

NATIONAL DISSEMINATION REPORT

UPE MONITORING PROJECT

By

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Iganga district

Mayuge district

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1. Background

Universal Primary Education (UPE) was launched in 1997 by the Ugandan government as a national program. Its main objective was to eradicate illiteracy in Uganda by allowing each child get a chance to receive free primary education. Currently, there are about 7 million children enrolled under the UPE program.

The main stake holders in UPE are the government, teachers, parents, children and politicians. In the past, UPE was planned for by 2 main stake holders and these were teachers and the government officials. The children were not included in the planning process yet they were targeted to be the biggest beneficiaries of the entire UPE policy and programme.

The UPE Monitoring Project started in 2003 funded by the Common Wealth Education Fund and is implemented by three local NGOs concerned with the protection of children's rights in Uganda these are ANPPCAN Uganda Chapter in Wakiso and Kampala districts, Acen-Lworo Child and Family Program in Apac and Kigulu Development Group

In Kampala district, ANPPCAN (U) Chapter is working with 8 schools in Makindye division to monitor the quality of UPE and 8 schools in Wakiso district are actively involved in UPE monitoring. In Apac district, 50 schools were involved in the UPE monitoring were as 12 schools in Mayuge district and 12 in Iganga district were monitored in regards to the quality of education under the UPE monitoring project.

The focus was placed on an average number of Children in Schools, the number of schools and total number of children under UPE from the 5 districts namely Wakiso, Kampala, Iganga, Apac and Mayuge.

The report is both qualitative and quantitative and it highlights the main aspects of the UPE programs that were monitored and these included meals, sanitation, and infrastructure and curriculum. It also highlights the achievements, challenges, effects of these challenges and the trends of the services offered in relation to the past 2 years.

2. Objectives of monitoring process

The monitoring process was aimed at improving quality of UPE Promoting Child Participation at school level. It also aimed at ensuring provision of basic requirements and setting minimum standards in schools under UPE program.

The process was aimed at promoting the "Girl child" education and children's rights at school level while influencing policies on basic education at local district and national levels.

3. Methods used

Data was collected by “child monitors” from the five districts and a sample of about 67,449 children participated in this monitoring process. The data collection instruments included;

- Questionnaires
- Interviews
- Observations
- Drawings
- Discussions
- Meetings
- Music, dance and drama

4. The Benefits of UPE monitoring process

Over the past 2 years, the following benefits have been achieved in the monitoring process and they include;

- Enhancement of the Girl child Education
- Creation of a positive attitude towards teachers by the head teachers
- Improved relations amongst teachers and pupils
- New buildings
- Improved discipline through the disciplinary committees that were set up at school level involving parents, children and teachers.
- Improvement in teachers salaries due to advocacy at district level and national level
- Improved infrastructure through government grant to build more class rooms in UPE schools
- Better facilities (desks, text books, water tanks.....)
- Parents under the project schools have been sensitized about their roles and are contributing to meals and scholastic materials.

5. The process monitoring indicators

5.1 Water

Water is a basic and fundamental Right for a child. Under the UPE programme some schools were given water tanks but most schools still face the challenge of access to water. The children have to walk 2 to 3 kilometers to fetch water which greatly interferes with their learning since they have got to forego class lessons.

Lack of water also increases the sanitation problems because children cannot get water to wash their hands thus causing easy spread of diseases like diarrhea. In Apac district, it was recommended that government provides bore halls at school level rather than tanks. Since this will help solve the water crisis during the dry season.

Table 1: Showing number of schools with Tanks in the different districts

District	Number of schools under the project	Number of Schools with water tanks	Percentage
Apac	50	30	60
Mayuge	12	3	25
Iganga	9	2	22
Wakiso	8	2	25
Kampala	8	6	75
Total	87	43	

Effects

- Over crowding in the few water sources
- Children walking long distances
- Absenteeism from School
- Increased risks (sexual abuse, indecent assault, accidents)

Suggestions

Local district administration to provide clean water (tanks, boreholes, springs...)
 Increased sensitization on child rights to curb abuse

5.2 Meals

Meals have continued to be high on the priority list in UPE schools. Children are still going with out meals at school which affects there levels of concentration in the class and eventually affects their overall performance. The schools reported that even their teachers are demotivated because they teach on empty stomachs and as a result they do not give their best. Only the children who pay small amounts of money that is between 5000/= to 1000/= a term are given lunch at school level.

Table 2: showing the number of children who receive food at school level.

Name of District	Number of children in schools under UPE monitoring project	Number of children who receive lunch	Percentage
Apac	42,500	2,400	6
Mayuge	12,764	5,191	41
Iganga	4,134	3,034	73
Kampala	4,235	3,191	75
Wakiso	3,816	1,556	41
Totals	67,449	15,372	23



Effects

- Increased school drop outs
- Theft of foods from neighboring gardens
- Prone to accidents (falling off trees...)
- Poor concentration in class
- Increased vulnerability to abuse (sexual and physical..)

Suggestions

- Parents are encouraged to provide meals for the children at schools
- Increased sensitization about importance of feeding
- Increased support of school feeding programs by Government (especially in N Uganda)
- Establishment of school gardens

5.3 Infrastructure and Facilities

Government has made an effort in constructing class room blocks in most of the UPE schools across the country. In Apac district, about 80% of schools have class room blocks. This is a move in the positive direction although there is still need for more class room blocks in most of these schools since the enrollment levels are very high. Some schools have poorly constructed class room blocks with cracked walls or incomplete shutters, windows, ventilations and cemented floors. The old class room blocks still exist with risk of falling and bringing harm to the children. Most schools still do not have teachers' houses, teachers live far away from the schools which enhance 90% of teacher's houses in APAC district are either grass thatched or semi permanent.

Effects

- Most teachers stay out of school
- Late coming and absenteeism
- Teachers staying in grass thatched houses loose their property to theft
- Teachers are at risk of getting diseases due to poor sanitation in their quarters
- Conditions have forced some teachers to use their meager salaries to construct their own houses, kitchen and latrine.

Suggestion

- Government should build teachers houses at school premises to reduce on late coming and absenteeism
- Those teachers who can not be accommodated at school should be given a transport and housing allowance to minimize on there costs

Table: Number of schools with new class room blocks and number of teachers with houses

Name of district	Number of schools under project	Number of schools with new class blocks	Number of schools with teachers houses	Percentage
Apac	50	5	Non	
Mayuge	12	12	3	
Iganga	9	3 schools	2	
Kampala	8	7	4	
Wakiso	8	4	1	

5.4 Sanitation

Under sanitation the child monitors focused their research on pit latrines, rubbish disposal and provision of sanitary towels for girls at school level.

Table: Ratio of children per pit latrine and schools with sanitary facilities for girls

Name of district	Number of children in school	Ratio of children per pit latrine	Number of schools providing sanitary pads
Apac	42500	1:75 children 90% of schools lack latrines designed for children with disabilities	2 schools out of the 50 provide sanitary pads for girls at school
Mayuge	12764	1:100	1 school
Iganga	4134	1:50 children	Non
Kampala	4235	1:100	2 schools have special facilities for UPE
Wakiso	3816	1:50	Non

Effects

- Lining up to visit pit latrines
- Teachers share latrines with children making them lose their self esteem
- Some children drop out of school due to poor sanitation
- Some children use bushes as an alternative for the highly competed for latrines
- There is high risk of disease outbreak e.g cholera and dysentery
- Lack of organized system for rubbish disposal makes children susceptible to disease.
- Children with disabilities feel abused because they do not have latrines designed for their particular needs.

Suggestions

- Government should build more stances for UPE schools to meet the increasing population.
- Teachers should have their own latrines constructed separately
- All schools should at least be provided with water tanks or bore holes for easier access to water.
- All school administration should put dust bins in school compounds to enhance good habits on rubbish disposal and promote cleanliness.

5.5 Community involvement in Child Education

This involves the response parents give to school programmes, their relationship with the Head teachers and teachers, and their commitment to fulfilling their obligations under the UPE program. In Kampala and Wakiso districts, it was reported that parent's attendance and participation in school activities has greatly improved under the UPE monitoring schools.

Effects

- Poor relations between head teachers and parents
- Negative attitudes of parents towards school activities
- Little or no information sharing information by school administration on UPE (funding, concept...)
- Fear of demanding financial contributions from parents by the schools

Suggestions

- Increased information sharing regarding funding, program activities
- Definition of role of parents under the UPE program
- Open days encouraged
- Provision of lunch to children ought to be mandatory

5.6 Enrollment

Enrollment looks at the number of children registered each term in relation to gender, and attendance through out the term. In Apac district it was recorded that 52% of the children enrolled are boys and 48% are girls.



Table Showing number of children in the districts and those currently enrolled under UPE

Name of district	Number of children enrolled in project schools	Boys	Boys %	Girls	Girls %
Apac	42500	22100	52	20400	48
Mayuge	12764	5616	44	7148	56
Iganga	4134	1967	48	2167	52
Kampala	4235	2075	49	2175	51
Wakiso	3816	1693	44	2123	56

5.7 Curriculum

Under the curriculum, the child monitors were looking for availability of text books at school level, number of subjects taught in relation to those suggested by Ministry of Education. In Kampala and Wakiso districts it was reported that the book to pupil ratio in the lower classes is 1:10 and in the upper classes is 1:6. This marked a tremendous decline in the number of children who share text books at the higher level, which is good but raises questions such as;

- Does the government provide more text books for children in upper primary?
- Are there less numbers of children in upper primary as compared to lower primary?

Table: Pupil to Book ratio and number of subjects taught in each district

Name of District	Number of book/pupil ratio	Number of subjects taught
Apac	1:4	P.1- P.3: 10 subjects P.4- P.7: 6 subjects
Mayuge	1:4	4 subjects
Iganga	1:3	4 – 5 subjects
Kampala	1:6 upper class 1:10 Lower Class	4 subjects
Wakiso	1:4	4- 5 subjects

Effects

- Overworked teachers
- Poor performance
- Loss of interest in school by pupils
- Demoralized teachers
- Some subjects get left out (i.e. especially those that promote moral and physical development)

Suggestions

- Training of teachers in special areas
- Provision of text books for all subjects
- UNEB ought to examine all taught subjects

5.8 Teachers

Under the teachers the monitors were looking at the number of teachers in the school in relation to number of children, the teacher subject ratio and the attitude of teachers towards their duties. The monitors noted that teachers were happier since the increase in their salaries by the government. Much as there has been an improvement, it was noted that teachers are still over loaded with many subjects and children to teach. The monitors recommended that government prioritizes training and recruitment of more trained teachers.

Table: Teacher to Pupil ratio and teacher subject ratio.

Name of district	Teacher /pupil ratio	Teacher/ subject ratio	Teacher/ Class ratio
Apac	1:57 pupils	P.1-P.3: 1:5 subjects P.4-P.7: 1:3 subjects	2: 1 class
Mayuge	1:65	1:2	2:134
Iganga	1: 59	1:2 subjects	3:1class
Kampala	1:60	1:2 (1 teacher, teaches 50 periods a week	4 : 1 class
Wakiso	1:45	1:2 subjects	3:1 class

Effects

- Late coming and absenteeism of teachers
- Demoralized teachers (leading to heavy drinking....)
- Poor sanitation

5.9 Inspection

All districts reported that inspection of schools by district officials that is the school inspectors is still very limited and that when inspectors come to the schools they stop in the head teachers' office. The children suggested that government should provide the education department with transport to enable them inspect and that the District Education Officers should follow up the inspectors to ensure that their duties are being carried out.

6. RECOMMENDATIONS

- Government should sensitize parents on their roles and the importance of feeding children while at school.
- Teachers should be given a lunch allowance or provided for food at the school level to boost their teaching moral.
- Children should be consulted when prioritizing UPE funds at school level.
- Government should train teachers to handle subjects like Swahili and the Local languages
- The local leaders and civil organizations were requested to develop programmes that will provide safe water at the school level.
- The school administration should ensure that the few crest tanks provided by the government are not manhandled and damaged.
- Parents, school administration and government should work together to provide more teachers houses.
- Government should increase the amount of UPE grants sent to schools
- Parents should be sensitized on the use of UPE grants
- Head teachers and PTA should give proper accountability to parents regarding UPE funds to encourage them contribute to school initiatives.
- Government should send UPE funds in time.
- Parents should pay a development fee for finishing class room blocks
- Contractors who build classroom blocks should be fully supervised by the district engineers and those who do shoddy work should be brought to book by the law.
- Government should build specific latrines for children with disabilities
- Number of stances per school should be increased to avoid over crowding
- All schools should buy dustbins to promote cleanliness and good hygiene in schools.
- Parents should provide toilet paper for their children.
- All schools should provide sanitary towels for girls at school to prevent absenteeism and school drop out
- All schools should have 2 children representatives on the school finance committee, for the children's views regarding fund allocation
- to be heard.
- Separate latrines for teachers should be built to avoid teachers sharing with children.
- School should use money budgeted for co-curricular activities to purchase school equipment in order for these activities to be carried out.
- All schools should have an updated school and class registers so that the enrollment and absenteeism trend can be observed
- Parents should be encouraged to provide meals for their children while at school.
- All schools should have a kitchen, food store and cooking utensils.
- Government should support the school feeding programmes especially in the war torn areas.
- Schools should have school gardens to help supplement on the feeding need.

6. Conclusion

Though the UPE is a wonderful idea, there is still a need to tighten some loose ends to make the benefits and outputs filter through to the target audience. This process has highlighted some of the issues that require attention.

The process was implemented successfully by the child monitors and it is the hope of all stakeholders that the observations and recommendations made in this report shall be accorded serious attention mostly by government. Special thanks go to Child Monitors who collected this information regardless of their other obligations, Common Wealth Education Fund who were the funders of this process, ANPPCAN U Chapter, Acenworo and Kigulu Development group as the implementing partners.