It was indicated that politics stood a challenge in the journey of UNDP of achieving UPE in the Cluster. This study was informed by 4 respondents representing 8 percent (see table 8 above) that local politicians demobilized the residents from their duty of contributing towards MDGs. According to UNDP officials, local ownership of MDGs was a key issue during their conception. Under the MVP arrangement, the community had to contribute towards its wellbeing. It was found out that during the political campaigns of 2011, some contestants convinced the masses not to give contribution for children's food at school that it was against government programme. This

consequently affected the school feeding programme and some schools were unable to feed their populations for the whole term.

The fact that government is superior above UNDP was a factor of challenge mentioned in the political theme. The study was informed that UNDP's work only flourishes at the interest of the national government. UNDP's mandate is to offer technical advice, support and assistance but it's the national government to implement. Therefore, this meant that there are some policies UNDP would have taken to speed up the process of achieving UPE but had to wait for the interest of the national government.

The study indicated that the partnership process was also motivated by political influence. According to the UNDP officials, the financing needs for the Millennium Villages are fully in line with the commitments made by rich countries to increase their Official Development Assistance 0.7%. It was stated that some rich countries fulfilled their commitment and remitted their funds through their respective international NGOs but with conditions attached and yet some of these conditions were too far from the targets of the MDGs. So the independence of various partners from UNDP frustrated its work towards UPE in the Cluster.

Institutional

Two percent of the respondents cited the institutional challenges. The nature of UNDP as an agency alone was enough to bring frustration to its own work. It was indicated that being an international body but operating in various parts of the globe, the organization has faced conflict of decision making. There are some circumstances in which the country office works independently in decision making yet there are issues that require escalation. This kind of bureaucracy affects the effectiveness of the agency and on several occasions delayed policies that were quite urgent.

Geographical

The Ruhiira cluster is situated in the Isingiro District of southwestern Uganda. Findings indicated that the region is characterized as a highland region with elevations ranging between 1350m and 1850m above sea level. This alone frustrated agriculture due to massive soil erosion. Scientific solutions were provided to the natives but could not work to challenge nature. Consequently, the projected outcome from agriculture always failed. Parents were incapacitated to meet the school requirements of their children. Such terrain proved infrastructure renovation and making not only hard but quite expensive. This was revealed by 6 percent of the respondents (see table 8 above)

It was found out that Ruhiira and the neighboring area is a recent settlement, created after clearing a sub-tropical forest reserve in the early 1950s. Since then, extensive transformation of the landscape has occurred due to migration from other areas and natural population increase. Clearing of forest to open land for cropping is estimated to have left about 5% of the land under tree cover. As a result there is a serious shortage of wood products (firewood, poles and timber). Women and children spend many hours searching for firewood mainly from tree stumps. Most times they end up using sorghum and maize stalk, and banana rhizomes as cooking fuel. This reduced the attendance of pupils in schools and increased perpetual absenteeism.

Health related

In the survey carried out by the researcher using interview and questionnaires, 3(6%) of the participants cited health related challenges that affected UNDP/UPE in the cluster (see table 8 above). Malnutrition especially among women and children was found highly prevalent, further constraining agriculture productivity through reduced labor. About 30-40% of children below five years are underweight. It was indicated that the high levels of malnutrition are a result of decline

in per capita food consumption and overdependence on banana as the main food source with little nutritional diversification. Scientifically, this reduces the learning capacity of pupils in class.

The survey found that health-related problems are enormous in Ruhiira. The area is well known for having the highest tuberculosis prevalence in southwestern Uganda. HIV/AIDs prevalence is estimated at between eight to 10%. Malaria is endemic with preliminary results from the recent blood sampling showing 30% malaria prevalence. Most pregnant mothers deliver at home sometimes with the help of traditional birth attendants; only five percent deliver in health units. The referral hospital is located in Mbarara town 40 km from Ruhiira. Accessibility is limited due to hilly terrain and poor roads. The poor health conditions in households incapacitated all efforts to promote UPE. For example, some parents cannot ably participate in potential work, so this leads to earn less of what is necessary for school requirements and above all there will be no food to satisfy children as   a way of procuring their attention in class.

Socio-cultural

The study found out that early marriages were responsible for drop out of pupils from school which underrated the work of UNDP towards UPE as a MDG. Socio-cultural factors accounted for 4 percent of the responses collected (see table 8 above). The researcher came across a pupil who was schooling in primary four at Ngoma this year but later forced into marriage due to her size. However, she said she is happy because the husband is providing all she needs at home than when she was in her parents' home. She claimed that the parents said she had grown too big to be in P.4. This was proved by other findings where some men believed that education a girl is good if you have money but otherwise they can easily land in good life at the hands of their husbands. This

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shows how it was impossible for UNDP to achieve full enrolment and completion of pupils in primary school when social and traditional way of thought is still deep in the hearts of residents.

It was indicated that other social gatherings like weddings and funerals contributed to low enrolment and absenteeism in class. Research found out that this cuts across teachers and parents. When there is a burial on the village, it's likely that some pupils will not attend school. It was revealed by teachers that parents would prefer to leave children at home to cater for animals and household in the absence of their parents. This was found applicable to teachers. Pupils revealed that it's very often for teachers to miss class on grounds of attending burials and weddings.

The study found out that Household work is another challenge that hindered the performance of UNDP toward the UPE targets in Ruhiira. According to the findings of this study, a teacher had this to say "during rainy seasons, we receive a low turn up of pupils, they tend to stay home helping their parents to prepare for the sawing" and on this, some parents agreed that sometimes it rains unexpectedly when they have not prepared the garden, so they opt to use all the family labor force for some days. It was found out that in these days, the children will miss school.

The study found out that even in severe dry season, again the same happens, now children will drop school to go in search for firewood and water which becomes scarce in dry seasons. It became evident that housework pulls down education in the area from all sides (seasons). When crops are attacked by animals like monkeys and birds, some parents use children to stay in the garden to scare animals.

Economical

It was important to investigate how economic factors challenged the work of UNDP towards the achievement of UPE in the area. From the findings, 11 respondents out of fifty (50) a percentage

worth 22 (see table 8 above) agreed that significant proportion of the community, which is estimated at between 40-50%, still live in extreme poverty with an estimated annual per capita income of $250.

Food production in Ruhiira was reported for having declined over the years. This was largely a result of mounting population pressure causing land shortage and a decline in soil productivity. Villagers cultivate their small plots without external soil nutrients. This coupled with soil erosion from unprotected hill slopes has led to decline in soil fertility. This directly affected UPE targets. Parents failed to get requirements necessary to enroll them at school yet those who had them enrolled, failed to sustain them there until completion.

Conclusion

In the final analysis of challenges faced by UNDP in pursuit of the second MDG in Ruhiira cluster, it's evident that despite the much effort by the agency and its partners, the counter weaknesses as highlighted above left a lot to do with enrolment and completion in UPE schools wanting.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATION

5.1 Introduction

This chapter is a general summary of the study findings discussed in line with the study objectives as stated in chapter one of the report and in consistence with literature review as stated in chapter two. . It comprises of conclusions, recommendations and areas for further study.

5.2.1 The Nature of Support Provided By UNDP towards Achieving UPE as the 2nd MDG in Uganda under MDGs Framework

The he researcher came to acknowledge that UNDP has a role of initiating development projects with the aim to advance socioeconomic outcomes in targeted geographic areas that are lagging behind. To this end, UNDP was tasked to support a range of interventions that target improved

social service delivery at the local level. In Africa, UNDP aimed at supporting the implementation of area-based development programmes and local development projects, such as the Millennium Villages Project. This nature of development initiatives together with campaigning and coordination were discovered to be the most dominant items in nature of support of UNDP towards achieving UPE because the activities stood at 72 % of all the responses.

It was stated that around 2004, UNDP began to recognize the importance of also translating the MDGs into relevant and attainable goals at the subnational level as well. UNDP partnered with the Netherlands Development Organization, the United Nations Human Settlements Programme (UN-Habitat) and the United Nations Capital Development Fund (UNCDF) to help local governments, civil society and other organizations draw up and implement MDG-based local plans." However this item of the nature of support of UNDP towards UPE was discovered to be unpopular together with MDG Acceleration Framework that only attracted less than 10% of all the responses altogether.

5.2.2The Specific Ways in Which UNDP has Contributed towards Achieving UPE as the 2nd MDG in Ruhiira Millennium Village, Isingiro District

Fifty six (56%) agreed that UNDP's major contribution towards the achievement of UPE in Ruhiira lies under development initiatives aimed at achieving all or some MDGs at the local level and this made it the most dominant factor in the contributions of UNDP towards UPE in Ruhiira. This was the most dominant contribution.

The study investigated the various development initiatives taken by the agency including social and emotional learning, training of teachers among others and it was discovered that of all these initiatives, economic empowerment was the most impactful. This was done through modernization of agriculture, provision of access to micro-finance and all these translated directly

into increased enrolment of pupils to schools because the guardians and parents were in a better economic situation to support their children with school necessities.

However, coordination surprisingly underscored and recorded as less dominant despite the efforts of the agency on the item. This low citation is contradicting the same citation made on the point of partnership. The researcher wondered how could 5 (10%) of the respondents acknowledge that UNDP partnered with others and only 1 (2%) percent of the respondents mentions coordination yet partnerships are built by coordination. However, this can further be explained by respondents' misunderstanding of UNDP and how it executes its duties.

5.2.3 Challenges Faced by UNDP in Achieving UPE as the 2nd MDG in Ruhiira Millennium Village, Isingiro District

It was necessary for the success of this evaluation to investigate the challenges faced by UNDP in achieving MDG/UPE in Ruhiira Millennium Village. Different surveys were carried out using interview and questionnaires and it was discovered that despite all the efforts, a large number of children don't go to school while a significant proportion of those that do go, never complete their primary education. This means that the programme fell short of its targets and this was attributed to various challenges. According to the UNDP officials, the challenges that made UPE to fall short of its target in Ruhiira Millennium Villages are the same challenges that the agency faced in achieving UPE in the Cluster. As a result, various challenges were identified by the study and categorized into 7 themes;

Of all the themes, it was discovered that infrastructural challenges were ranked highly on the agenda. Infrastructural challenges were cited to have stood in UNDP's way towards achieving UPE in Ruhiira. As a result, connecting villagers to schools remained a significant challenge and

so some children found hardships in reaching schools. Whereas those who travelled long distances could not sustain it for all the seven years of primary. Some ended up dropping out of school which compromised the efforts of the agency of achieving completion of primary level.

It was discovered that economic challenges proved strong also. It was agreed that significant proportion of the community, which is estimated at between 40-50%, still live in extreme poverty with an estimated annual per capita income of $250.Food production in Ruhiira was reported for having declined over the years. This directly affected UPE targets. Parents failed to get requirements necessary to enroll them at school yet those who had them enrolled, failed to sustain them there until completion.

5.3 Conclusions

The contribution of UNDP towards achievement of UPE as a second MDG in Ruhiira Millennium Village, Isingiro district was investigated and found to be existent. Development initiatives aimed at achieving all or some MDGs at the local level were founded to be the most dominant factors for both the nature and contribution of UNDP towards achievement of UPE in the cluster.

The fact that the agency and its partners did a lot to put infrastructures in place, it was discovered that what was done was relatively limited compared to the needs of the community. The Millennium Villages in the Ruhiira cluster are spread over several hundred square kilometers with extremely poor or non-existent roads, making travel between the villages and commercial centers, such as Mbarara, very difficult. As a result, connecting villagers to schools remained a significant challenge and so some children found hardships in reaching schools and this proved a great challenge.

It was concluded that the agency was mandated to carry out related operational activities and projects aiming to support achievement of all or some MDGs.

5.4 Recommendations

The efforts focused on the girl child only. There is a need to mobilize boys and men to play a larger role in our program to serve as allies in empowering girls and young women. In order for the SEL curriculum to be a strong and sustainable community-based support system, women teachers cannot be the primary adults responsible for and aware of this intervention. Further training should also be done regarding how teachers can appropriately refer students to other community leaders, such as health workers and religious leaders. Government and all concerned stakeholders need to develop men/boy oriented efforts too.

Although the SEL curriculum was initially rolled out to provide psychosocial support for those vulnerable to CGS, the exercises can be seen as opportunities to ask students about what matters are significant to them, and should therefore be adapted and reorganized on a regular basis to include new improvements. The SEL curriculum serves teachers as more of a resource than a doctrine that can help bring out the best in educators, students, and community members.

SEL has significant implications for MVP. If a pilot initiative is successful in Ruhiira, other sites where CGS is prevalent may also benefit from enhanced school-based supports. The health team is currently in the process measuring SEL's impact on Ruhiira by measuring indicators of confidence, leadership, and responsible decision-making on students and their non-school.

There is a need UNDP to reposition itself. The agency had a lot of contributions in Ruhiira but it's not well known among the residents. Some misinterpret it with other international organizations.

On top of the seven roles which UNDP was mandated to do on MDGs, there is a need to adopt the 8th one especially with the new SDGs. It's unfortunate that whatever the agency did in

Ruhiira, the levels of sustainability are not guaranteed. Therefore, UNDP should adopt the 8th role of ensuring sustainability of all the UN related projects

There is a need to draw up a long term maintenance programme that will see the continuous existence of the infrastructures that the project created. This can be championed by the government or by international agencies, private sector and other stake holders.

There is a need for the UNDP to sensitize the public on its role and mandate as an organization. This will reduce on the chances of misunderstanding of the role of the agency most especially that of coordination.

The campaigning and communication of the MDGs to raise awareness and mobilize the required energy and resources should be translated into the events that are easily understandable by the lay people.

There is a need for UNDP to focus more on its partnership with different stakeholders. The partnership somehow needs to be revised. Some partnerships are farfetched and with strings attached that cannot benefit the intended beneficiaries of the project directly.

As far as evaluation reports are concerned, there is a need for the production of the regional MDGRs to highlight common challenges and different achievement levels concerning UPE or any other relevant MDG and in a language and format appreciated by the common man so that it is easy to understand.

The social and emotional learning, the 'eminyeeto' programme that was developed and encouraged to help pupils develop core competencies in self-management, self-awareness, social awareness, responsible decision-making, and relationship skills to avoid cross generation sex, unwanted pregnancies and early marriages, needs to be developed right away from home not only in schools.

On top of improved health facilities in the cluster, pupils need to be trained and warned on personal hygiene like washing hands before food. This is because most of the health problems come from such small issues.

The school feeding programme needs to be expanded to reach all school. It was discovered that the programme is in selective school. Efforts should be made to make all pupils in all schools benefit from the programme. It will boost enrolment and completion.

5.5 Suggestions for further Research

Further research should be done in areas of earlier efforts done by the community of Ruhiira itself to develop the area.

More research also should be done in areas of influence of the UNDP in other specific MDGs in the areas of Ruhiira.

Appendix I

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Appendix II

QUESTIONNAIRE FOR TEACHERS, PUPILS AND PARENTS

INTRODUCTION AND CONSENT

Hello, my name is **NANFUKA JANE KADDU**. I'm a student of Uganda Martyrs University, Kampala Campus, Lubaga. As a requirement of my course: Master's Degree of Arts in Diplomacy and International Studies, I am conducting a survey about UNDP evaluating its contribution in achieving UPE as the 2nd MDG in Ruhiira Millennium Village Isingiro district. The information I am collecting will help to improve education and future planning. I would like you to answer some questions related to the study. Your response is very important to me and I will use it for only academic reasons with maximum confidentiality possible. Thank you

1. Respondent identification particulars

(Tick in the appropriate box)

(i)   **SEX**   MALE ☐   FEMALE ☐

(ii)   **AGE**   18-25 ☐   25-35 ☐   35-45 45-55 ☐   ☐

(iii)   **DESIGNATION**

Top management ☐   Middle Management Lower Management ☐

(iv)　　Highest Level of Education

Ordinary level Advanced level ☐ 　　　　Certificate ☐

Diploma ☐ 　　　　　Degree ☐ 　　　　Masters ☐ 　　PHD ☐

SECTION I: THE MANDATE OF UNDP TOWARDS ACHIEVING UPE IN RUHIIRA

MILLENNIUM VILLAGE

1 i) Have you ever heard about UNDP?

☐　YES　　　　　☐　NO

 ii)　　　　　　　　　　　If　　　yes,　　　what　　　is　　　it?
UNDP_____

_____

 iii)　　　If　　yes,　　state　　what　　UNDP　　does?

_____

_____

_____

2. Do you think UNDP has anything to do with UPE?

☐　YES　　　　　☐　NO

　If yes, please state

_____

_____

_____

c) i   Have you ever seen or heard about UNDP specifically in Ruhiira and surrounding villages?

☐ YES   ☐ NO

 d) i   Do you know of anything that UNDP does in primary schools of Ruhiira and neighboring

villages

☐ YES   ☐ NO

 If yes, please state it

_____

_____

_____

 e) i   Do you know of anything that UNDP should have done in Ruhiira primary schools and

has not done?

☐ YES   ☐ NO   ☐ DON'T   KNOW

If yes, please state

_____

_____

iii   why do you think it has not done it?

_____

_____

_____

    f)   How does UNDP benefit schools and UPE in Ruhiira, please state

_____

_____

_____

 G) If you think that UNDP has not benefited UPE in Ruhiira, please state why?

_____

_____

_____

SECTION II: THE WAYS IN WHICH UNDP HAS DISCHARGED HER DUTIES TOWARDS ACHIEVING UPE IN RUHIIRA MILLENNIUN VILLAGE

2a) i Do you know the ways/methods through which UNDP does it's work?

☐ YES   ☐ NO   ☐ DON'T KNOW

ii   If no, please state why?

_____

_____

_____

iii   If yes, please state the ways /methods

_____

_____

_____

iv   Is there anything that UNDP is not doing well?

☐ YES   ☐ NO

v   If yes, please give reasons?

_____

_____

_____

vi   If no, please give reasons?

_____

_____

s_____

_

b) i   Are you familiar with any methods used by UNDP in doing her work in schools in Ruhiira?

☐ YES   NO ☐

ii   If yes, please give reasons

_____

_____

_____

iii   If no, please state why

_____

_____

c)   How has UNDP helped UPE in schools on?

i Recruitment

_____

_____

_____

ii Completion

_____

_____

_____

SECTION III: CHALLENGES FACED BY UNDP IN DISCHARGING HER ROLE OF SUPPORTING UPE IN RUHIIRA MILLENNIUM VILLAGE?

3a) i Do you know of any challenges of UNDP in supporting UPE in Ruhiira millennium village?

☐ YES   ☐ NO   ☐ DON'T KNOW

ii   If   yes,   state   the   challenges   that   you

_____

_____

b) i   Did UNDP face any challenge in overseeing recruitment of pupils in Ruhiira millennium

village primary schools?

☐ YES   ☐ NO   ☐ DON'T KNOW

ii   If yes please state the challenges

_____

_____

_____

c)   Do you think UNDP was supported by other stakeholders in achieving UPE in Ruhiira

millennium village?

☐ YES   ☐ NO   ☐ DON'T KNOW

i   If yes please state who and how

_____

_____

_____

ii   If no, please state who and why?

_____

_____

_____

e) i   Do you think the challenges faced by UNDP in Ruhiira were avoidable?

[   ]   YES   [   ]   NO   [   ]   DON'T KNOW

ii   If yes, state how?

_____

_____

_____

iii   If no, please state why?

_____

_____

_____

f) How would you advise UNDP on the challenges as mentioned above?

_____

_____

g) On a scale of 10, how do you rate the way UNDP does her work? Please award

marks_____

INTERVIEW GUIDE FOR THE UNDP OFFICIALS
INTRODUCTION AND CONSENT

Hello, my name is **NANFUKA JANE KADDU**. I'm a student of Uganda Martyrs University, Kampala Campus, Lubaga. As a requirement of my course: Master's Degree of Arts in Diplomacy and International Studies, I am conducting a survey about UNDP evaluating its contribution in achieving UPE as the 2nd MDG in Ruhiira Millennium Village Isingiro district. The information I am collecting will help to improve education and future planning. I would like you to answer some questions related to the study. Your response is very important to me and I will use it for only academic reasons with maximum confidentiality possible. Thank you

1. Respondent identification particulars

   (Tick in the appropriate box)

(i)   **SEX**   MALE [ ]   FEMALE [ ]

(ii)   **AGE**   1 8 - 2 5 [ ]   25 - 35   [ ] 3 5 - 4 5 45 - [55]   [ ]

(iii)   DESIGNATION

Top management [ ]   Middle Management Lower Management [ ]

(iv)   Highest Level of Education

Ordinary level Advanced level   [ ]   Certificate [ ]

Diploma [ ]   Degree [ ]   Masters [ ]   PHD [ ]

SECTION I: THE MANDATE OF UNDP TOWARDS ACHIEVING UPE IN RUHIIRA MILLENNIUM VILLAGE

1 i) Have you ever heard about UNDP?

☐ YES   ☐ NO

  ii)   If   yes,   what   is   it?

UNDP_____

_____

    iii)   If   yes,   state   what   UNDP   does?

_____

_____

_____

2. Do you think UNDP has anything to do with UPE?

☐ YES   ☐ NO

  If yes, please state

_____

_____

_____

c) i   Have you ever seen or heard about UNDP specifically in Ruhiira and surrounding villages?

☐ YES   ☐ NO

d) i   Do you know of anything that UNDP does in primary schools of Ruhiira and neighboring

villages

☐   YES   ☐   NO

If yes, please state it

_____

_____

_____

e) i   Do you know of anything that UNDP should have done in Ruhiira primary schools and

has not done?

☐   YES   ☐   NO   ☐   DON'T   KNOW

If yes, please state

_____

_____

_____

iii   why do you think it has not done it?

_____

_____

_____

f)   How does UNDP benefit schools and UPE in Ruhiira, please state

_____

_____

_____

 G) If you think that UNDP has not benefited UPE in Ruhiira, please state why?

_____

_____

_____

SECTION II: THE WAYS IN WHICH UNDP HAS DISCHARGED HER DUTIES TOWARDS ACHIEVING UPE IN RUHIIRA MILLENNIUN VILLAGE

2a) i   Do you know the ways/methods through which UNDP does it's work?

| | YES | | NO | | DON'T KNOW |

ii   If no, please state why?

_____

_____

_____

iii   If yes, please state the ways /methods

_____

_____

_____

iv   Is there anything that UNDP is not doing well?

| | YES | | NO |

v   If yes, please give reasons?

_____

_____

_____

vi   If no, please give reasons?

_____

_____

_____

b) i   Are you familiar with any methods used by UNDP in doing her work in schools in

Ruhiira?

[   ] YES   NO [   ]

ii   If yes, please give reasons

_____

_____

_____

iii   If no, please state why

_____

_____

c)   How has UNDP helped UPE in schools on?

i Recruitment

_____

_____

_____

ii Completion

_____

_____

_____

SECTION III: CHALLENGES FACED BY UNDP IN DISCHARGING HER ROLE OF SUPPORTING UPE IN RUHIIRA MILLENNIUM VILLAGE?

3a) i Do you know of any challenges of UNDP in supporting UPE in Ruhiira millennium village?

☐ YES   ☐ NO   ☐ DON'T KNOW

ii   If   yes,   state   the   challenges   that   you

_____

_____

b) i   Did UNDP face any challenge in overseeing recruitment of pupils in Ruhiira millennium

village primary schools?

☐ YES   ☐ NO   ☐ DON'T KNOW

ii   If yes please state the challenges

_____

_____

_____

c)   Do you think UNDP was supported by other stakeholders in achieving UPE in Ruhiira

millennium village?

☐ YES   ☐ NO   ☐ DON'T KNOW

i   If yes please state who and how

_____

_____

_____

ii   If no, please state who and why?

_____

_____

_____

  e) i   Do you think the challenges faced by UNDP in Ruhiira were avoidable?

| | YES | | | NO | | | DON'T KNOW |

ii   If yes, state how?

_____

_____

_____

iii   If no, please state why?

_____

_____

_____

f) How would you advise UNDP on the challenges as mentioned above?

_____

_____

g) On a scale of 10, how do you rate the way UNDP does her work? Please award

marks_____

Appendix III

Above is a photography showing the road constructed by UNDP in Ruhiira

Above is a photograph showing the market for banana in Ruhiira, negotiated by UNDP

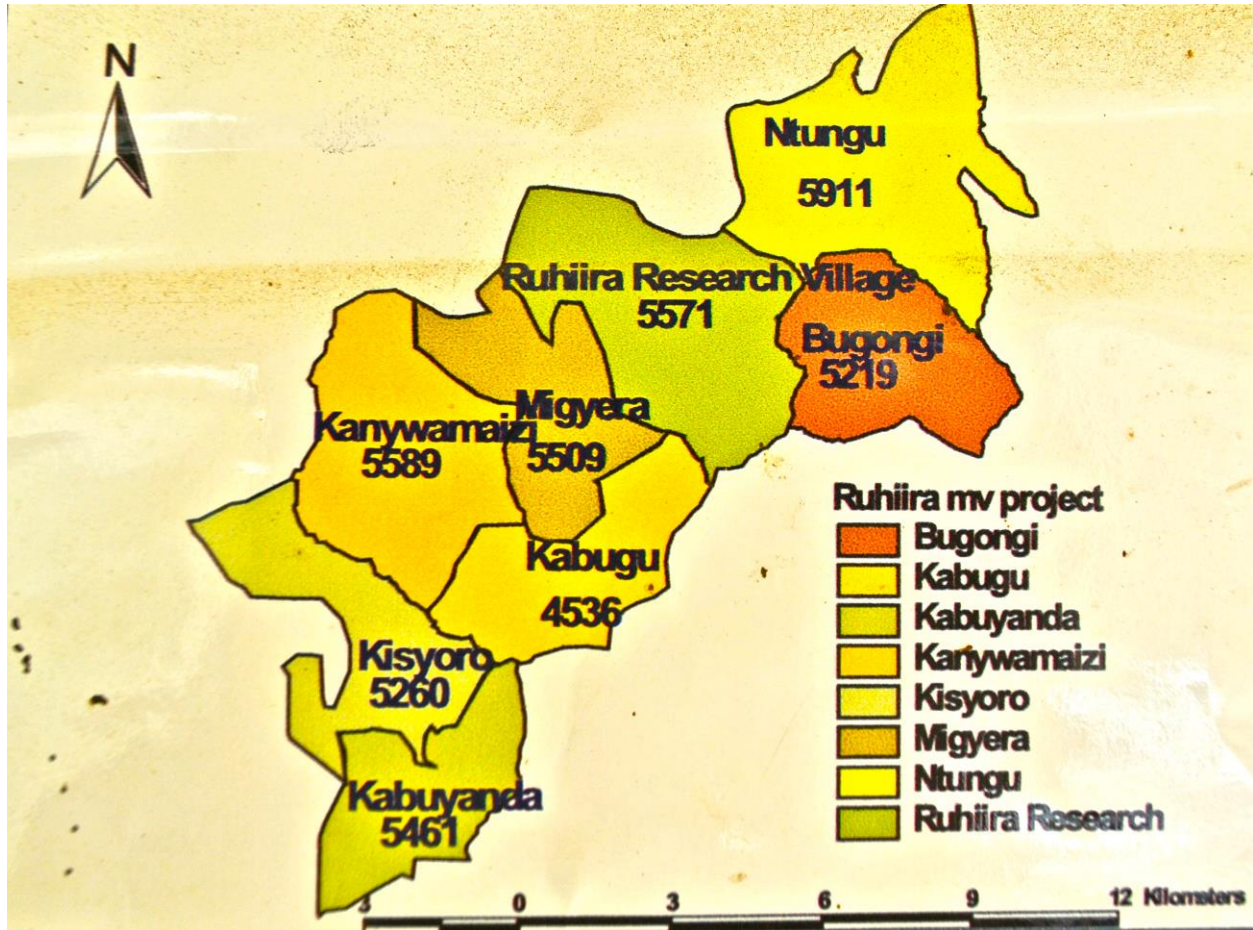Above is a photograph showing a sign post for the water project finished in Ruhiira

Above is a photograph showing school children walk back home with the bags for 'My book my Buddy programme'
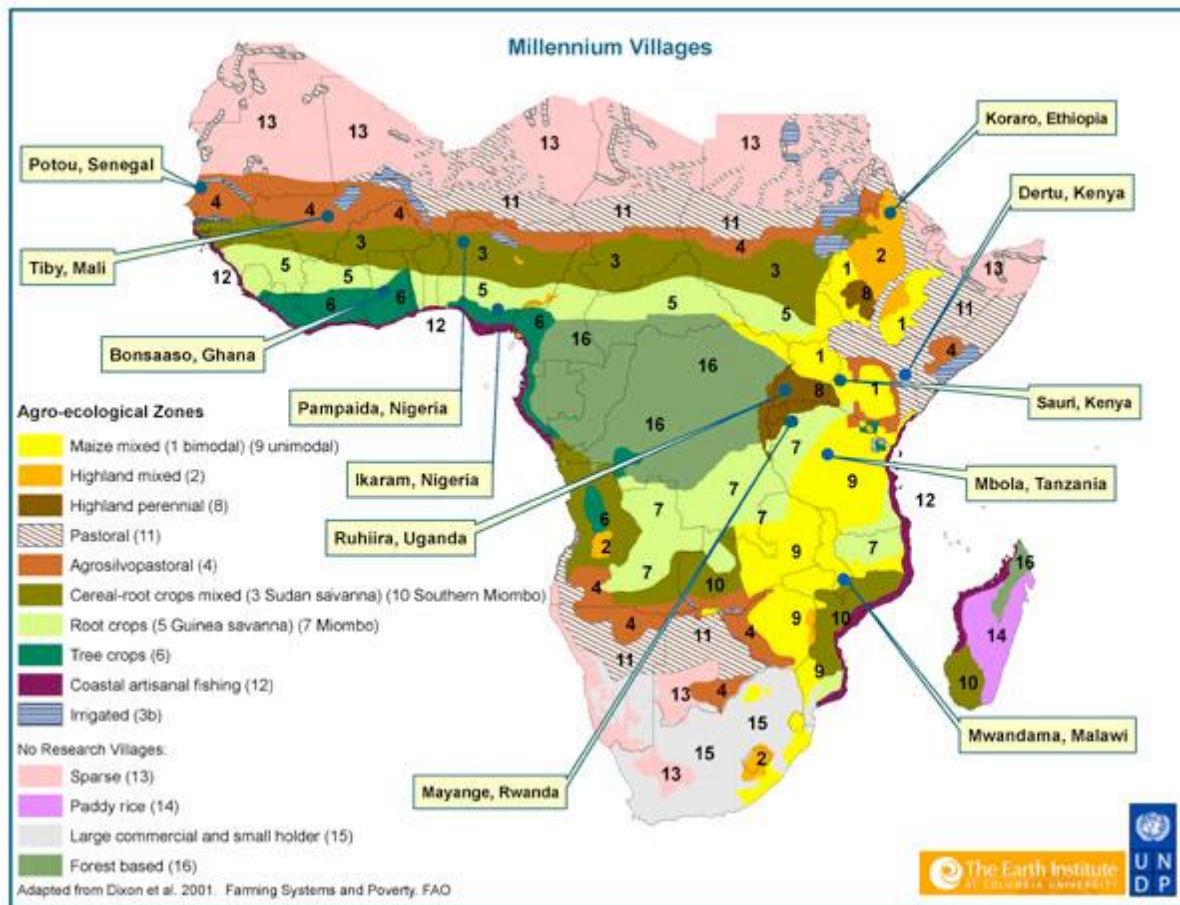

Above is a photograph showing Children involved in domestic work during school time

Below is a Map of the Research area

Below is a Map of the millennium villages in Africa

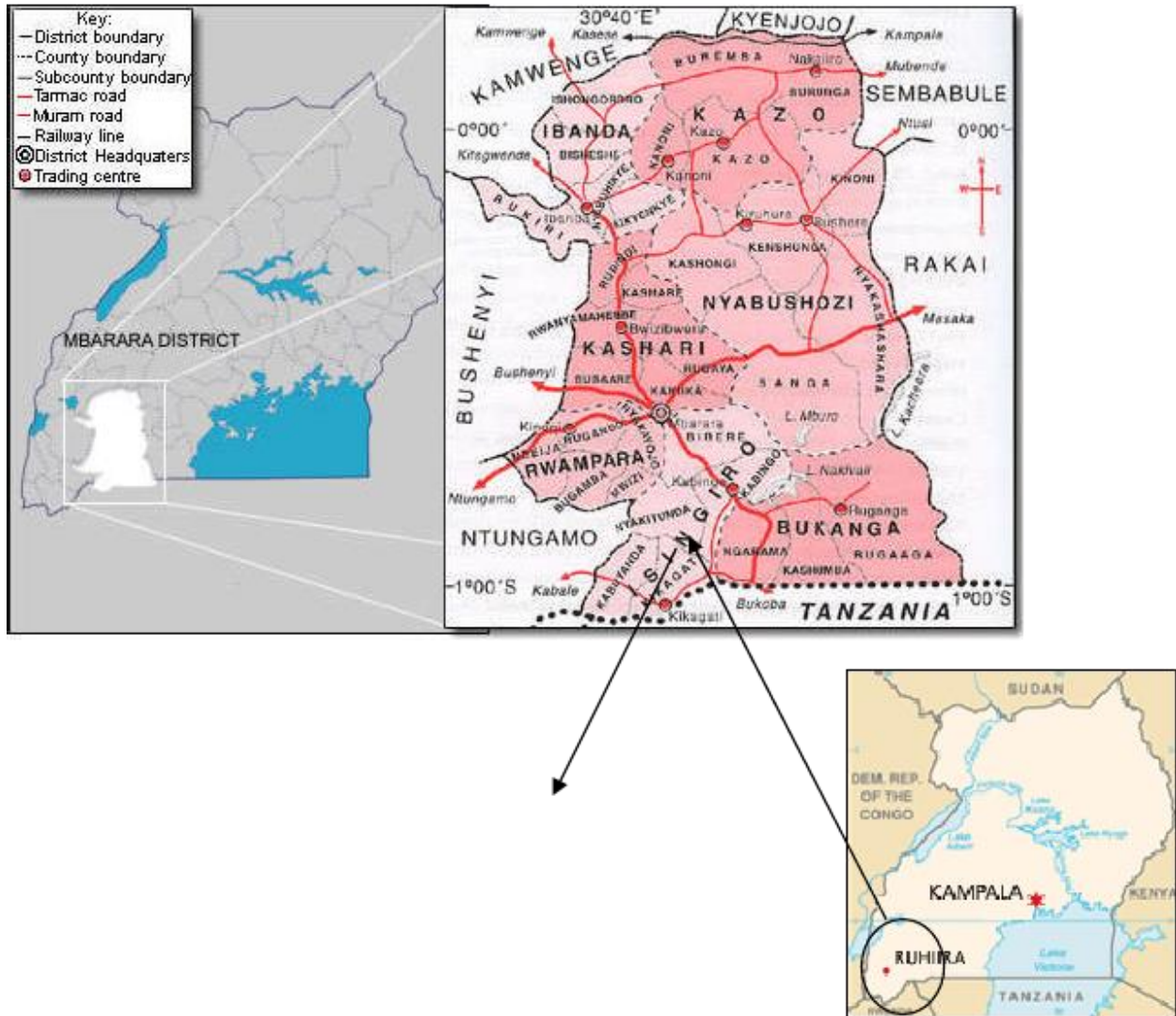Above is Photo showing children studying in a church that was converted into a classroom

Above is a photograph showing school building whose roof came off due to heavy rainfall

Showing children in a class session under a tree

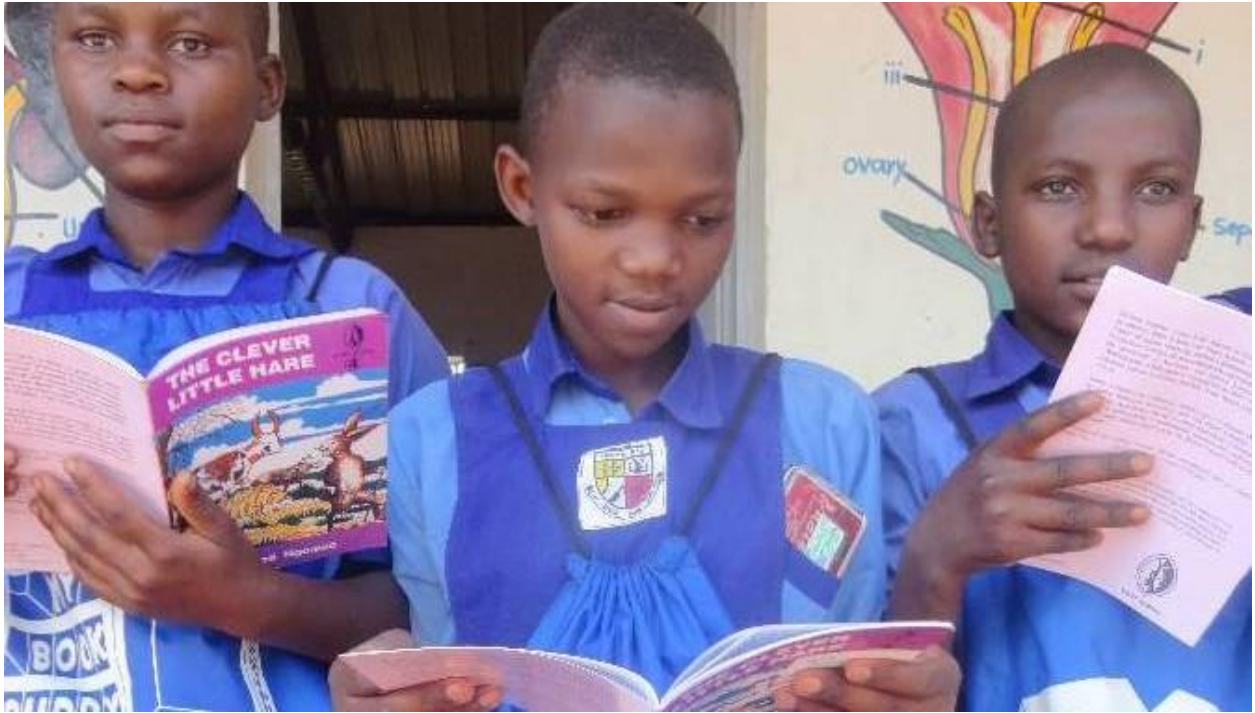Below is a map showing the Western parts of Uganda where the Ruhiira Cluster is located

Above: Girls participating in Eminyeeto, a young women's empowerment program in Ruhiira.

Ruhiira Town centre in Uganda. Ruhiira Millennium Village Project

Above are pupils enjoying the library books provided by UNDP

Standing Up for Girls in Ruhiira, Uganda (Millennium Villages Project site)

Above are the aerial views showing the Geographical nature of Ruhiira MVs

Tender

Construction Services for Ruhiira Millennium Villages Project in Isingiro District in Uganda

Funded by UN System - UN System
Location Uganda
Status
Deadline
Proposal due on 09 Jun 2010

The United Nations Development Programme (UNDP) in Uganda is inviting registered civil works companies submit their applications for Pre-qualification and possible inclusion in a database. UNDP is looking for companies to carry out the following construction services for the Ruhiira Millennium Villages Project in Isingiro District, Western Uganda and similar construction works in other locations in Uganda:

Construction of piped water supply systems
Construction of school classrooms and improved Latrines
Rehabilitation of rural community roads
Provision of general Electrical wiring services
Protection of water springs
Construction of Ferro cement Tanks

Procurement Notice Country: Project: Financing: Abstract: Sector: Contract/Bid Number: Deadline:

Uganda

RUHIIRA MILLENNIUM VILLAGES PROJECT

United Nations System

CONSTRUCTION WORKS

Construction

Pre-qualification application form

9 June 2010

The United Nations Development Programme (UNDP) in Uganda is inviting registered civil works companies submit their applications for Pre-qualification and possible inclusion in a database. UNDP is looking for companies to carry out the following construction services for the Ruhiira Millennium Villages Project in Isingiro District, Western Uganda and similar construction works in other locations in Uganda:

☐ Construction of piped water supply systems
☐ Construction of school classrooms and improved Latrines

Rehabilitation of rural community roads
 Provision of general Electrical wiring services
 Protection of water springs
                       Construction   of   Ferro   cement   Tanks

All companies that wish to participate in the process are encouraged to complete the below application form. The information provided will be used to access your company suitability to qualify for pre-qualification to participate in the future procurement processes for the services mentioned above and similar construction works. Interested companies must also provide the following   documents:

–Legal   registration   of   the   company
–Company   Profile
–Confirmation of financial capacity of the company (three years Audited Statement of Accounts)
–Reference   contact   list   and   reference   letters
–Other   relevant   supporting   documents   as   per   the   Application   form

Application form must be completed for each category of product/service. The closing date for submitting a complete pre-qualification application form is 9 June 2010. For further details and the Pre-qualification Application form, interested parties should visit the Web addresses given below.

The UNDP will proceed to the qualification stage only for companies that meet its requirement for services as advertised and only those companies will be invited to participate in the subsequent procurement   process.

In case a company submits an application form for pre-qualification but doesn't hear from UNDP Uganda after three weeks of the closing date, then it means its application has been unsuccessful and it will not be advanced to the next stage of the procurement process.

Contact: UNDP   Uganda.
Website: www.undp.or.ug, www.undp.org/procurement