



Save the Children

UGANDA DEBT NETWORK (UDN)

Tracking Universal Primary Education (UPE) Capitation Investment and Financing versus Options

October 2020



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Acronyms

CAO	Chief Administrative Officer
CSOs	Civil Society Organizations
DEO	District Education Officer
EFA	Education for All
FY	Financial Year
LGFC	Local Government Finance Commission
MDGs	Millennium Development Goals
MoES	Ministry of Education and Sports
MoFPED	Ministry of Finance, Planning and Economic Development
NDP	National Development Plan
NGOs	Non-Government Organizations
O'Level	Ordinary Level of Education
PFM	Public Finance Management Act
PLE	Primary Leaving Examinations
PTA	Parents and Teachers Association
SDGs	Sustainable Development Goals
SFG	Schools Facilities Grant
SMC	School Management Committee
STP	Straight Through Payment
UDN	Uganda Debt Network
UGX	Uganda Shillings
UNEB	Uganda National Examinations Board
UPE CG	Universal Primary Education Capitation Grant
UPE	Universal Primary Education
WFP	World Food Programme

Table of Contents

Acknowledgement.....	ii
Acronyms and Abbreviations.....	iii
Table of Contents.....	iv
Policy Executive Summary	v
1. Background	1
1.1 About the Universal Primary Education.....	1
1.2 The Objectives and Rationale for the Study.....	2
1.3 Methodology	3
1.4 Organization of the Report.....	4
2. UPE Capitation Grant Performance Assessment.....	5
2.1 The Structure of the UPE Capitation Grant.....	5
2.2 Challenges facing the UPE Capitation Grant	11
3. Grant Linkages to Enrolment, Retention and PLE Performance	13
3.1 UPE Enrollment in selected study Schools	13
3.2 Pupil Retention in UPE Schools.....	15
3.3 UPE Performance in selected study Schools	18
3.4 The Link between UPE Capitation and PLE Performance	23
4. Recommendations to Strengthen the UPE Capitation Grant and overall Performance	25
4.1 Key Study Recommendations.....	25
ANNEX 1: SAMPLED SCHOOLS	27
ANNEX 2: STUDY MAIN QUESTIONNAIRE	28
ANNEX 3: NOTES FROM THE FIELD	30
ANNEX 4: REFERENCES.....	40

Policy Executive Summary

Uganda Government was bold to roll-out universal primary education (UPE) in 1997 inasmuch as it was aware of the challenges the UPE programme would encounter at implementation. These challenges have now come to the surface. While UPE capitation has risen by 85.7% (from UGX 7,000 in 1997 to the current UGX 13,000 today), it has not nominally transformed service delivery since it has not risen at the pace of schools' needs. The rate of inflation has also increased over the same period by 73%. Nominally, the grant has grown slower than enrolment and its vitality mainly weakened by the end of the sister-grant – the School Facilities Grant (SFG). Uganda Debt Network commissioned a study on UPE capitation Grant to assess its linkage to overall UPE performance. While the results affirm a positive relationship – a host of other factors need to be added to the analysis and context of what it takes for a pupil to excel. The role of the parent is particularly critical in this regard. Unfortunately, this role is widely diminished in Karamoja and Acholi. The attitude that primary education is 'totally free' has crippled efforts to mobilize resources to support schools. With high levels of income poverty, most households ill-

afford meals for pupils. Without World Food Programme providing meals in Karamoja – it's unfathomable that UPE can be sustained without this support in the medium term. Over 47% of pupils in Karamoja and Acholi came up in at least Division Two over last 3 years. High youth unemployment and socio cultural beliefs that have continued to peg-back enrolment, retention and performance. The high cost of secondary education has provided another disincentive for parents who prefer that children rather work in gainful employment than study. With these challenges in its wake, it is pleasantly surprising that academic performance is moderate – thanks to tireless efforts of teachers and dedicated head teachers. Rallying on this performance, the study makes the following key recommendations:

- a) **Improve the value of capitation by 5.4%** from the current UGX 13,000 to UGX 20,000 with distributions with the grant enhanced for instructional materials and co-curricular activities.
- b) Set up **massive sensitization and dialogue engagements within communities** to drum the need for parents to keep children in

school including bylaws to enlist enforcement.

- c) Lobby for the **reinstating of the School Facilities Grant (SFG)** to support school meet a very urgent need to repair or install critical infrastructural facilities (toilets, staff houses, school fences, windows and doors on classrooms and lighting systems using solar, support to key aspects like equipment for sports, music dance and drama)

- d) Implement the **school feeding policy** passed by cabinet so that government allows a minimal parent contribution so that a light meal is provided to children at lunch time

- e) Strengthen and **lower the cost of Universal Secondary Education** and link it to UPE for progression and give hope to parents for continuity.

- f) Ensure UPE schools receive **allocation for pupils with special needs**



Moroto Chief Administrative Officer addresses Draft Report Validation meeting participants drawn from Moroto and Nabilatuk

1. Background

1.1 About the Universal Primary Education

Article 30 of Uganda's Constitution provides for the right to education to all persons. Article 34 (2) which stipulates that 'a child is entitled to basic education which shall be the responsibility of the state and the parents of a child' further supports this provision. By 1997, Uganda as a signatory to the Millennium Development Goals in 2005 had already committed and rolled out Universal Primary Education (UPE) programme. This was in fulfilment of the international community commitment in 1990 to achieve universal primary education for all children by 2000 under the Education for All (EFA) campaign.

By rolling out the UPE Programme, Uganda has fulfilled her commitment to the following dispensations:

- a) Goal (2) of the **Millennium Development Goals** (2000-2015) *Achieving Universal Primary Education*
- a) Goal (4) of the **Sustainable Development Goals** (2015-2030) *Ensuring inclusive and equitable*

quality education and promoting life-long learning opportunities for all

- a) **Uganda Vision 2040** paragraph 260: *Over the vision period, the provision of Universal Primary and Secondary Education will be considered as a human right and consolidated as basic education*
- a) **Third National Development Plan (2020-2025)** that states under goals of the plan that *the transition of the country to ensure improvement in the quality of life of all Ugandans will require investments to stimulate among others increased incomes, quality education and health services.*

Uganda has made very significant progress in providing access to primary education for school-aged children under the UPE program. There has been a drastic rise in primary school enrolment from 3.1 million in 1996/97 when the programme began to 8.84 million in 2019 representing a 185.1% increment. Below is a synopsis of how the programme has performed:

Table 1: UPE Key Indicators

Metric	Description
UPE Enrolment	3.1 million (1996/97) to 8.84 million 2019
Number of Schools	18,079 (2013) 20,305 (2017) but all schools not just UPE
Pupil Classroom Ratio	1:87 (2003) to 1:55(2018)
Qualified Teachers	185,548 (2013) to 207,238 (2018)
P7 Completion Rate	The first cohort 1997-2003 (22% reached P7 from P1. However, of those that reached P7 only 56% sat PLE) The second cohort (2004-2011) those who sat PLE increased to 62% from 56% previous cohort The recent cohort (2012-2019) the record not available but UDN study computed the rate to be 60% in 2017.
Repetition Rate	10.5% (2002) to 8.3 (2017) mainly due to non-repetition policy under UPE. Parents voluntarily accept repetition
Average household Education Expenditure on primary education per year	UGX 190,000 (rural) UGX 478,000 (urban) in 2016/17 – the last UNHS
UPE Capitation Grant	UGX 5,000 per pupil of lower primary (P1-P3) and 8,100 for upper primary (P4-P7) per pupil per annum (1997). Later merged to UGX 7,000 (2012/13) in and UGX 10,000 (in 2015/16) and now UGX 13,000 in 2020.

Sources: Computations from Education Sector and UBOS Statistical Abstracts (1997-2019)

1.2 The Objectives and Rationale for the Study

In line with the mandate of UDN to champion advocacy for pro-poor policy implementation in Uganda, the study on UPE Capitation Grant was commissioned to trace UPE financing and its impact on

performance – with a focus on enrolment, retention and PLE performance. The aim was to determine the correlation between UPE Capitation Grant and Completion Rate from P1-P7 and use evidence to generate policy issues to shape advocacy for better primary education service delivery for the poor.

The study had the following four specific objectives:

- a) To assess the correlation between UPE financing through Capitation Grant and retention of Pupils at school, sampling the period between FY 2016/17 and FY 2019/20.
- b) To assess the level of UPE Approved Budget Versus Actual received at selected Primary schools between FY 2016/17 and FY 2019/20.
- c) To assess whether UPE funding through the Capitation Grant is generally registering commensurate output at school facility level, taking case of performance (results) at P.7.
- d) To draw Capitation Grant policy, financing and managerial advocacy recommendations to UPE stakeholders in Uganda.

1.3 Methodology

The study deployed a field-based mixed methods methodology that combined both qualitative and quantitative methods. The study utilized secondary data from review of similar studies on UPE commissioned by Government and civil society organizations (see references in Annex 4). Purposively, the methodology was designed to generate evidence of actual receipt of UPE capitation grant at selected schools against approved budgets. The selection of this method was to obtain a real record of class attendance and statistical data on retention, performance and teacher information. The methodology allowed for a record of commentary from head teachers and District Education Officers themselves on their personal views about the Grant. The study was conducted in the following areas as tabled below:

Table 2: Name of UPE schools covered by the Study

Region	District	Name of School
Karamoja	Moroto	Rupa Primary School
		Nadugent Primary School
		Nawanatau Primary School
		Moroto Municipal Council Primary School
	Nabilatuk	Natapararenga Primary School
		Acegeretolim Mission Primary School
Acholi	Gulu	Onekiji Primary School
		Olel Primary School
		Gwengdiya Primary School
		Awach Primary School
	Amuru	Pabo Primary School
		Palwong Primary School

Source: UDN Study Team (2020)



In the photo: The study team is received by Save the Children Official in Gulu, Northern Uganda (Sept 16 2020) in photo besides.

Other contributions to the study included review of literature and interviews with officers from the Ministry of Education and Sports, the Local Government Finance Commission and Ministry of Finance Planning and Economic Development.

1.4 Organization of the Report

This report is organized in four chapters. After this introductory chapter are chapters two and three on UPE Capitation Grant assessment, and its linkage to UPE performance. The report concludes with key lessons learnt and recommendations. The report has annexes that detail field notes, literature reviews and field case studies.

2. UPE Capitation Grant Performance Assessment

2.1 The Structure of the UPE Capitation Grant

When Government began the implementation of the UPE programme in 1997, it was compulsory for all parents to present school-age children to schools that had been designated as UPE schools for enrolment. This was if children could ill-afford other government schools or private schools that were not under the programme. UPE as a programme was designed, as part of the grants under the Poverty Action Fund (PAF) and implemented under the broader National Policy of Decentralization.

As a starting point, schools received two grants namely: the School Facilities Grant (SFG) and the UPE Capitation Grant. Under SFG, Government was to provide textbooks, construct classrooms, teachers' house and purchase furniture for the pupils). Under the UPE Capitation Grant, Government was to spend on specific activities including instructional/scholastic materials (50%), co-curricular activities (30%) schools management (15%) e.g. maintenance of schools, payment for

utilities) and (5%) on administration. This was according to the Ministry of Education and Sports UPE Handbook of 1998.

In attempt to ensure efficiency in spending, UPE Capitation Grant since 2012, the funds are transferred to schools from the Central Treasury Account to commercial banks where local governments hold accounts supervised by the Chief Administrative Officer (CAO). The CAO would consequently remit the funds to the District Education Officer (DEO) account who disburses to school accounts.

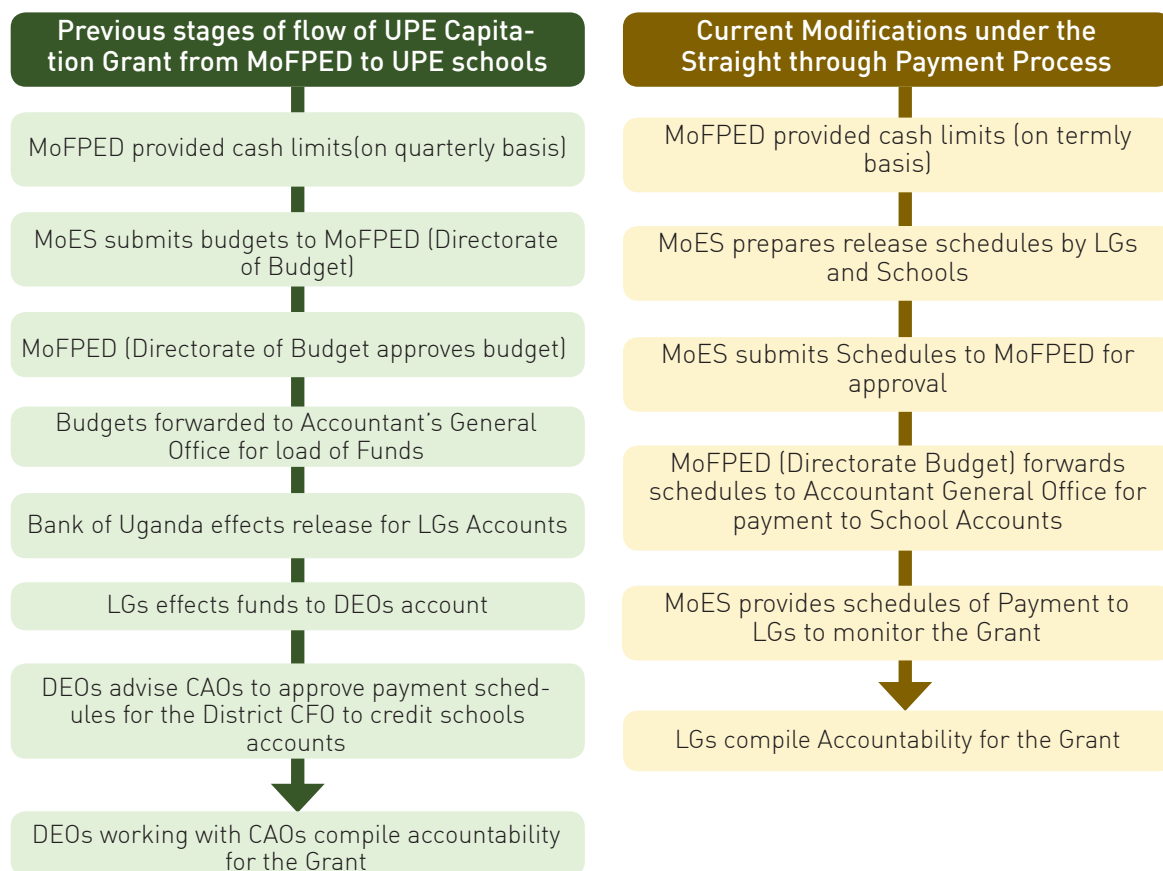
This however has since been modified under the Straight through Process (STP). Presently, the MoFPED provides cash limits (based on computations of enrolment) and hence termly release of the grant as opposed to release on a quarterly basis). This is followed by preparation of release schedules by Local Governments (LGs) and schools by the Ministry of Education and Sports (MoES). MoES submits schedules to MoFPED that approves and forwards to Accountant General for payment. Once this is approved, MoES provides

schedules of payment to LGs to monitor the grant. The CAO working with the DEO compile accountability for all funds and submit to MoFPED and MoES as the Public Finance Management Act

(2015) advises.

The chart below shows the difference between the previous and current Capitation grant payment processes:

Fig 2 changes to the flow of the Capitation Grants (previously left) currently (right)



Source: MoES, MoFPED, and additional modifications by authors (2020)

As can be seen from the chart, there are improvements that have been made to expedite payment to schools although some schools noted that there remains about four (4) weeks delay in receipt of the grant every term. In addition, there are divergences in the structure of the grant based on the following parameters namely:

- a) Age of school going children (6-12)
- b) Primary School Enrolment
- c) No. of primary Schools
- d) Adjustments for Poverty
- e) Other costs (including inflation)

There have been calls for more to be done to on-board more weights to this allocation formula at the national level to make the grant more poverty sensitive with considerations for including boarding primary schools and schools in post-conflict, hard-to-reach and poverty-stricken areas. However, the study was informed that a hard-to-reach allowance has since FY 2017/18 had been included for UPE teachers under the consolidation of LG grants. More had also been done by MoFPED under the introduction of the DDEG grant to cater for poor and post-conflict regions.

Stakeholders demanded that the following factors be noted in the structuring of the UPE Capitation Grant:

- a) Since the grant is per head, the aspect of the formulae based on number of schools may disproportionately affect areas like Karamoja which may have few schools but with significantly higher needs than in other parts of the country
- b) Allocation to schools should be based on the average for the previous year three terms intake as opposed to intake of two terms before. In most cases the intake is higher in the first term and dwindles towards the third term. Taking a third term count may lead to lower allocation in some instances.
- c) Instead of basing on only enrolment, UPE can have a base rate provided to all schools then allocations varied to reflect enrolment and other allocations on top of the base allocation.

All in all, Government maintains that the grant overall has been increased to UGX 13,000 on track to meeting the needs at school. This however, remains very low considering that over 80% of the

schools visited by this study demanded the per capita allocation be increased to UGX 20,000. Another recent study by the National Planning Authority (NPA) titled **‘Comprehensive Evaluation of Universal Primary Education Policy’** recommended that at the current rate of need and inflation, for need to adequately cater for a comprehensive primary education at the global minimum

standards, the current capitation should be revised upwards from the current UGX 13,000, to UGX 63,000 for urban primary schools and UGX 59,000 for rural primary schools. From the analysis of the rural and urban schools as part of the NPA UPE study proposals for adjustments within the structure of the grant were noted as tabled below:

Table 4: Proposed changes to the structure of the Grant to Schools

Current Grant structure on expenditure			
	Urban	Rural	Average
Instructional Materials	40%	35%	37%
co-curricular	25%	20%	23%
Management	20%	15%	18%
Administration	5%	10%	7%
Contingency	10%	20%	15%

Source: MoES, MoFPED, from analysis of Comprehensive Study on UPE by NPA (2020)

UPE school head teachers, under this study, recommended these changes, based on following six (6) main reasons:

- a) With the recent changes in the education curriculum for primary education, the cost of scholastic materials in terms of textbooks mainly for lower class subjects has risen. This cost is higher for upper
- primary (P5-P7). It was also noted that some non-coded schools are often not receiving the instructional materials sent by the Ministry.
- b) Overwhelmingly, head teachers decried the high cost of co-curricular activities. This has placed a high financial burden on UPE schools. Under this part of the grant allocation

schools require: music instruments costumes and equipment for music, dance and drama; sports kits and equipment as well as allowances for trainers in different sporting disciplines; they also need transport to venues, feeding and accommodation of students and some medical coverage (for sports for instance). This is particularly vital, since sports, music and drama contribute immensely in attracting and retaining pupils in school.

- c) Management is another area the UPE school head teachers requested that more allocation be provided.

Administration cost very high. For instance, purchasing a few items: 2 counter-books for 21 teachers each at UGX 8,000; and 2 pens (red and blue) each at UGX 500 and flip chart and manila as well as wood glue all cost UGX 729,000 and yet the allocation was UGX 780,000 for a term. Therefore, for the rest of the year we have nothing to use. Head Teacher Nawanatau Primary School Moroto District Karamoja Sub-region

- e) Contingency allocation allows for flexibility for head of schools and School Management Committees (SMCs) to fill gaps in running aspects of the grant that are critical and under-financed. Due to limitations in allocations that schools are already facing with gaps under critical items for administration, management, instructional materials and co-curricular activities, most did not

Management aspects include repairs to school infrastructural stock; security, school compound maintenance, allowances for cooks, among others. The current allocation is mostly inadequate to meet these costs.

- d) Administration costs vary from school to school but head teachers requested that the rationing be put from the average of 7% to at least 10% even if it takes reducing contingency allocation from average of 15% to 5%. Such is illustrated in the text book below:

seek increment to this aspect of the grant. **Note that these are suggestions of only the schools that participated in the survey.** Most schools are willing to sacrifice their discretion by reducing contingency proportion from current 20% to 10% so that the saved 10% in this regard towards co-curricular which will see it rise to 25% from 20% and rest to administration and instructional

materials from current 35% to 39% and the last 1% to enhance management. The table 5 below

shows how the various schools requested changes to the distribution of the grant.

Table 5: Proposals for Adjustments within the Grant spending proportions

Region	Name of School	Proposed Adjustments to the structure of the Grant				
		Instructional Materials	co-curricular	Management	Administration	Contingency
Karamoja	Rupa -Moroto	40	25	20	10	5
	Nadunget-Moroto	40	25	20	10	5
	Nawanatau-Moroto	45	30	15	10	0
	Moroto Municipal	45	40	10	5	0
	Natapararengan-Nabilatuk	40	25	15	10	10
	Acegeretolim-Nabilatuk	35	20	20	10	15
Achoi	Pabo-Amuru	35	20	15	10	20
	Palwong-Amuru	40	30	10	10	10
	Olel-Gulu	35	25	20	10	10
	Gwengdiya-Gulu	35	20	15	10	20
	Onekjii-Gulu	35	20	15	10	20
Proposed Adjustment (Average)		39%	25%	16%	10%	10%
Current Position		35	20	15	10	20

Source: UDN UPE Capitation Grant Study (2020)

2.2 Challenges facing the UPE Capitation Grant

Overall, there is appreciation that the UPE Capitation Grant has made it possible for pupils from very poor households to access primary schooling. The grant has helped schools to obtain scholastic materials and meet both schools' management and administration needs. However challenges remain. The grant has in absolute terms has been increasing starting from UGX 7,000 to UGX 13,000 today but it has not increased at the pace of school needs and expenditure assignments. The following are six main concerns facing the grant:

- i. The grant is grossly inadequate especially after the end of the support that was initially provided under the School Facilities Grant. The cost of maintenance of schools' infrastructure stock is much higher than what is being provided. On average, a primary school requires 3,560,000 per annum for operations and maintenance of school infrastructure that most can ill-afford in light of other pressing school needs like instructional materials and co-curricular activities.
- ii. The grant is now set-up top bottom in contradiction of the policy of decentralization. Parameters of the grant were nationally set and Indicative Planning Figures (IPFs) limit the planning at school level. This has left schools with one-way option of planning within the spelt out guidelines and budget limits as opposed to meeting often very diverse peculiar needs and local realities. For instance, school feeding and the desire for boarding are particularly critical in places like Karamoja – which the grant is at present not able to accommodate – yet highly affect performance.
- iii. The computation of enrolment is not strictly updated causing misallocation of the actual amounts received. Since appropriation is based on current figures, it is critical that inspectors of schools provide termly data on enrolment to DEOs to update the accurate requisition for the subsequent terms. This is also critical to eliminate the cases of ghost pupils or missed allocation in case of under-reporting.
- iv. Some legal aspects remain that impact on performance that stakeholders need to address: Parents that wish to see their children repeat have to incur the cost and have the allocation restored

in the subsequent year and such eventuality is not covered well under the guidelines. Parent Teachers Associations (PTAs) are requesting parent contribution to subsidize gaps in the grant in a political environment where PTA fees were

suspended (but remain a voluntary payment as agreed to Parents and School administration). Most parents have not been willing to pay PTA fees insisting that UPE is free as severely noted by political leaders.



Photo Above: The study team after meeting the Head Teacher at Olel Primary School in Gulu.

3. Grant Linkages to Enrolment, Retention and PLE Performance

Overall, Uganda has recorded impressive rates of primary school enrolment rising from 3.1 million (1996/97) to 8.84 million 2019. The challenges for UPE have however been on retention and actual PLE performance. With purchase of instructional materials and supportive functions, the UPE Capitation Grant has made it possible for schools to support pupils by availing tools they need to learn and compete albeit various challenges. This chapter looks at the difference this

grant has made in attracting pupils to schools (enrolment) sustaining them at school from primary one to seven (retention) and performance at PLE.

3.1 UPE Enrollment in selected study Schools

On average, UPE schools in the study area have an enrolment of between 483 pupils. This means that they receive on an average UGX 6.3 million shillings in capitation grants a year.

Table 6: Enrolment in UPE schools in the study area

Region			Karamoja				Acholi					
Name of School			Rupa - Moroto	Nadunget- Moroto	Nawanatau- Moroto	Natapararen- ga-Nabilatuk	Acegeretol- im-Nabilatuk	Pabo-Amuru	Palwong- Amuru	Olel-Gulu	Gwengdiya- Gulu	Onekji-Gulu
Enrollment	2015	Boys	227	235	-	140	-	975	520	-	354	-
		Girls	118	202	-	64	-	992	454	-	283	-
		Total	345	437	-	204	-	1967	974	-	637	-
	2016	Boys	186	384	223	225	333	982	487	-	-	-
		Girls	151	185	205	60	256	1021	485	-	-	-
		Total	337	569	428	285	589	2003	972	-	-	-
	2017	Boys	259	233	248	262	344	1047	526	-	380	-
		Girls	178	254	215	123	282	973	454	--	365	-

Region			Karamoja				Acholi					
Name of School			Rupa - Moroto	Nadunget- Moroto	Nawanatau- Moroto	Natapararen- ga-Nabituk	Acegeretol- im-Nabituk	Pabo-Amuru	Palwong- Amuru	Olet-Gulu	Gwengdiya- Gulu	Onekjii-Gulu
		Total	437	487	463	385	626	2020	980	-	745	-
	2018	Boys	209	272	196	219	333	863	496	208	-	228
		Girls	181	259	204	98	345	1044	475	178	-	302
		Total	390	531	400	317	678	1907	971	386	-	530
	2019	Boys	190	379	278	302	380	827	448	199	299	227
		Girls	210	334	295	228	400	820	516	152	300	230
		Total	400	713	573	530	780	1647	964	351	599	457

Source: UDN UPE Capitation Grant Study (2020)

This means that for each term each school has to do with UGX 2.09 million shilling to run. In light of very pressing needs at the school as elaborated in chapter 2 – this remain inadequate.

Enrolment was noted to be highest between at the lower primary classes (P1-P4). Because of high dropout rates as discusses later in section 3.2 under retention, the pupil attendance at P5-P7 is gradually diminished. Since this grant is per capita, it therefore presupposes that it's the high numbers in lower primary that contribute the most chunk of the grant the schools receive – inasmuch as upper primary

pupils face even greater need in terms of materials and effort needed to ensure they do well at PLE.

Gender and domestic care issues continue to impact enrolment. As seen from table 5, there are more boys enrolled than girls, in almost all the primary schools. This is mainly due to parents' preference to take boys to school and keep girls home (especially for girls over 12 years).

Location of the school is another factor impacting enrolment which is higher for urban-based than rural schools. Hard-to-reach areas in the rural country-side

have lower enrolment compared to UPE in urban setting. This is why Government approved hard-to-reach allowance for teachers in these areas in addition to the UPE wage and UPE capitation Grants. In Karamoja some areas, with support of development partners have community schools that enroll for functional education and literacy.

3.2 Pupil Retention in UPE Schools

The study recorded an average drop-out rate from P1-P7 of 183% in the 12 sampled UPE schools in Karamoja and Acholi sub-regions. It was noted at the in the lower primary, parents are enthusiastic at taking children to school. However, due to the limited schools that offer pre-primary education, most UPE schools receive pupils who lack the basic elementary knowledge and attention to commence – making it very burdensome for P1 teachers to get them up and running. With dismal numbers of teachers (an average of 14 per school as opposed to 28 minimum standard required) in UPE schools, the effort to attend to high numbers averaging 300 pupils per class in P1, P2 and P3 it is very difficult to keep the quality of learning high.

School feeding is the single most

pressing challenge for UPE in Uganda today and not just for UPE schools in the Karamoja and Mid-Northern Ugandan but also in West Nile sub-region. Parents are advised to pack meals for pupils for lunch. In poverty and food-stressed areas like Karamoja this option is completely unattainable. The wide majority of households are not able to conjure a meal a day for the family leave alone pack one for the children. Most of the schools in Karamoja and in Acholi, are being supported by World Food Programme (WFP) and other partners and Church Missions to provide pupils and teachers with meals. As noted by one Sister Nassiwa Francis a Head Teacher at Acegeretolim **'It is impossible for children to learn on an empty stomach'**.

General household income poverty has pushed parents to look for all ways to survive including seeking casual work far from home (as often is the case of post-war areas, globally). In cases where parents have left their homes, they have left children especially girls to keep home and cater for their siblings – in what is being seen as a case of a new wave on child-headed families. Boys are taken with their fathers, uncles and relatives for mining in some parts of Karamoja and to Apaa in Acholi for farming. This has caused high dropout rates especially after P4.

Overall, there is diminishing attitude of parents towards education. The reality of high youth unemployment, the limited effort by stakeholders (especially politicians) to sensitize communities on the role and importance of education and negative socio-cultural beliefs to sustain the girl child in school – have combined to frustrate pupil retention in schools. Most parents would rather see children gain hands-on skills on the farm or in a business and participate in gainful employment than study – well aware that they will not afford to pay fees for pupils at the level of secondary education. Political leaders and other stakeholders have not invested as required in community sensitization drives to encourage parents to keep children in school. To the contrary, some politicians have shunned bylaws that District Authorities have fronted to force parents to keep children in school. In some communities, parents have an eye on the future of their children – within socio-cultural lenses. Boys after the age of 12 are prepared to keep animals they would need to offer as dowry. In other communities, they were negative sentiments that girls who proceed to secondary and tertiary levels of education appear to be or are

‘prostitutes’ – a stereotype linked to the perceptions seen in their change of dressing use of make-up and style of hair associated with modern-day women.

A school is as good as its teachers. Children are often retained at school by how well they have performed academically – or the prospects of doing well. More than anything else, parents are most keen on the prospect of their child doing well at P7. While Government is providing wages to teachers UPE wage straight through payments, more teacher support is needed under the Administration and Management aspects of the UPE capitation grant. Teachers require meals, transport facilitation, some allowances when the support co-curricular events, support to medication and housing. Government is recommended for adding an allocation to schools for children with special needs. The same modular could be looked at to boost teacher morale. The situation for teacher support has further been exacerbated by the COVID-19 pandemic. There is fear that with over a year without work, most teacher may abandon the profession all together in preference for farming and business careers.

The jostling to obtain scholarships at Secondary School that are being provided by some NGOs in Karamoja and Acholi has contributed to P7 dropout rates in some instances. Parents are willing to keep children in 'good' UPE schools at end P6 and register them under Centre Numbers in rural country-side where they will qualify for O' Level bursaries offered for best performing pupils at PLE. While this is not on a large scale, it was noted as a retention issue at P7.

Lastly, boarding under UPE is an aspect that would boost retention especially in Karamoja and greater north. Schools that offer boarding facilities have higher retention rates (especially for girls) as opposed to day UPE primary schools. This is in spite of the termly payment of an average of UGX 100,000 that parents are requested to pay. Boarding also keeps the pupils focused on their studies (as opposed to doing domestic chores at home) that eventually contributes to better academic performance.



Photo Above: The study team after meeting the Head Teacher at Rupa Primary School in Moroto.

3.3 UPE Performance in selected study Schools

The study tracked the performance of UPE schools at PLE with an aim to link this performance with the capitation grant. As seen in table 6, for all the schools visited only 10 pupils came up in Division 1 in 2017. However, the performance is overall moderate with the highest number coming through in the second and third grades. The failure

rate had also reduced drastically from 32% in 2017 to 7% seen in the ungraded Division U. Candidates whose names were submitted to Uganda Examinations Board UNEB but did not show up to sit exams (shown by Division X are below 2%. This is generally a good performance, in light of the hardships, that parents, teachers and school management have to endure to transit a child from P1 to P7.

Table 7: Enrolment in UPE schools in the study areas of Karamoja and Acholi Sub-Regions

Category	2017		2018		2019	
	Number of candidates	Percentages	Number of candidates	Percentages	Number of candidates	Percentages
Div 1	10	0.9%	20	4.3%	6	1.7%
Div 2	231	20.2%	221	47.2%	169	47.2%
Div 3	90	7.9%	90	19.2%	97	27.1%
Div 4	433	37.9%	81	17.3%	52	14.5%
Div U	373	32.6%	51	10.9%	25	7.0%
Div X	6	0.5%	5	1.1%	9	2.5%
Totals	1143	100%	468	100%	358	100%

Source: UDN UPE Capitation Grant Study (2020)

The following were the main factors the influenced overall performance of UPE in Karamoja and the Acholi sub-region:

- a. Provision of food mainly by the World Food Programme was attributed to both enrolment, retention of pupils

in school and eventual performance at PLE. Most respondents to the study affirmed that without WFP and other support organizations UPE as a programme would have failed especially in Karamoja. As noted by the Chief Administrative Officer Moroto: *“severe food shortages force parents to send children to school some with a plate and with no books and pencils. Some come along with their siblings. If parents themselves do not have food, what about children?”* It is not clear how long the WFP will sustain this support, but writing is on the wall for Government to implement a National School Feeding Policy.

- b. Support provided by development partners like Church Missions, Save the Children, IIRR, International Red Cross and Red Crescent, Restless Development, Unicef and other UN Agencies, Plan International, Irish Aid, World Bank, European Union and other local CSOs and NGOs. In various support areas,

these agencies have filled the gap by providing key materials and equipment to schools including text-books, equipment for sports and other scholastic materials. They have also supported infrastructure including refurbishment of classrooms, latrines, dorms; and sponsoring teachers for further studies.

- c. Provision of support to children with special needs- although schools were concerned that this allocation is not reaching them. Data on pupils with special needs data out to be routinely verified and sent to the MoES to base subsequent allocations to schools
- d. School Management Committees (SMCs) and Parent Teachers Associations (PTA) have supplemented school management in ensuring support to teachers and pupils is sustained by covering critical issues that Government may not be able to address.

Table 8: Performance of UPE schools at Primary Leaving Examinations in Study Area

PLE Performance assessment per Year, Grade and Sex				Karamoja								Acholi			
				Moroto Municipal	Natapararengan- Nabitak	Acegeretolim- Nabitak	Pabo-Amuru	Palwong-Amuru	Otel-Gulu	Gwengdiya-Gulu	Onekjii-Gulu				
Rupa -Moroto	Nadunget-Moroto	Nawanatau-Moroto													
Performance	2017	Div 1	Boys	0	3	0	1		2	1	0		0	0	
			Girls	0	2	0	0		0	1	0		0	0	
			Total	0	5	0	0	0	3	2	0	0	0	0	
		Div 2	Boys	7	10	21	17		12	54	18		11	0	
			Girls	1	5	6	11		2	31	4		3	9	
			Total	8	15	27	28	9	14	85	22		14	9	
		Div 3	Boys	7	1	0	6		0	9	9		11	5	
			Girls	3	1	0	8		4	9	3		9	2	
			Total	10	2	0	14	3	4	18	12		20	7	
		Div 4	Boys	3	1	0	7		0	4	2	208	8	2	
			Girls	1	1	0	6		1	2	0	178	6	3	
			Total	4	1	0	13	1	1	6	2	386	14	5	
		Div U	Boys	2	1	0	3		0	0	1	199	1	0	
			Girls	1	1	0	5		1	0	0	152	5	0	
			Total	3	2	0	8	1	1	0	1	351	6	0	
		Div X	Boys	0		0	0		0	0	1		0	0	
			Girls	0		0	2		0	1	0		1	0	
			Total	0		0	2	1	0	1	1		1	0	

PLE Performance assessment per Year, Grade and Sex				Karamoja							Acholi			
				Moroto Municipal	Natapararengan- Nabilatuk	Acegeretolim- Nabilatuk	Pabo-Amuru	Palwong-Amuru	Olol-Gulu	Gwengdiya-Gulu	Onekiji-Gulu			
Rupa -Moroto	Nadunget-Moroto	Nawanatau-Moroto												
	2018	Div 1	Boys	0	3	13	0		3	0	0	0	0	0
			Girls	0	1	0	0		0	0	0	0	0	0
			Total	0	4	13	0	0	3	0	0	0	0	0
		Div 2	Boys	2	25	15	15		11	50	13	1	6	2
			Girls	1	11	8	10		4	28	3	0	5	3
			Total	3	36	23	25	8	15	78	16	1	11	5
		Div 3	Boys	5	3	0	12	0	0	12	1	2	10	5
			Girls	0	3	0	4	0	0	13	4	0	11	1
			Total	5	6	0	16	4	0	25	5	2	21	6
		Div 4	Boys	3	0	0	9	0	0	6	1	4	11	7
			Girls	2	2	0	10	0	0	6	0	0	5	11
			Total	5	2	0	19	4	0	12	1	4	16	18
		Div U	Boys	4	0	0	2	0	0	0	0	9	16	1
			Girls	2	1	0	4	0	0	0	0	4	8	0
			Total	6	1	0	6	0	0	0	0	13	24	1
		Div X	Boys	0	0	0	0	0	0	1	0	0	1	1
			Girls	0	0	0	0	0	0	0	0	1	1	0
			Total	0	0	0	0	0	0	1	0	1	2	1

PLE Performance assessment per Year, Grade and Sex				Karamoja								Achoi		
				Moroto Municipal	Natapararengan- Nabilatuk	Acegeretolim- Nabilatuk	Pabo-Amuru	Palwong-Amuru	Olet-Gulu	Gwengdiya-Gulu	Onekji-Gulu			
Rupa -Moroto	Nadunget-Moroto	Nawanatau-Moroto												
	2019	Div 1	Boys	0	1	0	2	0	1	0	0	0	1	0
			Girls	0	1	0	0	0	0	0	0	0	0	0
			Total	0	2	0	2	0	1	0	0	0	1	0
		Div 2	Boys	5	12	0	7	0	12	37	11	9	14	1
			Girls	3	5	0	8	0	3	15	2	0	21	4
			Total	8	17	0	15	0	15	52	13	9	35	5
		Div 3	Boys	1	4	0	9	0	3	9	5	11	10	4
			Girls	3	3	0	1	0	7	11	3	1	8	4
			Total	4	7	0	10	0	10	20	8	12	18	8
		Div 4	Boys	2	0	0	4	0	3	5	1	9	8	4
			Girls	0	1	0	4	0	0	5	0	3	0	3
			Total	2	1	0	8	0	3	10	1	12	8	7
		Div U	Boys	0	0	0	0	0	0	2	0	3	0	1
			Girls	0	0	0	0	0	2	1	0	10	2	4
			Total	0	0	0	0	0	2	3	0	13	2	5
		Div X	Boys	2	0	0	0	0	0	0	0	2	0	0
			Girls	1	0	0	0	0	0	0	0	3	1	0
			Total	3	0	0	0	0	0	0	0	5	1	0

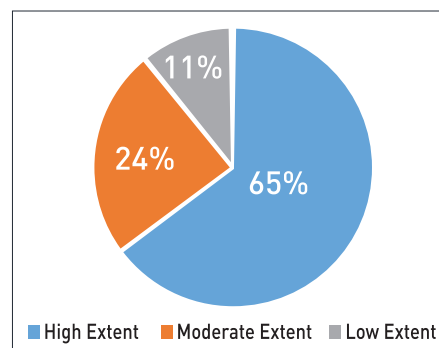
Source: UDN UPE Capitation Grant Study (2020)

3.4 The Link between UPE Capitation and PLE Performance

The study noted a highly positive linkage between the grant and academic performance. This was mainly due to the provision of instructional materials critical to learning for pupils and guides

for teachers as aligned to the syllabus. As shown in Fig.1 below, over 65% of the respondents to the study mainly head teachers and DEOs as well as Chief Administrative officers affirmed that to a high extent, the UPE Capitation grant has positively influenced eventual performance at PLE for pupils in UPE schools.

Fig 1. Extent to which UPE Capitation Grant positively influenced PLE Performance



Source: UDN UPE Capitation Grant Study (2020)

Overall, the UPE capitation grant has helped to support UPE schools by providing termly, key scholastic materials and support to school management and administration. While insufficient, the grant has gone a long way in ensuring that UPE schools operate and afford bare minimum logistical support to do so. The challenge however has been with the

suspension of the SFG and with schools lack resources to run a high Operations and Maintenance cost for school infrastructural stock. It is important to note that other factors impact on overall pupil performance and these include:

- School feeding** (which in out of concern by Government was scrapped to avoid any out-of-pocket costs for parents)

- b) **Teacher wages** (which have remained low compared to the rates offered by private primary schools in the same localities hence reducing the quality/calibre of teachers for UPE schools and adversely affecting pupil performance)
- c) **School management and supervision** (with a big concern for limited support to education inspectors, school management committees and local government public accounts committees)
- d) **Parental involvement** that diminished with the scrapping of Parent Teacher Associations (PTA)
- e) **Reduced role of faith based organizations** (churches and mosques) in schools that has led to erosion in morals in some cases
- f) **Limited affirmative action for primary schools in hard-to-reach and hard-to-stay areas**
- g) **The rise of private schools** which offer higher quality education in some cases
- h) **Perception that UPE schools are 'for the poor'** and that parents can ill afford any fees,
- i) **Overall limited focus on co-curricular activities** due to limited funding (like sports, drama, and entertainment and study tours).



Deputy RDC Mr Tom Orel gives his perspectives on Government Performance under UPE Programme

4. Recommendations to Strengthen the UPE Capitation Grant and overall Performance

This chapter highlights key study recommendations that have been deduced from the study to shape the discussion and advocacy for policy dispositions that can strengthen tenets of the UPE Capitation Grant and ensure it contribute more optimally to overall UPE performance.

4.1 Key Study Recommendations

- a) The Capitation Grant needs to be re-structured to take into account the uniqueness of the local needs (peculiar of the regions like Karamoja and Acholi) that face acute food shortages and high levels of income poverty. It is highly recommended that as a first step the value of per-child allocation is increased from current UGX 13,000 to at least UGX 20,000 with more considerations for instructional materials as well as co-curricular activities.
- b) School feeding has ensured enrolment, retention and even moderate academic performance in UPE schools. Most of this is being provided by the WFP and it is not certain for how longer this will be sustained. It very imperative that in the event that this support comes to an end, Government sets up efforts to implement the School Feeding Policy recently passed by Cabinet
- c) The role of the parent in under the UPE programme as a whole has diminished. Parents are either vulnerable and poor, negligent and irresponsible in this partnership leading to a high drop-out rate. This has been worsened by high youth unemployment. To restore faith in the primary education system, Government at national, sector and district level is called upon to set up a massive community sensitization effort to drum the importance of education (the same way as done in the 1990s in the fight against HIV/AIDS).
- d) Restore the School Facilities Grant especially for maintenance of critical school infrastructural

stock since the capitation grant is not able to adequately cover these expenses. While Government is appreciated for extending hard-to-reach allowance for teachers, more is needed to support other key aspects like teacher meals and transport as well as housing to keep teachers as close to the schools as possible. The grant needs also to cover vital expenditure assignments like pupil exchange visits for their exposure and peer-to-peer learning (like debates and sports).

- e) Affirmative action is still required particularly for the girl child and children with special needs. More investment is required at schools to construct sufficient latrine stances,

provide sanitary pads, and girl-child friendly schooling environment (in reference to safe-spaces for girls, construction of incinerators to dispose sanitary pads). These are critical to retaining girls in school.

- f) School Management Committees and Parent Teacher Associations are doing with very meager resources to manage schools. Most parents are not able to pay the PTA fee of UGX 10,000 per term. A Government position is needed to be guide on how these critical support systems can be facilitated.
- g) Provision of ICT training for teachers is critical since most of the reporting on UPE performance is on-line



Photo Above: The study team after meeting at the Natapararengan Primary School in Nabiratuk in September 2020

1: Sampled Schools

District	Contacts of Officials			Name of schools (P/S) visited	Contacts of school heads	
	Name	Position	Email		Position	Email
Moroto	Oputo Paul	DEO	Pauloputa1@yahoo.com	Nadunget P/S	Head teacher	
				Moroto Municipal Primary School	Head Teacher	
	Kumakech .O. Charug	CAO	kumacarlo@gmail.com	Rupa P/S	Head teacher	
				Nawanatau P/S	Head teacher	
Nablatuk	Korobe Raymond	DEO	koroberaymond@gmail.com	Natapararengan P/S	Head teacher	
				Acegeretolim P/S	Head teacher	nassiwamfrancis@gmail.com
Gulu	Okaka Geoffrey	CAO	Okakag69@gmail.com	Onekjii P/S	Head teacher	lamwakaketty@gmail.com
	Akena Caesar	DEO	akenacaesar@gmail.com	Olel P/S	Head teacher	Agnesoyella8@gmail.com
				Gwengdiya P/S	Head teacher	
				Awach P/S	Head teacher	
Amuru	Lanyao Loyce	DEO	anyeejo@yahoo.com	Pabo P/S	Head teacher	
	Omonda Grandfield	CAO		Palwong P/S	Head teacher	

ANNEX

ANNEX 2

2: Study Main Questionnaire

A: General Questions

- What is your position/role in Primary education and how long have you played this role?
 - What is your general experience/assessment of the UPE program since this reform was introduced?
 - Do you have any concerns with how the UPE Capitation Grant was set up (here we are probing for the parameters that set up the grant)?
 - Provide us a general overview of the linkage between Government support to primary education and the current levels of PLE performance
- Provide us with information of the number of pupils per class per year over the last 10 years (this information for both boys and girls) This information is important in capturing retention and enrolment.
 - Are there other factors affecting retention other than the UPE-CG?
 - What can be done to address the issues you have elaborated to retain all enrolled pupils?

ii. To assess the level of UPE Approved Budget Versus Actual received at selected Primary schools between FY 2016/17 and FY 2019/20

B: Specific Questions linked to the Core Study Objectives

- To assess the correlation between UPE financing through Capitation Grant and retention of Pupils at school, sampling the period between FY 2016/17 and FY 2019/20**
 - Provide us with the information of the value of UPE-CG over the last 5 years (since 2015)
- Provide us with information on the total UPE budget allocation to the school (this including the Schools facilities grant and all other support from Government per year since 2016/17)
 - What is the variation between UPE approved budget and funds actually received on account?
 - What in your opinion is the cause of this disparity?

- What is the impact of the variation between the budget approved and actual funds on the school's performance?
 - Provide options to address this challenge.
- iii. **To assess whether UPE funding through the Capitation Grant is generally registering commensurate output at school facility level, taking case of performance (results) at P.7**
- Provide us information on the allocation to the school from the Schools Facilities Grant?
 - How has the School Facilities Grant complemented the UPE Capitation Grant to enhance performance?
 - Provide us with information on PLE results for the school (s) for the last 5 years. This information will be linked with enrolment, retention and UPE-CG
 - Any suggestion you have to strengthen UPE-CG and the SFG?
- iv. **To draw Capitation Grant policy, financing and managerial advocacy recommendations to UPE stakeholders in Uganda.**
- What other recommendations do you give ensure better PLE results?
 - Overall what do you propose as recommendations to strengthen the UPE policy
 - How best can post-covid recovery efforts be implemented?
 - What should government do to ensure the UPE-CG realises its intended objectives?
 - How best can UPE performance be enhanced especially at PLE?
 - Mention other issues you feel are pertinent but not asked under this interview

THANK YOU

ANNEX

ANNEX 3

3: Notes from the field

Region	District	Name of School	Emerging Issues Raised by interviewed stakeholders (District Leaders and Head Teachers)
Karamoja	Mororo	Rupa Primary School	• Financing especially for instructional materials is not adequate • The allocation of UGX 1,770,000 per term isn't enough to hand only Co-curricular needs like sports • Management and administration allocation per term isn't enough – even in comparison with community schools • The link between the grant and performance is provision of instructional materials leading to self-studying leading to timely delivery of content leading to better academic performance • However, there remains a negative attitude towards education seen in high drop-out rates. There are also issues of child labor (girls made babysitters at home, boys taken to mines, and during the farming and harvest seasons children keep home to work in the gardens. There was also mention an issue of child marriage, negative peer-to-peer influences and poverty • Schools are far from home • WFP is providing feeding and this has been key to retention (providing 75 grams for breakfast per child) Recommendations • Increase the grant per child • Open up more government schools (at least one per sub-county) • Increase provision of learning materials for upper primary NB: The Team noted that MoES was not using updated data especially on enrolment to base for allocation to schools seen in the divergence between received allocation visa vie the planned amounts

Region	District	Name of School	Emerging Issues Raised by interviewed stakeholders (District Leaders and Head Teachers)
		Nadugent Primary School	• UPE has supported poor parents to afford education and contributed to enrolments in schools • Challenge of limited instructional materials especially text books missing for some classes (especially with the coming of the new curriculum) • Children leave to other schools. It may not be called a drop-out rate in that sense • School attendance is seasonal (home, farm and mining activities that take children from school) • It is very expensive for parents to afford UPE and see no reason as to why children can't lead life of gainful employment instead. Recommendation • Increase the focus on mainly management and instructional materials • Increase the allocation to UGX 20,000 from UGX 13,000 NB: It was evident the grant allocation was not entirely based on unique needs of schools but a flat send-out rate.
		Nawanatau Primary School	• UPE has helped in procuring instructional materials • The co-curricular demands are high (music instruments, balls, Sport wear and equipment) • High Teacher Pupil (21 teachers for 609 children) • Administration cost very high. For instance, purchasing a few items: 2 counter-books for 21 teachers each at UGX 8,000; and 2 pens (red and blue) each at UGX 500 and flip chart and minila as well as wood glue all cost UGX 729,000 and yet the allocation was UGX 780,000 for a term. • Retention is a challenge as children are kept at home (especially in the upper primary classes) • Poverty forcing children to do casual labour work in towns. As girls grow up they are seen as a source of wealth and instead girls that advance in education are 'viewed as prostitutes'.

Region	District	Name of School	Emerging Issues Raised by interviewed stakeholders (District Leaders and Head Teachers)
			• Very limited support from parents – taking UPE as a freely provided government service • Those that advance in their studies demoralize those that keep at school • We need support on scholastic materials • UPE capitation has enhanced PLE performance for instance in 2016 the school achieve 4 in Grade • Parents not appreciating the gist of education Recommendations • Continuous assessments are needed on a termly basis to see performance trends as a requirement by Government (with a focus on Primary four where the classroom size is highest as a transitional class from use of local dialects to English for all classes) • It is every important that the concentration is put at the lower classes below P4 for child comprehension of numeracy and literacy • There is a policy to be followed in promotion of pupils 75% of all classes must be attended for promotion to another class • We may need a law or some force to ensure parents keep children in school NB: The team noted the following issues • It was evident that boarding is keeping children in school especially in Karamoja • Games and sports are key to attracting children to school • Community school are key (especially for children even adults that need to start primary) • Encourage parents' contribution (maybe through PTA) • WFP is supporting but Government needs to know that this may not be a permanent scenario (some kids carry siblings to school for food. They rather carry a plate to school and forget a book or pencil)

Region	District	Name of School	Emerging Issues Raised by interviewed stakeholders (District Leaders and Head Teachers)
		Moroto Municipal Council Primary School	• Mushrooming schools in Moroto take some of our pupils but also to sub-counties where parents take pupils to sit P7 with an aim to benefit from bursaries provided by NGOs for Secondary School. By Karamoja standards, secondary education remains very expensive (Straight Talk, IIRR and Drylands are some of these NGOs) • Early marriages, peer influence, urbanization and poverty attributed to very high drop out. Others are high distance from home to school Recommendation: • Need to support instructional materials for teachers to adequately delivery the lessons • We have asked for parents' contribution of UGX 10,000 per term and it's not forthcoming.
	Nabilatuk	Natapararenga Primary School	• This is a new district data was available only for the last two years • We purchase text books from Mbale but the allocation remains inadequate • There has been a bylaw is when the district was under Nakapiripirit so that all children of school going-age are in school NB: Due to affirmative action considerations new districts, those hard to reach and some in post-conflict areas were allowed to have the UPE Capitation Grant under different categorization of: • Instructional materials 20% • Management 15% • Administration 10% • Contingency 20% Recommendations • The role of PTA should be revitalized • To keep the girl child in school, there is need to focus on the following: • Provision of food • Provision of sanitary Pads • Giving bursaries C • Career Guidance and Counseling including for parents

Region	District	Name of School	Emerging Issues Raised by interviewed stakeholders (District Leaders and Head Teachers)
		Acegeretolim	• This is Comboni Fathers founded Missionary School that has been in existence since 1951. The school faces high dropout rate as boys go for pastoralism to raise animals to later pay as dowry and girls go into early marriage. Some parents tell their daughters that if they keep in school they will miss marriage • The school has mixed day and boarding and this has helped retention even as much as the boarding fee is UGX 100,000 • We need to see an increment in allocation to management aspect from 15-20% • Need for extra teaching and solar to enable reading at night and early morning preps
		CHIEF ADMINISTRATIVE OFFICER MOROTO	• UPE follows same guidelines cutting-across all sectors. It will be up to the framers to make the necessary adjustments • OPM has been doing an annual assessment of local governments. It is important to know how this has assessed performance • There is a famous quote from the Former Minister of Education Hon. Namirembe Bitamazire who said "UPE is some education for all instead of education for some" This quote is important because illiteracy was the root cause of many challenges of Government Recommendations • There is need to resuscitate the School Facilities Grant • Boarding is a key aspect for UPE for both retention and performance • Food is what is retaining pupils in schools – even some parents want to be fed! • The policy is being misinterpreted by politicians and also parents. If you try to force parents to keep pupils in schools, they threaten to take technocrats to investigative bodies.

Region	District	Name of School	Emerging Issues Raised by interviewed stakeholders (District Leaders and Head Teachers)
Acholi	Gulu	ONEKJJI PRIMARY SCHOOL	• The performance of UPE can rated as moderate which it has helped a caliber of parents who hitherto failed to access any form of education in a community like the one the school is in – a post-conflict setting • Managing a primary school is very expensive. It requires that we list the management aspect in the Capitation grant to 20% from current 15% or raise the per-capita allocation to UGX 20,000 from the current UGX 13,000 • Very high pupil teacher ratio. Only 9 teachers for the whole school of 450 children • High levels of domestic violence and divorce leaving mothers to fend for children alone • Negative attitude towards education Recommendations • Community Dialogue is best to sensitize masses on the importance of pupil schooling • Need to increase number of teachers • New set of books needed especially for the new curriculum • It not tenable to do on-line studies without facilities • Materials are in English right from P1 yet from P1-P3 we teach in the local language. This issue needs to be looked into

Region	District	Name of School	Emerging Issues Raised by interviewed stakeholders (District Leaders and Head Teachers)
		OLEL PRIMARY SCHOOL	• UPE overall performance in good • The grant has provided text-books • Increase allocations within the grant based on needs (for instance increase the proportion of under management to 20%) • Need for repairs to the school and increase aspects alike shelter • Co-curricular is low and children have to walk to participate in events • Parents not very supportive of the programme • Due to the distance of the school to the district more consideration is needed to teacher transport • Reasons for drop-out (long distance to school especially during the rainy season, stigmatization of older pupils (call them mummy and daddy) early pregnancy and child marriage) Recommendations • Create a good working relationship with parents to be more active • Bring role models and other school visits from well-to-do schools to motivate pupils • More trips and exposure visits would be motivational to the pupils
		GWENGDIYA PRIMARY SCHOOL	• UPE has enabled us to get children of poor parents to study. • UPE has also helped to purchase the necessary facilities like fixing the ceiling that had been affected by bats • Parents not willing to afford or contribute UGX 3,000 for exams. However, it is important to note that some parents are poor, others vulnerable and others irresponsible. • There are high repeaters in Primary Four (4) since it's a transitional class. • We have children with special needs that receive additional allocation • Fit Person (selected transit-walk community members) who go home to home to identify drop out and those whose rights have been violated.

Region	District	Name of School	Emerging Issues Raised by interviewed stakeholders (District Leaders and Head Teachers)
			• A lot of thefts (especially during the lockdown) so the issue of fencing is critical Recommendations • UPE could enhance performance if it provided materials to teachers! • Some other funding other than UPE Capitation is needed. • It was difficult to withdraw money from schools even during COVID-19 • Top management of the ministry should meet teachers on a quarterly basis and address issues of the programme (as part of the Joint Annual Sector Review to discuss the peculiar needs of schools) • Need for Tally system for teachers to check teacher absenteeism • Top management of the ministry should meet teachers on a quarterly basis and address issues of the programme (as part of the Joint Annual Sector Review to discuss the peculiar needs of schools) • Need for Tally system for teachers to check teacher absenteeism
		AWACH PRIMARY SCHOOL	• School overwhelmed by numbers yet the facilities are inadequate. Children sit on the ground • Parents delay to send children to school • Parents contribution is very low. They were requested to pay UGX 24,500 to support lunch but few could provide • Mission provides for payment for food and firewood. Recommendations/needs: • Provide solar lighting for classes • Provide more teachers • Strengthen staff housing • More latrine stances for girls, • More classrooms, fencing and water source also needed

Region	District	Name of School	Emerging Issues Raised by interviewed stakeholders (District Leaders and Head Teachers)
		ASS. CAO GULU	Four key points were noted: a) Teachers have additional hard-to-reach allowance which could ease the burdens they face b) DDEG grant has boosted UPE Capitation to strengthen government service provision c) School management committees should ensure property is not vandalized or stolen d) MoES should provide materials in line with new education curriculum
	Amuru	PABO PRIMARY SCHOOL	• UPE performance is moderate • We face a month delay mostly to receive the capitation grant • Retention is poor due to lack of meals and parents taking children to other schools, as well as children withdrawn to take care of siblings as parents go to till land in Apaa Recommendation • Address the Teacher Pupil Ratio • Need government support towards feeding (children cannot study on an empty stomach) • Sensitize parents as well as pupils on the need to avoid negative peer pressure • Fencing is key to securing the premises
		PALWONG PRIMARY SCHOOL	• UPE Capitation used for buying text books and feeding of pupils during PLE. • Due to high enrolment, more will be required to support both teachers and pupils • Need to build teachers quarters. Teachers had hats and when the Head Teacher became forceful, the community threatened to burn him in the house • More parent support (for instance, 10,000 per child could do a lot including paying watchman at gate and recruitment of teachers)

Region	District	Name of School	Emerging Issues Raised by interviewed stakeholders (District Leaders and Head Teachers)
			Recommendation ◦ Request timely release of the Grant ◦ Increase the grant itself ◦ Support with teacher houses and the number of teachers ◦ Need to address issues with participation of local leaders and other partners to sensitize communities • District ordinance for those parents not taking children to school • Most children fail to pass the selection test (including Beginning of Term (BOT) • Strengthen PTA and the entire process of planning

ANNEX

4: References

National Planning Authority (2018): Comprehensive Study on Universal Primary Education; Review of Trends and Performance, Kampala Uganda

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UDN Quality Assurance Manager facilitates feedback session during Research Validation Meeting at Lapona Hotel in Moroto



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