



**UNIVERSAL SECONDARY EDUCATION: REVIEW OF THE
IMPLEMENTATION PROGRESS IN KIBOGA DISTRICT**

BY

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DECLARATION

I, Nsubuga Patrick, do hereby declare that this is my original work and has never been submitted for any award in any institution of higher learning.

Signed:-

Nsubuga Patrick

Date:-

APPROVAL

This report has been submitted with my approval as supervisor.

Signed:-.....

Dr. Omona Julius

Date:-.....

DEDICATION

This piece of work is dedicated to my father Mr.Edward Kasajja, my wife Sarah Nsubuga, my children, Desire Kizza, Swizen Nsubuga, Patrick Nsubuga (Jnr) and members and friends of my family.

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ABBREVIATIONS /ACRONYMS

BOG	Board of Governors
DEO	District Education Officer
LC	Local Council
MoES	Ministry of Education and Sports
PEAP	Poverty Eradication Action Plan
PTA	Parents-Teachers' Association
SPSS	Statistical Package for Social Scientists
USE	Universal Secondary Education
UPE	Universal Secondary Education
UDHS	Uganda Demographic and Health Survey
UBOS	Uganda Bureau of Statistics
UNHS	Uganda National Health survey
UPPET	Uganda Post Primary Education and Technical Training

DEFINITIONS OF THE TERMS USED IN THE STUDY

A Policy (ies) are guidelines, frame works, principles or standing plan of actions that we follow in developing or finding deliberate course of action(s) which aim at improving the social welfare or conditions which individuals ,groups and communities find them selves in.

Social policy: It concerns the right ordering of the net-work of relationship between men and women who live together in societies or with the principles which govern the activities of individuals and groups so far as they affect the lives and interests of other people (Macbeath, 1957). It is meant to help people who significantly with a social problem or with a social need. Social policy can be conceived as a program or a product, as planning, as a philosophy, as an ideology and as a field of study.

Education: It is a social service that is provided to the people by the government or private organizations to provide knowledge, skill competence in the institutions of learning

Education can be formal or informal.

Implementing processes: These include the leadership (top officials, supervisors), interpretations of the policy, implementing milieu (agency sites, staff's, activities, patterns of inter organizational behavior, intended beneficiaries 'responses to policy (users and non-users). Policy implementation hinges on the beliefs and actions of various people and groups.

The leaders charged with implementing a policy invest energy and political resources in doing so.

Implementation levels: This means the district level that includes all secondary schools both government and community aided implementing USE program.

Resource requirement; The capability of or skill in meeting a situation or solving a problem or address a need.

Technical challenges: refers to technical factors/issues/ methods that affect the accomplishment of a desired aim. It is a usually relates to practical subject that is organized on modern scientific principles.

Managerial challenges: refers to the executive function of planning, organizing, coordinating, directing, controlling and supervising any industrial or business project, program or activity and the impact on implementation .

Financial challenges: refers to issues/factors that concern raising or providing necessary funds or capital to activity or policy implementation and how they impact on service delivery.

Political challenges: It relates to matters of government as distinguished from matters of law. It further relates or concerns with the making of policies as distinguished from the administration of government policies and it usually happens in party politics.

ABSTRACT

The purpose of this study was to examine the factors that influence the implementation of USE program in Kiboga district. This was prompted by the observation and the reports in the mass media that USE program was not on track in its two years of implementation as it was hurriedly implemented without providing for enough infrastructural facilities by the government. The objectives of the study were to examine the managerial, financial, technical and political challenges that influence the implementation of USE program in Kiboga District. A cross-sectional research design was adopted where a total sample of 83 respondents including school administrators (head teachers, deputy head teachers, Directors of studies, PTA and BOG chairpersons), sub county chiefs, Local Council V Secretary for Education and the District Education Officer were consulted. The primary data was collected using structured questionnaires and key informant interview guides. Consequently, both qualitative and quantitative data were analysed.

Research findings revealed the managerial challenges in implementation of the USE program as lack of community sensitization about the USE program, low teacher motivation, failure of USE to provide for education of children with special needs and, poor planning of school resources among others. The main financial challenges were insufficient funds for USE implementation, delay of release of USE funds and poor remuneration of teachers under the USE program. The technical challenges included inadequacy of physical infrastructure for learning, insufficient instructional materials for the USE program, inadequate supervision and monitoring of education standards and an irrelevant curriculum among others. The major political challenges in the implementation of USE program in Kiboga District were found to be unfavorable policy/legal framework for USE implementation and low community support for the USE program.

In order to ameliorate these policy implementation challenges, the study recommended increase in the salary of teachers to match the increased cost of living, strengthening of supervision as well as community sensitization about the USE program among others.