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# Millennium Villages Project and Rural Transformation in Uganda: the case of Ruhiira Village in Isingiro District

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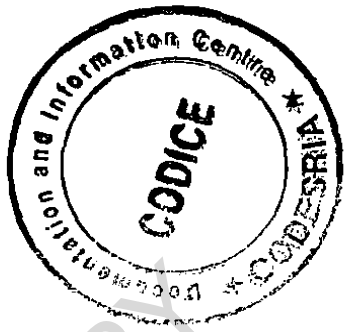
# MILLENNIUM VILLAGES PROJECT AND RURAL TRANSFORMATION IN UGANDA: THE CASE OF RUHIIRA VILLAGE IN ISINGIRO DISTRICT




BY

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**A DISSERTATION SUBMITTED TO THE FACULTY OF BUSSINESS AND DAVELOPMENT STUDIES IN PARTIAL FULFILLMENT FOR THE AWARD OF MASTER OF ARTS IN DEVELOPMENT STUDIES DEGREE OF BISHOP STUART UNIVERSITY**

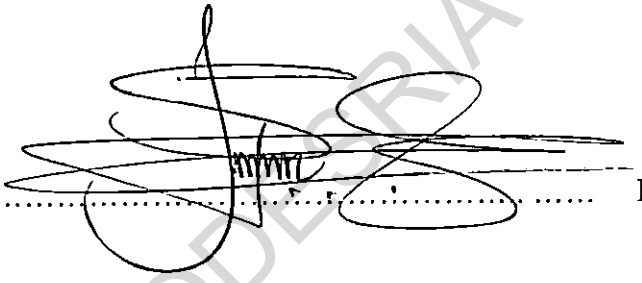
**April 2010**

**Declaration**

I Behayo Paddy, declare that this dissertation is original and has never been published or submitted for any other degree to any University.

Signed:..... Date: 28 March 2010

This dissertation has been submitted for examination with my approval as supervisor



Signed:..... Date: 30 April 2010

Prof. Elijah Dickens Mushemeza (PhD)
Bishop Stuart University

## Dedication

This dissertation is dedicated to my father Mr. Eliphaz Baryayomba who despite his advanced age continuously encouraged me to go for further studies.

## Acknowledgement

I acknowledge with appreciation the important role played by my lectures who tirelessly with limited teaching materials managed to see us through this program. Special thanks go to Professor Mushemeza who was my supervisor. His professional dedication and guidance enabled me to produce this piece of work.

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**Acronyms**

ADT - Alternative Development Thinking

AIDS - Acquired Immune Deficiency Syndrome

ANSA - Alternative to Neo-Liberalism in Southern Africa

BEND - Basic Education for National Development

BOG - Board of Governors

CAO - Chief Administrative Officer

CDOs - Community Development Officer

EFA - Education for All

FAWEU - Forum for Africa Women Education Uganda Chapter

FGD - Focus Groups

GDP - Growth Domestic Product

GNP - Growth National Product

HIV - Human Immune Virus

IMF - International Monetary Fund

LDCs - Less Developed Countries

MDGs - Millenium Development Goals

MVP - Millennium Villages Project

NGOs - Non Governmental Organisations

PLE - Primary Leaving Examinations

PS - Primary School

PTA - Parents Teachers Association

| | | |
|---|---|---|
| QPE | - | Quality Primary Education |
| RMVP | - | Ruhiira Millennium Villages Project |
| SAPs | - | Structural Adjustment Programs |
| SMC | - | School Management Committee |
| SPSS | - | Statistical Package for Social Scientist |
| SSA | - | Sub-Saharan Africa |
| UN | - | United Nations |
| UNDP | - | United Nations Development Programme |
| UNESCO | - | United Nations Educational Scientific Cultural organisation |
| UNICEF | - | United Nations Children's Fund |
| UPE | | Universal Primary Education |
| WB | - | World Bank |

**Abstract**

The study assessed the impact of Ruhiira Millennium Villages Project on the rural transformation of the project area. In particular the study focused on how project interventions had impacted on the overall school enrolment, gender equality, dropout rate, and PLE performance. It further analyzed whether the project would finally be sustained. From this background presented project achievements were used to discuss their implication to the overall rural transformation of the district.

Different methodologies were used in the process of data collection with questionnaire method being applied to generate quantitative data from 384 respondents. Additional quantitative data from documentary evidence were obtained from primary schools records and project achieves. In-depth interviews were conducted using the interview guide to compile qualitative data from selected key respondents. More qualitative data were generated from the eight primary schools using focus group discussions. The generated qualitative data were accordingly content analyzed hence transforming them into quantitative forms.

The research findings revealed that project interventions had led to increased overall enrolment and limited improved PLE performance. The research study further indicated that the project had helped schools to eliminate gender inequality in favour of female pupils. It was hoped that the attained gains in primary education in conjunction with achievements from other sectors of the project if sustained would initiate rural transformation.

However, much as the project has made some substantial achievements, it was established that the project will not be sustained in its current design and implementation.

From this perspective, it was concluded that project interventions will not lead to the anticipated rural transformation. Therefore to ensure future project sustainability, it was recommended that in their approach project planners and implementers should embrace community participation in all their activities. This approach will increase people's awareness and interest in the project thus increasing prospects of its anticipated sustainability.

Furthermore, for the project to consolidate all its planned activities, it was recommended that it should be extended for another five years so as to cover the whole district. Then after the five years extension, a comprehensive comparative study involving both non project schools and project aided schools should be carried out. This will accordingly produce extensive and more inclusive robust findings with a high possibility of sustainability.

# CHAPTER ONE

# INTRODUCTION

## 1.1 Background to the study

The human race historically has been striving to develop new skills and capacities so as to improve its standard of living. From this perspective, much of human history has been characterized by fights against natural hazards as well as real and imagined enemies. Accordingly, development in the past and present has always meant the increase in the ability to guard the independence of the social groups and indeed to infringe upon the freedoms of others and this happens irrespective of the will of persons within the affected society (Rodney 1989).

Chambers (1983) defines development as 'a good change' and to attain it, countries now and in the past have been designing and implementing different strategies like early exploration, slave trade, industrial revolution, colonization, import substitution, among others. All these early strategies and policies aimed at acquiring resources in order to sustain this good change we now see in developed countries which on the other hand is lacking in developing countries Allen and Thomas (2000:23). Likewise, development theories such as modernization, dependency among others and new development strategies and policies like export oriented industrialization, Structural Adjustment Programs (SAPs), and Poverty Eradication Action Plan (PEAP) and now Prosperity for All in the case of Uganda were all introduced to direct development in most developing countries.

However, despite all these past and present efforts, development in most Third World countries has remained low due to limited productive forces such as science and technology, trained technical and managerial human resources, entrepreneurship, availability and access to financial capital, among others. Therefore, lack of development experienced by the majority of developing countries prompted United Nations (UN) member states to propose the eight Millennium Development Goals (MDGs) in 2000 with targets, measures and time bound to be achieved by 2015.

To explore whether it is possible to achieve the MDGs at the local level, the UN Secretary General in 2002 commissioned the UN Millennium villages Project (MVP) as a practical pilot plan to guide development efforts in the Sub-Saharan Africa (SSA). This region was chosen because of being at the greatest risk of not achieving the MDGs. To effect the UN decision, 80 pilot projects have so far been established in 10 countries of this region replicated at 12 sites. One of such pilot projects in Uganda is Ruhiira Millennium Villages Project (RMVP), where the government of Uganda, donor agencies, local government and communities work together towards the success of the Project. (RMVP Quarterly April Report 2007)



RMVP was commissioned in 2006 with a life span of five years (2006-201). It is located in Nyakitunda and Kabuyanda sub-counties of Isingiro district in South-Western Uganda at an elevation ranging between 1,350M and 1,850M above sea level. The Ruhiira cluster area is composed of eight villages namely;

Ruhiira (Research village), Bugongi, Kabugu, Kanywamaizi, Kisyoro, Ntungu, Kabuyanda, and Migyera.

According to the Demographic and Baseline Survey conducted in March 2006 by project staff the project area was found to be populated by 43,056 persons in 8,133 households. Ruhiira village in particular was selected because of its highland topography and the banana perennial cropping system. It is anticipated that its success will demonstrate that poor countries can attain development using similar principles (RMVP Quarterly April Report, 2007).

**1.2 Statement of the problem**

Prevailing high levels of poverty among the rural population of developing countries have among other things been attributed to lack of education and appropriate skills necessary to improve their productivity. Similarly inefficient and ineffective educational systems in Less Developed Countries (LDCs) as indicated by low levels of enrolment, high drop-out rates, coupled with low educational standards in primary schools have all been blamed on poverty status of these countries. To mitigate these negative development trends, measures have been sought and among them are to substantially increase funding of primary education which is deemed to be one of the base line factors for achieving the eight MDGs.

Among the objectives of the MVP in general and RMVP in particular is to ensure full attendance for primary schools for both boys and girls and in so doing eliminate gender disparity in schools hoping that this will lead to improved quality of education and overall transformation of the rural societies. Available information in the literature

however indicates that since its inception, no study has been carried out to analyze the impact the project is likely to have on rural transformation particularly by the primary education sub-sector. Therefore, this study was undertaken to address this knowledge gap because education was considered to be a vital variable in the development process. The main focus of the study was to assess how the overall quality of primary education under the project has impacted on the overall rural transformation of the study area.

## 1.3 Objectives of the study

### 1.3.1 General objective

To assess the impact of Ruhiira Millennium Villages Project on the education sub-sector in the eight project villages of Nyakitunda and Kabuyanda Sub-counties in Isingiro district for rural transformation.

### 1.3.2 Specific objectives

1. To examine the status of primary education before Ruhiira Millennium Villages Project.
2. To analyse the performance of Ruhiira Millennium Villages Project in primary education.
3. To explore the sustainability of Ruhiira Millennium Villages Project.
4. To discuss the implication of improvement if any to the overall transformation of the rural setting in Isingiro district.

### 1.4 scope of the study

Geographically, the study was supposed to cover all the primary schools in the two sub-counties that make up the study area. However, due to the limited time and financial resources available to the researcher, the study was limited to one primary school from each of the eight villages that make up the project area. Furthermore, in order to establish properly the gender situation in those schools, the study was confined to mixed primary schools in the study area. The research retrospectively covered the three years before the project was introduced (2003-2005) and prospectively the four years of the project's life (2006-2009). The difference in data of the two periods was used to assess the impact of the project on primary education and its overall implication on rural transformation. Generated data provided the basis for drawing conclusions and recommendations for policy makers, development practitioners and future researchers.

### 1.5 Significance of the study

This study is very important for policy makers, education and development practitioners, and researchers as it will generate new information and data necessary in their respective professional studies. It is also hoped that the data and information generated from this study will enable funding agencies to assess whether they are meeting targeted objectives in the primary sub-sector of the project. This will further help them to make desirable adjustments where necessary. In case this project is successful, the same principles can be used by poor countries to devise strategies for achieving millennium development goals particularly in ensuring that all school-going children both girls and boys attend and complete the primary cycle of education.

Similarly, compiled data from the study can be used by the Uganda Ministry of Education and Sports to make improvements in the current Universal Primary Education (UPE) program. Likewise, collected data can help other researchers interested in carrying out further research on rural transformation here in Uganda and other parts of the SSA hence benefiting many poor rural people to improve their standards of living. In addition if recommendations of the study are adopted by the implementing agencies, communities can benefit from improved primary education services.

## 1.6 Definition of key concepts

### 1.6.1 Millennium Development Goals

These are eight priority action plans agreed upon by world leaders in 2000 to eradicate poverty by the year 2015. In brief MDGs are: eradicating extreme poverty and hunger, achieving universal primary education, promoting gender equality and empowering women, reducing child mortality, improving maternal health, combating HIV/AIDS and other diseases, ensuring environmental sustainability and finally developing a global partnership for development.

### 1.6.2 Millennium Villages Projects

These are bold ambitious approaches to tackle poverty in poor countries. They emphasize tangible interventions coupled with community ownership, leadership and total commitment to sustainable development in the medium to long term. Currently there are

80 pilot projects in 10 countries of the SSA Uganda inclusive (www.unmillenniumproject.org/mv/index.htm).

### 1.6.3 Education

This can broadly be defined as all forms of acquiring knowledge and skills. It can be categorized as formal or informal depending on how and where it is attained. Specifically education can be defined as a learning process that takes place in established schools, colleges, universities and other formal specialized institutions.

### 1.6.4 Rural transformation

The concept refers to a sustained process of social improvement through positive economic, social and political changes all aiming at promoting the welfare of the rural population.

### 1.6.5 Development

In human societies development is a many sided process. At individual level, it implies increased skills and capacity, greater freedom, creativity, self discipline and material well-being (Rodney 2001). Like wise, The Report of the South Commission (1990) defines development as:

> a process which enables human beings to realize their potential, build self-confidence, and lead lives of dignity and fulfillment. It is a process which frees people from the fear of want and exploitation. It is a movement away from

political, economic, or social oppression. And it is a process of growth, a movement essentially springing from within the society that is developing (South Commission 1989)

### 1.6.6 Quality Primary Education (QPE)

This refers to improvements in infrastructure, numbers of students passing primary leaving examinations, availability of scholastic materials, teacher pupil ratios, among others.

### 1.6.7 Primary school going-age

In the case of Uganda, UPE guidelines define it as the age bracket from 6-12 years. However, this study considered it to be 6-15 years because this being a rural area, we found a substantial number of pupils above 12 year of age still attending primary schools.

### 1.6.8 Primary school enrolment

This is the total number of school going-age pupils registered in primary schools.

### 1.6.9 Gender equality

This involves creating equal chances for both women and men. In this study it refers to availing equal educational opportunities to both girls and boys as measured by gender ratios.

### 1.6.10 Academic performance

This is measured by pupils' results in primary leaving examinations (PLE) as graded by Uganda National Examinations Board.

# CHAPTER TWO

## LITERATURE REVIEW

### 2.1 Introduction

Prospects of achieving the eight MDGs greatly depend on the overall achievements in education. This supports Nelson Mandela's assertion that 'education is the single most powerful weapon you can use to change the world'. However, to make this happen governments need to take actions and invest 6 percent of their GDP in education. Further more education must be free, compulsory and good quality. To supplement these positive efforts, the needs of illiterate adults must be met, the worst forms of child labor must be stopped and education for girls and women must take priority (www. Campainforeducation.org).

In relation to MDG number one which aims at eradicating extreme poverty and hunger, 'a single year of schooling can increase a woman's wage by 10-20 percent and can increase a farmer's output up to 20 percent' (Campainforeducation.org).Therefore improving education for women is the most powerful weapon for reducing malnutrition particularly among children and this makes it makes an important tool in rural transformation. It is also important to achieve UPE because women with some education are more likely to send their own children to schools as compared to illiterate mothers. Furthermore, educated women are more likely to resist vices like female genital cutting and early marriages for themselves and their daughters thus helping in achieving MDG

number three which aims at empowering women

(www.Campaignforeducation.org/action).

## 2.2 Primary school education in the world perspective

### 2.2.1 Enrolment status

Between 1960 and 1990, primary school enrolment in the South accounted for 78 percent of the total education population. In Latin America and the Caribbean primary enrolment levels over the past three decades have risen from 60 to 90 percent, in East Asia from 45 to 70 percent and in SSA from 25 to almost 65 percent. However, since 1990 primary school enrolment in the developing world has increased by only 11 percent (UNESCO, 2000a). The above view is shared by the World Bank (1990a) which reported that the overall growth in formal education in developing countries has been registered at secondary and tertiary levels (12.7 and 14.5 percent per annum respectively). The Bank further noted that between1965 and 1987 for instance, net primary enrolment in low and middle-income countries increased by 33 percent overall, compared with 86 for secondary and 166 percent for tertiary education. In comparison with developed countries, Todaro (2000) and Watkins (2000) observed that during this period (1960-1970) the rapid expansion of formal education sector in developing countries compared well with that one in industrialized nation. The same view is supported by (Coombs 1985).

UNDP (1999) attributes this rapid expansion in formal education to increased spending on education compared with other social sectors with some countries in the south spending on average 15 percent of their recurrent budget as compared to 12 percent allocated to education in the North.

Worth noting is that some countries were known to have been spending far above these averages such as Thailand (20 percent), Uganda (21 percent), Mexico (23 percent) and South Africa (24 percent). Similarly, public expenditure apportioned to education in the South overall rose as a proportion of Growth National Product (GNP) from 2.9 percent in 1970 to 4.1 percent in 1982. However by the late 190s, the GNP allocated to education had fallen back to 3.8 percent. This reduction in expenditure can be blamed on the economic recession that existed at this time which necessitated reduced state spending on social services education inclusive as dictated by SAPs.

At the beginning of this century, out of the world population of 6 billion people, almost a half of it lived on less than two US dollars a day and of these 1.2 billion survived with the greatest difficult on less than one US dollar. With regard to education, the widening of the gap between the poor and the rich manifest itself most clearly in differing access to education. In comparison, over 125million children in poor countries have no access to education at all and they include a larger percentage of girls than boys (Education International Dec. 2000).

Similarly an Education For All (EFA) assessment conducted in 1999-2000, involving six regional conferences revealed that at the start of the new millennium, of the more than

800 million children under 6 years of age, fewer than a third benefited from any form of early childhood education. Some 113 million children, 60 percent of whom were girls had no access to primary schooling. However, important to note on the positive side, the 1999 World Education Forum at Dakar in Senegal marked a turning point in the expansion of primary education with a pace of progress in comparison with previous decade (UNESO-BRENDA 2007).

To be specific, global primary school enrolment rose from 647 millions to 688 millions (6.4 percent) between 1999 and 2005, with increases especially marked in Sub-Saharan Africa by (29 million,36 percent) and South and West Asia (35 million, 22 percent). However, it is anticipated that demographic pressure will remain a challenge for the next decade when the primary school age population is expected to grow at a sustained pace particularly in Sub-Saharan Africa (with projected growth of 22 percent to a lesser extent the Arab states (13 percent). Nevertheless, in many other regions enrolment has been stable or decreased, a trend linked to the reduction of the size of the school-age population (UNESCO 2008).

Expansion of education system and of formal schooling in particular was expected to provide simultaneous solutions to major development challenges of the South, including those of economic growth, political unification and poverty eradication which to a large extent have fallen far short of those early expectations. This has mainly been due to: high non-completion rates, the low quality of instruction, a bias towards university education at the expense of basic education, a persistent gender gap and presently due to public

spending cuts. All these shortcomings have greatly undermined the ability of education as a social policy to bring about rural transformation and to maximize peoples' well-being in terms of human resource development (UNICEF 1999).

While many countries have been reporting increased primary school enrolment, these official enrolment figures have in most cases masked high levels of non-completion. For instance, although Latin America has managed to reach near universal level of primary enrolment, on average one quarter fails to complete the full cycle of primary education. In other regions the figure is much higher going beyond 40 percent in South Asia and over one third in SSA as observed by Watkins (2000). For the South as a whole, 75 percent of primary school entrants reach grade five, falling to 58 percent for poorest nations. The difference between cities and rural areas is also evident. In India for example, over 80 percent of the urban are enrolled but this figure drops to 60 percent in rural settings (UNICEF 1999).



While access to education is universally class-biased, the tendency towards a two- tier structure in developing countries has become even more pronounced during the 1990s. According to critics, the public system is becoming a "ghetto" for the under privileged, increasingly being abandoned by those who can afford the ever-expanding private education sector which has prospered in the wake of the under funded and mismanaged state system (Jellema 2000:29).

### 2.2.2 Global gender analysis

At the global level, the gender parity goal has been missed and gender equality remains elusive. However, disparities in primary and secondary education levels have been reduced since 1999, but not eliminated. In 2005, only 59 (about one-third) of 181 countries with data available had achieved gender parity for both primary and secondary education. Most had already achieved parity by 1999 (the exceptions being Cooks islands, Paraguay and Qatar), and most are developed countries or countries in transition (fourteen in Central and Eastern Europe, five in Central Asia) or countries in Latin America and the Caribbean. Only Seven countries in Eastern Asia and Pacific, and two each in Sub-Saharan Africa, the Arab states, and South and West Asia, have achieved the EFA gender parity goal (UNESCO 2005a).

It is also desirable to note that education expansion continued with persistent gender gap in access as high lighted by Todaro (2000). He observed that of those children not enrolled at school (145 millions) about two-thirds were girls. Similarly in 1995, 79 percent of males in developing countries were literate compared to 62 percent of women and girls (UNDP 1999 and UNICEF 1999). This gap is largest in the poorest countries as well as in the Middle East and North Africa.

Further more, Todaro and Smith (2003) have observed that young females receive considerable less education than young males in almost every developing country. They further observed that in 66 out of 108 countries, women enrolment in primary and secondary education is lower than that of men by at list 10 percent. The gender gap is

particularly more pronounced in the poorest countries and regionally in the Middle East and North Africa. This evidence clearly shows that gender inequality still exists in most developing countries although in varying proportions.

## 2.3 Primary education situation in Africa

### 2.3.1 Pre and post colonial education in Africa

The colonial period saw the introduction of the European type of education systems in Africa without any consideration to rural transformation. Indigenous forms of education did exist before and after colonialism but they were under valued and looked at with contempt by colonial regimes. At the same time, the educational system was usually based on foreign models, the curriculum was practically devoid of any African content and tertiary education was practically non-existed. During colonialism, there were many inequalities in the educational sector in terms of access to and attendance at schools along racial line, between urban and rural people, between boys and girls and between members of different ethnic or religious groups. It is argued that these inequalities still prevailing in Africa are responsible for the absence of rural transformation in most African rural areas (ANSA secretariat 2007).



At the end of colonialism, leaders of the newly African independent countries sought to redress the racial inequalities created by the colonial education systems. This attempt is evident in many post-colonial documents such as the Declarations of the 1961 Conference of African States on the Development of Education in Africa. It among other

things proclaimed democratization of education from the primary to higher levels particularly emphasizing equal opportunities for the hitherto disadvantaged majority of the population, including redressing gender imbalance in enrolment by educational institutions. This strategy resulted in substantial increases in enrolment in all the sub-sectors of education. However this increase in enrolment has not translated into rural transformation as poverty levels have remained high in rural Africa (ANSA secretariat 2007).

### 2.3.2 Enrolment and dropout status

High levels of enrolment and reduced drop-out rates are two major pre-conditions for realizing UPE where all children of school admission age enter, remain and complete primary circle of education. However for most African countries this has not been possible although a lot has been attained. In many cases, school systems have not been able to retain the large flow of new entrants making achievement of UPE enrolment and completion more difficult (Hall and Medley 2004).

Despite all the difficulties, many African countries have tried to consolidate UPE but the quality of education has remained a major challenge and repetition and drop-out rates have continuously remained high. In many countries more than one pupil in ten repeat at least one grade in primary school in more than half of all countries in Sub-Saharan Africa. Similarly many studies show that repeaters do not learn from duplication they either keep on repeating or drop out before having acquired basic learning skills.

Furthermore, today nearly 40 million African children are out of school and majority of them are girls (www portal.unesco.org).

Generally the average survival rate for SSA stands at 63 percent as compared to the global rate of 83 percent. However, in some countries the situation is worse with survival rate below 50 percent. Such countries include: Benin, Madagascar, Malawi, Mauritania, Mozambique, Rwanda and Uganda (UNESCO-EFA 2008). On the one hand, evidence also shows that there are countries with low intake and low survival rate and these include: Burundi, Chad, the Congo, and the Niger, among others. On the other hand, it was found out that there are countries reporting high intakes but with low retention rates and these include: Benin, Madagascar, Malawi, Mauritania, Mozambique, Rwanda, and Uganda, only to mention a few.

Finally, there are countries with low access to education but, with relatively high levels of school retention such as; Mali, Eritrea, Sudan among others as observed by Boissiere (2004). However, he noted that reasons to leave school are multiple and complex depending on particular factors influenced by country's situations and levels of educational development. Bella and Mputu (2004) in particular identified unsafe, overcrowded and poorly equipped schools with inadequately trained teachers as major causes of high student dropout rates.

Furthermore, Davis (1999) attributed high levels of poverty prevailing in most African countries to high drop-out rates in these countries. However, he noted that the ultimate decision to leave school happens when personal, financial, home or employment

problems coincide with children's lack of confidence in the school's ability to offer them enough support. This suggests that if children are given more financial and moral support, they are more likely to keep in schools thus improving enrolment and reducing the drop-out rates Bella and Mputu (2004) and (Davis 1999).

### 2.3.3 Quality education in the African context

One of the six goals of Education For All (EFA) to be achieved by 2015 is to improve the quality of education but, this has remained the major challenge of many African countries as they strive to provide education for all their citizens. In many cases this has been blamed on declining funding for the education sector and increasing enrolment as many of these countries try to uphold UPE programs and as a result many schools in this region have suffered teacher shortages, inadequate teaching and learning facilities. Furthermore, curriculum on offer, as well as mode of delivery have remained inadequate (UNESCO-Nairobi 2005).



## 2.4 A glance at primary school education in Sub-Saharan Africa

Considering the proportion of school-age children actually going to school, the situation is alarming for the developing countries especially in the SSA. At primary level, enrolment rate in 1999 was 67 percent of the total school-going age children. The situation at higher level is much worse because of high drop-out rates perpetuated by high levels of poverty in these countries. In this region for instance the average drop-out rate was about 54 percent at primary level and about 39 percent at secondary level (Okwi, et al 2001:128).

Like all other developing countries gender equality in this region has not been realized but remarkable progress has been registered particularly in primary school enrolment. Oanda et al (2007:67) quoting Republic of Kenya (2004) reported that in Kenya, 'women constitute over 50 percent of the population but also 70 percent of those who live in poverty'. Further more, according to him female enrolment averaged 49 percent, 48.2 percent, and 30.8 percent in public primary, secondary and tertiary levels respectively. Therefore, considering the factor that women's population in Kenya is much higher than men's population, these figures indicate a gender bias in education enrolment against women in this country.

Similarly, although many of the South African countries have made some progress in meeting the goal of gender equity in primary school enrolment, some of them most especially Mozambique, Angola and to a lesser extent Zambia have remained with gross and net enrolment of girls significantly lower than those of boys. On the other hand in Lesotho where boys are employed as herders from a young age, girls have significantly higher primary school enrolment than boys. Despite these achievements, as costs of education rise, complimented by income poverty, the dropout rates of girls in Southern Africa not only remains high but also has significantly increased. Like wise, gender disparities still remain in adult literacy (especially in Angola), and in the enrolment by higher educational institutions (Blackden 1993).

## 2.5 Uganda primary education profile

### 2.5.1 Background of Uganda's formal education

Okwi et al (2001) agree with other scholars that education systems in developing countries were established by colonial masters as an exclusive privilege for the lucky few. In the case of Uganda, education was initiated by the faith based organizations led by the Christians and to some extent Muslims. The main objective of these religious organizations in introducing education in the country was to get followers who could read and write hence able to help them in the spread of their religions. Therefore, the major concern of these faith based organizations was the spiritual transformation rather than social-economic and political transformation. Ideally they were more concerned with spiritual and psychological change in order to ease the work of the expected colonialists. We can therefore conclude that they were agents of colonial masters who were mainly interested in acquiring national resources from these colonies.

Ssekamwa (2000) noted that when Uganda gained her independence in 1962, the government of the day expected the education system to help in transforming the country in all its socio-economic, political, and cultural aspects. To be able to realize this objective, the government appointed the Castle Education Commission (1963) whose duty among others was to review the education system focusing more on producing enough qualified people to fill all the posts occupied by foreigners in the country. This was perceived as one of the major ways of transforming the colonial society as had been

promised by independence advocates. Consequently, many primary schools were built allover the country in order to realize government's goals and to fulfill independence promises.

To supplement recommendations of the Castle Education Commission, the 1987 Uganda National Education Policy Review Commission recommended introduction of Basic Education for National Development (BEND). The idea behind BEND is to impart practical skills to learners at both primary and secondary levels so as to produce students with tangible skills necessary for both individual and societal economic development. This practical approach is perceived as the ideal starting point in transforming the majority of rural societies in the country (Ssekamwa 2000).



**2.5.2 Enrolment status**

In Uganda between 1986 and 1996 primary school enrolment rose modestly from 2.2 to 3.1 millions. However, with introduction of UPE in 1997, it jumped to 5.3 millions an increase of 70 percent in just one year alone. By 1999, the number had risen to 6.6 millions, and the ministry of education and sports expected it to reach 6.8 millions by 2003. The enrolment of UPE in this period exceeded even the most optimistic projections. The gross enrolment ratio (the total population in school as a percentage of 6-12 years) which stood at 69 percent in 1990 and 80 percent in 1996 jumped to 124 percent in 1997 (www.africarecovery.org).

Similarly, Uganda has made reasonable progress in improving primary school enrolment since it introduced UPE in 1997. Before this period primary enrolment in the country stood at 2.5 million children however, by 2004 primary school enrolment had increased to more than 7milllion pupils. Progress had also been made in eliminating gender disparity in primary and secondary by 2005. In this regard, girls almost equaled boys in primary schools and had increasingly attended schools (Republic of Uganda 2006).

In the secondary school sub-sector, by 1990 girls made up to 37 percent of secondary school students and this figure had gone up to 46 percent by 2006. The main shortcoming in this respect was that female dropout at all levels was much higher than male drop-out a situation that perpetuated gender disparity at different levels of education in the country. Furthermore, nation-wide at primary leaving examinations boys are almost twice as more likely than girls to pass in division one and in many districts up to a hundred boys pass in division one for every one girl (Republic of Uganda 2006).



### 2.5.3 Gender equality

While the inception of UPE in Uganda was perceived as the solution to educational gender inequality, research now indicates that this has not been realized. Nevertheless the enrolment of girls increased dramatically such that now 49.3 percent of total primary school enrolment is composed of females Daily Monitor No 241 (2008). However despite the positive indications in the implementation of UPE and other deliberate measures to eradicate gender inequalities, there is still evidence to show that the task is far from being completed. This argument was supported by studies done by Doris M Kakuru (2008) and

Susan Mbatudde (2008), The duo focused on interaction between school and house hold factors in rural Uganda using ethnographic methods (Daily Monitor No 241 2008)

They subsequently established that there is a correlation between access to water and constraints to gender equality in a free primary education program. Also their findings showed that there is a general lack of piped water supply forcing house holds to depend on their own labour to collect water. They further reasoned that the need for water intervenes more with girls' schooling than that of boys' due to the nature of patriarchal norms and values in Uganda. Basing on their findings, they concluded that provision of tuition fees and other interventions to achieve gender equality may not be successful if implemented without considering pupils' livelihood situations (Daily Monitor 241 2008).



**2.5.4 Dropout rate situation in Uganda**

Although secondary school enrolment in Uganda has risen in recent years, the new study commissioned by the Forum for African Women Educationist Uganda chapter (FAWEU) revealed that completion rates most especially for girls have continued to drop. The study blamed the reverse trend to early marriages, pregnancy, and sexual abuse from boys and male teachers, poor sanitation facilities in schools and heavy workload at home. The study indicated that the dropout rates are highest in rural areas (Daily Monitor No 234 2009).

According to a similar study conducted by Josephine Ahikire (2008) there is a 48 percent dropout rate for girls in primary schools alone. She however reported that the gender gap

in primary school enrolment has now closed and that secondary school gap between males and females enrolment is also closing. Therefore given that the enrolment is no longer a big problem, she recommended that the focus should be placed on retention and performance. Ahikire's view was supported by Musinguzi from Makerere University who pointed out that the country's current policies on education lack an emphasis on retention and completion hence negatively affecting rural transformation by the education sector ( Daily Monitor No 234 2009).

In final analysis, the FAWEU study recommended that laws should be put in place to hold parents accountable if they marry their under age daughters or withdraw their children from school for domestic work. This is necessary because FAWEU sees parents as part of the contributors of the prevailing high drop-out rates in Uganda. This is so because some parents view their daughters as a source of wealth and they send them to school as a way of passing time until they are old enough to be married off for dowry.

Similarly the New Vision Vol.24 No 09 (2009) quoting the UNDP Human Development Report (2007) reported that Uganda has the highest primary school drop-out rate and the majority of the pupils leaving schools are girls. In comparison, while only 49 percent of pupils in Uganda reached grade five in 2004, in Kenya it was 83, in Tanzania 84 percent and in Burundi 67 percent. This high drop-out rate in Uganda is blamed on early marriages for girls, engagement in petty trade for boys and generally lack of lunch including poor school supervision by headmasters and education officials.

## 2.6 Theoretical framework

For the last two decades development agencies especially the WB and IMF have introduced development initiatives in LDCs using neo-liberal market oriented approaches that stress modernization theory strategies. These policies that seek to 'roll back the state' were packaged as SAPs and applied uniformly in all developing countries irrespective of the nature of the economic problems prevailing. Using SAPs, these agencies forced countries experiencing economic regression to liberalize their economies and to follow the same path of development as most Western countries did to salvage their economies after the Second World War. Despite all these new innovations by the WB and IMF, most LDCs failed to register substantial development as what happened in Western Europe simply because situations that prevailed at that time are different from the prevailing situations in the majority of these developing countries.

In light of the above failure to bring and sustain development using modernization theory principles, another development strategy called the Alternative Development Thinking (ADT) popularized by the Dag Hammarskjöld foundation and the magazine Development Dialogue was introduced as a development theory that could compliment other theories to bring about development in African countries. The theory is explicitly normative that focuses on the content of development rather than the forms as advocated by the economic growth development models. Accordingly, alternative development thinking has been defined by Bjorn (1990:153) as:

> Need-oriented (being geared to meeting human needs both material and nonmaterial). In relation to the RMVP, the need oriented factor relates to the

project objective that aims at transforming the rural primary education. This is a human need necessary to attain a sustainable rural transformation.

Endogenous (stemming from the heart of each society which defines its sovereignty, its values and the vision of its future). In this respect, RMVP stresses the need to involve the local community if the project is to be owned and sustained by the beneficiaries. This approach is seen as one of the appropriate means towards rural transformation.

Self reliant (implying that each society depends primary on its own strength and resources in terms of its members' energies and its natural and cultural environment). In this regard, RMVP introduced project interventions that aim at improving primary education in the district. This was necessary because primary education is the foundation for producing the required human resource to steer and sustain the desired rural transformation.

Ecologically sound (utilizing rationally the resources of the biosphere in full awareness of the potential of the local ecosystem as well as the global outer limits imposed on present and future generations). In relation to this factor, RMVP stresses the need to preserve the environment as a means of rationally using the natural resources to benefit both the present and future generations.

Based on structural transformation (so as to realize the conditions of self management and participation in decision making by all those affected by it from

the rural or urban community to the world as a whole, without which the goals above could be achieved). In this regard, RMVP introduced school interventions that aimed at increasing school enrolment, reducing gender inequality and school dropout rates, and improving PLE performance. All these school project interventions aim at attaining structural transformation as one way of initiating and sustaining the rural transformation of the district.

The above definition of alternative thinking has a lot in common with the guiding principles of Millennium Villages Project as summarized by (www.un.org);

To promote sustainable, scalable, community led progress towards the achievement of MDGs.

Ensure African ownership of MDGs, and working in partnership with African governments and regional groups.

Increase capacity and community empowerment in Africa through training and knowledge sharing with local African governments, NGOs, and village communities.

Participate with the public and private sectors, innovative NGOs, universities and leading experts and the international donor community throughout Africa and the world, to continually improve and coordinate development strategies.

Transform rural subsistence farming economies into small scale enterprise development economies and promote diversified entrepreneurs

From the perspective of this research study which aims at assessing the impact of Ruhiira Millennium Villages Project on rural transformation education has been emphasized as on of the means that will lead to rural transformation. Similarly the Alternative Development thinking being need oriented embraces education as one of the human needs that can transformation societies. In the MVP, education is deemed important because it is an essential element if the objectives of these projects and MDGs in general are to be achieved. In the same way, education is a crucial factor in the alternative development thinking theory and when the researcher critically analyzed the principles and objectives of MVP vis-à-vis the definition of the alternative development thinking, it was observed that most of the building blocks of the former were derived from the later. This close relationship prompted the researcher to develop a theoretical link between millennium village projects and alternative development thinking.



Ideally Alternative Development Thinking (ADT) is explicitly normative that focuses on the content of development rather than the forms as advocated by economic growth model. On the other hand, RMVP is a practical approach to development that will prove whether the normative principles advanced by ADT can bring about rural transformation.

ADT being need oriented helped the researcher to analyse how primary education interventions in RMVP can contribute to rural transformation. Similarly the model was

used to suggest ways of addressing the challenges of RMVP particularly the sustainability dilemma. In final analysis, the researcher was able to understand the relationship between RMVP and ADT and how the relationship can be applied to stimulate rural transformation.

## 2.7 Hypothesis

Ruhiira Millennium Villages Project has made a positive impact in the development rocess particularly in the transformation of the rural primary education sub-sector.

# CHAPTER THREE

## METHODOLOGY

### 3.1 Introduction

This chapter discusses the overall research design bearing in mind the vital role it plays in the success of the whole research process. There are many factors that are considered in choosing various components of the research methodology but such decisions are guided primarily by the aims of the research. It is however often better to use more than one technique within the investigation, so as to 'triangulate' the evidence that will be collected (Laws; et al. 2003:271). This research was therefore both qualitative and quantitative.

Quantitative research involves use of numbers to express quantity. Therefore, quantitative data are numerical where the information about the world is presented in form of numbers (Punch, 1998). On the other hand, when the study is qualitative, it means the data to be obtained are not ordinary expressed in numerical terms. However, 'this does not mean that numerical figures are never used but that description is emphasized' (Enon, 1998).



### 3.2 Study design

This was a case study design. This is an approach where the researcher studied a single discrete social unit. This enabled the investigator to examine the unit (RMVP) in depth.

In this particular study, the researcher used the retrospective-prospective technique so as to get the past and present data on the primary education sub-sector of the study area. One of the advantages of a case study is that a small numbers of cases are studied in detail to develop a full understanding of that case.

### 3.3 Study area

The study area composed the eight villages that make up Ruhiira millennium village located in both Nyakitunda and Kabuyanda sub-counties of Isingiro district South Western Uganda.

### 3.4 Study population

This was made up of different beneficiaries of the project in the eight villages that make up the study area including the following:

#### 3.4.1 Households respondents

These were the main respondents who had been considered to be vital and had lived in the area before and during implementation phase. Therefore they were more likely to give unbiased first hand information pertaining to the situation before and after the intervention.

#### 3.4.2 Local council officials

These are residents who provided vital and dependable information. Being both local and

state official they were in a better position to provide guidance and information to the researchers.

### 3.4.3 Civil servants including Head Teachers and Teachers

These respondents were well conversant with local primary school situations and provided authentic information about school enrolments, performance, gender ratios, teacher-pupil ratios and all other important quantitative and qualitative information that was necessary for the study.

### 3.4.4 Primary school pupils

Pupils were the most direct beneficiaries of the project and this enabled them to assess the impact brought about by the project.

### 3.4.5 Project staff

They had relevant information about the activities of the project, future plans and projections. They were a good source of such authentic information and provided guidance and professional technical advice to the researchers.



## 3.5 Sample size

### 3.5.1 Quantitative data

Ruhiira millennium village in 2006 was composed of 8133 households with a total of 43,056 people (RMVP Quarterly Progress Report April 2007). The researcher administered questionnaire to 384 respondents from the households. The sample size was

derived at using a table of estimating margin of error developed by Sanders and quoted by Uma Sellan (2000) and Fisher et al (2004). Furthermore, additional respondents from other beneficiaries were involved as indicated in the table 3.I

**Table 3.I: Categories of Respondents**

| | Category of respondents | Number of respondents |
|---|---|---|
| 1 | Households | 384 |
| 2 | Pupils ( Eight FGD of six members each) | 48 |
| 3 | Teachers | 6 |
| 4 | Head Teachers | 3 |
| 5 | Local council officials/ Political Leaders | 3 |
| 6 | Public officers-CAO, CDOs & Sub-county chiefs | 3 |
| 7 | BOG,PTA, SMC officials | 3 |
| 8 | UNDP/ Project officials | 2 |
| | Total number of respondents | 452 |

Source: Research proposal March and April 2009



### 3.6 Sampling Procedure

Forty eight household respondents from each of the eight villages that make up the study population were randomly administered with questionnaires after they had consented to participate in the study. Use of this technique eliminated any bias in choosing respondents thus enhancing the validity and reliability of the generated data. On the other

hand, purposive sampling method was employed to select respondents from local government officials, civil servants, local council officials, and project personnel. This sampling technique helped the researcher to get respondents with accurate and authentic information hence improving the validity and reliability of the study findings. Location and corresponding number of respondents are indicated in table 3.2.

**Table3.2: Showing Location and Number of Respondents**

| | Location of Respondents | Number of Respondents |
|---|---|---|
| 1 | Ruhiira village | 48 |
| 2 | Bugongi ,, | 48 |
| 3 | Kabugu ,, | 48 |
| 4 | Kanywamaizi ,, | 48 |
| 5 | Kisyoro ,, | 48 |
| 6 | Ntungu ,, | 48 |
| 7 | Kabuyanda ,, | 48 |
| 8 | Migyera ,, | 48 |
| 9 | Primary schools (pupils, teachers, H/Ts and school committee members. | 60 |
| 10 | Local council offices | 3 |
| 11 | District headquarters/ offices and Sub-county offices | 3 |
| 12 | UNDP/ Project offices | 2 |
| 13 | Total number of respondents | 452 |

Source: Research Proposal March and April 2009

### 3.7 Methods of data collection

#### 3.7.1 Questionnaire

Questionnaire method of data collection was limited to the household respondents in the eight villages that make up the population area. The researcher assisted by the research assistants helped the household respondents to fill the questionnaire on spot. Much as this approach was time consuming, it was on the other hand necessary in order to ensure that all questionnaires were correctly filled and most importantly returned on the sport. This in turn ensured that data from the targeted respondents was received and this improved the overall quality of the data presented.

#### 3.7.2 Focus Group Discussion (FGD)

This method was used to get data from primary six and seven pupils. Each of the participating school formed a focus group of six members who brain-stormed on the issues formulated by the researcher. The focus group discussion guide instrument was designed to generate data from pupils with the researcher's guidance. Emerging issues and answers from the discussions were recorded thematically by the researcher and later on analyzed to generate the relevant data for the study.

#### 3.7.3 Interview

In-depth interviews were conducted with the twenty pre-identified purposive key respondents. This particular method had been selected to generate data from this category of respondents because they were considered to be more knowledgeable in their

respective fields and this proved very useful because it authenticated the generated data from documents.

### 3.7.4 Documentary evidence analysis

This method entailed getting recorded information from school records, district and sub-county archives and UNDP/project data base. This approach enabled the researcher to get relevant data pertaining to school enrolment, drop-out figures, academic performance, and gender ratios among others. The method was beneficial to the study because it added more quantitative data to the final research report.

## 3.8 Instruments of data collection

Carefully, well formulated, and clear questionnaires in English language for the household respondents had been formulated and tested before they were administered. The research team would translate the English questionnaires into the local language to those respondents who did not understand English. Similarly thematic interview and focus group discussion schedules for key respondents and focus groups had been prepared to guide researchers in generating data using the two methods. Finally detailed check lists indicating the type of information and places where it would be obtained were prepared to assist researchers get the relevant documentary evidence.



## 3.9 Data collection

Permission to conduct this research was first sought from project administrators and all other relevant district authorities using the introduction letter from Bishop Stuart university administration. After the permission had been granted, the formulated

questionnaires were pre-tested on a few consented respondents from the study area in order to gauge their suitability. When the researcher was satisfied with the questionnaire, the intentions and objectives of the study were explained to consented study participants. Thereafter; the well explained questionnaires were administered to willing participants in their locations with the help of knowledgeable research assistants. In the same way, interviews and focus group discussions were conducted by the researcher with the consented participants. Finally check lists were used to get secondary data from identified places and documents.

### 3.10 Data analysis

#### 3.10.1 Quantitative data

All the data from various respondents were compiled and with the help of a statistician using the Statistical Package for Social Scientist (SPSS), they were analyzed and presented in tables and other suitable figures. This enabled the researcher to interpret and present the data.

#### 3.10.2 Qualitative data

Gathered information was arranged thematically according to research themes and sub-themes derived from the objectives of the research study. Generated qualitative data were subsequently content analyzed and this enabled the researcher to convert the qualitative data to quantitative forms. There after the converted data were used to make arguments in relation to the formulated research objectives. This was finally integrated and

collaborated with data from other research methods. The approach made the presented research findings meaningful in relation to the objectives of the study.

### 3.11 Limitations

#### 3.11.1 Language barrier

The research area being in a rural setting, many respondents could not understand the questionnaires written in English and this to a bigger extent limited their participation. To overcome this obstacle, the researcher had to train the four research assistants for one day on how to interpret and administer the questionnaire. With the help of these trained research assistants, questionnaires were interpreted and translated where necessary to the respondents. This approach helped the researcher to get back all filled questionnaires on spot hence improving the validity and reliability of the generated data

#### 3.11.2 Large geographical area

Respondents particularly those who used questionnaire method of data collection were scattered all over the eight villages of the research area and accessing them was an uphill task. To overcome this obstacle, the researcher had to employ some assistants to take and administer these questionnaires to respondents from their homes. In this way, the research assistants were able to help those who needed assistance. They also ensured that filled questionnaires were collected from respondents on spot hence increasing the returning rate of filled questionnaires. This translated into improved validity of collected data.

# CHAPTER FOUR

## DATA ANALYSIS, PRESENTATION, AND DISCUSSION

### 4.1 Introduction

This chapter includes the presentation, analysis, and discussion of research results. Analysis aims at establishing the links between the data generated from various respondents and the research questions or themes derived from the research objectives. It begins with the presentation of demographic characteristics of the study population. This allows the researcher to understand the strong and weak points of such population and their implications to the whole research process. This is followed by collection of data from pre-identified respondents using the proposed research methods and instruments.

In data analysis, the generated quantitative data from various methods is separately processed using suitable computer packages or through a manual coding system. The processed and analysed data is statistically presented to make the findings clear and understandable by intended users. Similarly qualitative data from the applied methods is separately thematically arranged and there after accordingly analysed using the content analysis approach. This allows conversion of the generated qualitative data to quantitative forms thus allowing statistical presentation of the data. Later, an assessment is made to a synthesis of the findings from all the applied methodologies

In this particular research study, findings were analyzed, presented, and discussed chronologically basing on themes developed from research objectives. Specifically data from questionnaires was analyzed and later on presented using SPSS and Microsoft Excel computer packages. Data from interviews and Focus Groups (FGs) was content analyzed in order to change it from qualitative to quantitative forms so that it could be easily presented in tables and other suitable figures.

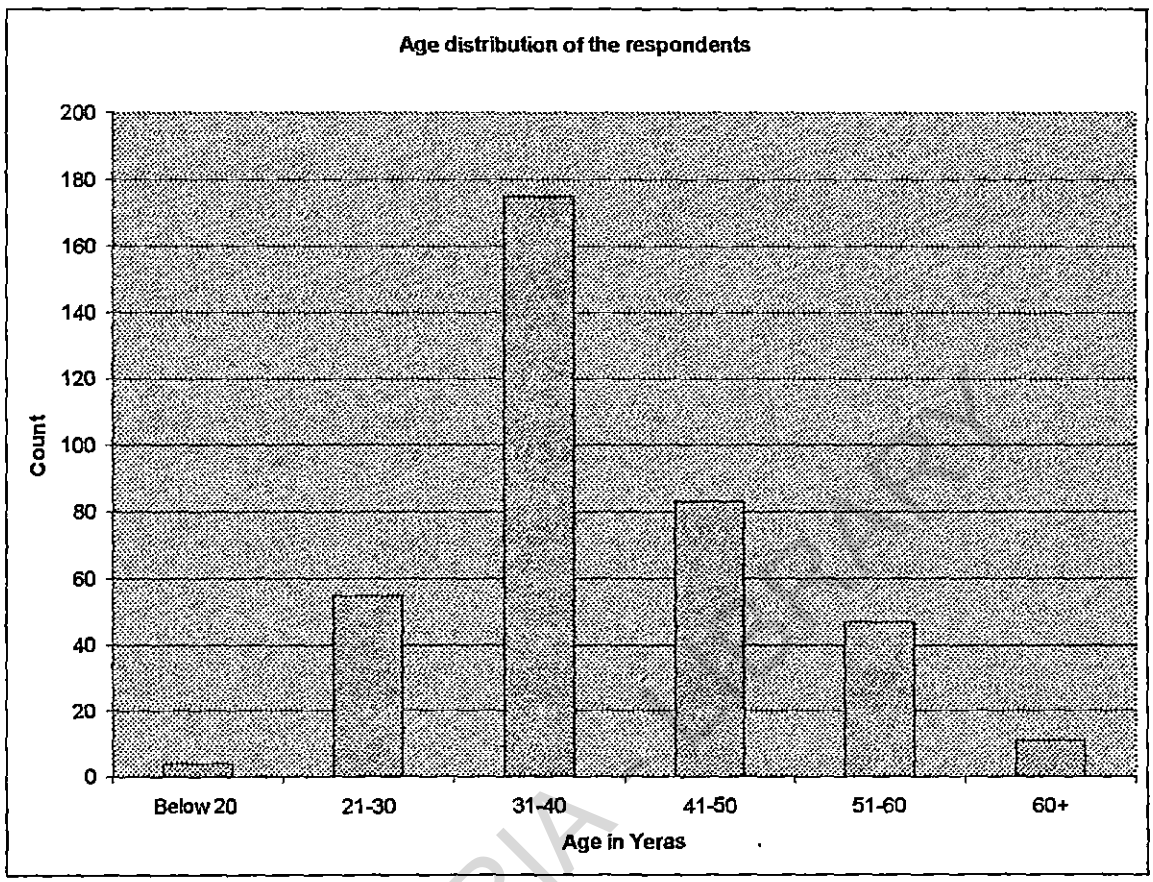
## 4.2 Demographic characteristics of some of the respondents

### 4.2.1 Gender and ages of respondents administered with questionnaires

The study managed to cover all the three hundred and eighty four (384) respondents that had been proposed for the study but, data from only three hundred and seventy five (375) respondents were finally considered for analysis. Nine filled questionnaires were disqualified because of poor hand writing by respondents who personally filled the questionnaires.

Out of the 375 participants who were selected at random, 155 were females representing 41 percent of the total number of participants and the remaining 220 were males representing 59 percent male participation. Therefore, considering the patriarchal nature of most Ugandan rural societies, this level of gender participation can be described as fair and therefore minimized any likelihood of gender biases in the findings.

**Figure 4.1: Showing age distribution of respondents at the household level**




Source: Field research data of August and September 2009



Data presented in the bar graph (fig 4.1) indicate that the majority of household participants came from the 31-40 years age bracket. This is the most productive and dominant age bracket that more available for questionnaire administration. Further more, the data presented show that the below 20 years age group had the least number of respondents because most of them were at school when the study was conducted and the few found at home were too young to be involved in the research study.

**Table 4.1: Showing education levels of the respondents**

| Education Level | Frequency | Percentage |
|---|---|---|
| Primary | 182 | 48.50 |
| Secondary | 95 | 25.30 |
| Post-Secondary | 30 | 8.00 |
| University | 4 | 1.10 |
| Did not go to School | 64 | 17.10 |
| Total | 375 | 100.00 |

Source: Field questionnaire data of August and September 2009

Data generated from the study as presented in table 4.1 show that 48.5 percent and 25.3 percent of total respondents that participated in the study had completed primary and secondary education respectively. The formal education levels increased their understanding and capacity to answer questions in the questionnaires correctly and more objectively.

However, 17.1 percent of the total respondents had not attended school and this limited their capacity to correctly answer certain questions in the questionnaires. In such circumstances, the research assistants helped them to understand what particular questions were all about. Further more, most of these respondents have lived in this area for a long time and thus were able to answer most of the questions after explanation from research assistants.

### 4.2.2 Categories and gender of key respondents interviewed

**Table 4.2: Showing categories and gender of key respondents**

| Categories of key respondents | Females | Males | Total |
|---|---|---|---|
| Teachers | 2 | 4 | 6 |
| Head Teachers | 2 | 1 | 3 |
| Local council officials/ Political Leaders | 2 | 1 | 3 |
| Public Officers-CAO, CDOs, and Sub-county Chiefs | 2 | 1 | 3 |
| BOG, PTA, SMC Officials | 1 | 2 | 3 |
| UNDP/ Project Staff | 1 | 1 | 2 |
| Total | 9 | 11 | 20 |

Source: Field questionnaire data of August and September 2009



All the proposed key respondents were interviewed and out of this number eleven were males who represented a fifty five percent male participation in the study. The remaining nine respondents were females representing forty five percent participation. This was almost an equal gender participation that was intended to minimize gender biases in this method of data collection in particular and the whole study in general.

## 4.3 The status of primary education in the study area before Ruhiira Millennium Villages project

### A: Data from questionnaire

One of the objectives of the study was to "to ascertain the status of primary education before Ruhiira Millennium Villages Project. To certify this objective, data was generated by questionnaire, Interview, Focus Group Discussions, and Documentary evidence.

### 4.3.1 Status of the overall school enrolment before the project

**Table 4.3: Showing overall school enrolment assessment before the project**

| Primary school enrolment assessment | Frequency | Percentage |
|---|---|---|
| Very High | 3 | 0.80 |
| High | 50 | 13.30 |
| Average | 220 | 58.70 |
| Low | 98 | 26.10 |
| Very Low | 4 | 1.10 |
| Total | 375 | 100.00 |

Source: Field Research data of August and September 2009



Data collected and presented in table 4.3 indicate that two hundred and twenty respondents assessed school enrolment before the project as average and this represented 58.7 percent of the total number of respondents that participated in the study. This therefore means that schools before the project had reasonable numbers of pupils.

### 4.3.2 Primary school gender enrolment before the project

**Table 4.4: Indicating enrolment by gender before the project**

| Gender enrolment Assessment | Frequency | Percentage |
|---|---|---|
| Females were more | 184 | 49.10 |
| Males were more | 105 | 28.00 |
| Cant tell | 86 | 22.90 |
| Total | 375 | 100.00 |

Source: Field Research data of August and September 2009

Data generated and presented in table 4.4 indicate that 184 respondents out of 375 that participated in the study believed that school enrolment composed more female pupils than males. They attributed the trend to petty trade particularly boda boda (motor cycle transport) and loading of matooke on lorries that attracted most of the boys instead of going to school. The data further shows that gender inequality had reduced in favour of girls who at the time formed the majority of overall school enrolment. It also suggests that measures should be instituted to encourage more boys to enroll for primary education in order to have equality in primary school enrolment.

### 4.3.3 Primary School PLE performance rating before the project

**Table 4.5: Showing PLE performance rating before the project**

| PLE rating before the project | Frequency | Percentage |
|---|---|---|
| Very High | 6 | 1.6 |
| High | 15 | 4.0 |
| Low | 263 | 70.1 |
| Very low | 78 | 20.8 |
| Did not Exist | 13 | 3.5 |
| Total | 375 | 100.0 |

Source: Field Research data of August and September 2009

The field data displayed in table 4.5 show that 263 respondents out of the 375 that were administered with questionnaires an equivalent of 70.1 percent rated PLE performance before the project to have been low. This means that a small number of pupils used to pass their examinations. They generally blamed the low performance to rampart absenteeism of teachers as well as pupils due to lack of lunch facilities at schools and limited sensitization of parents on the need to educate their children.

### 4.3.4 Primary School dropout rates between female and male pupils

**Table 4.6: Comparing primary school dropout rates of male and female pupils**

| Comparison of drop-out rates | Frequency | Percentage |
|---|---|---|
| Males were more affected | 187 | 49.90 |
| Females were more affected | 117 | 31.20 |
| Can not tell | 71 | 18.90 |
| Total | 375 | 100.00 |

Source: Field Research data of August and September 2009

The field data presented in table 4.6 and comparing drop-out rates of male and female pupils in primary schools indicate that the majority of respondents (187) that took part in the study reported that males were dropping out of schools more than female pupils. They stressed that more boys than girls used to dropout of schools to engage in petty businesses and that a few girls used to leave schools for marriage. This trend increased male dropout rates substantially as compared to that of females.

### 4.3.5 The state of school infrastructures before the project

**Table 4.7: Showing assessment of the state of school infrastructures before the project**

| Assessed state of school infrastructures | Frequency | Percentage |
|---|---|---|
| Very good | 2 | 0.50 |
| Good | 16 | 4.30 |
| Fair | 137 | 36.50 |
| Poor | 186 | 49.60 |
| Very poor | 34 | 9.10 |
| Total | 375 | 100.00 |

Source: Field Research data of August and September 2009

Table 4.7 indicates that the majority of respondents (186) assessed school infrastructure before the coming of the project as poor. In his assessment one Local Council (I) Chairperson commented that 'most school buildings were poor and in some schools pupils were studying under trees and would not study whenever it rained'.

### 4.3.6 Primary School feeding situation before the project

**Table 4.8: showing the school feeding situation before the project**

| Assessed school feeding situation | Frequency | Percentage |
|---|---|---|
| Schools provided lunch | 3 | 0.80 |
| Schools did not provide lunch | 358 | 95.50 |
| Can't tell | 14 | 3.70 |
| Total | 375 | 100.00 |

Source: Field Research data of August and September

Data generated and presented in table 4.8 indicate that the majority of schools were not providing lunch to pupils before Ruhiira project came to aid them. This view was supported by 358 of the total respondents that took part in study. Further more, the data in table 4.9 revealed that pupils were mainly packing lunch from their homes and this position was confirmed by 334 respondents.

### 4.3.7 Means used by pupils to get their lunch prior to the project

**Table 4.9: Indicating how pupils used to get lunch before the project**

| Means used by pupils to get lunch | Frequency | Percentage |
|---|---|---|
| Packed food from home | 334 | 89.80 |
| Bought eats at school | 3 | 0.80 |
| Stayed without lunch | 21 | 5.60 |
| Cannot tell | 14 | 3.80 |
| Total | 372 | 100.00 |

Source: Field Research data of August and September 2009

Data presented in table 4.9 show that most pupils used to pack their lunch before the project. It was therefore believed that this system of getting lunch perpetuated absenteeism among pupils as most of them could not get the food to pack or refused to pack the cold food. Furthermore, the majority of pupils who would go for lunch from their homes would not go back to school for the afternoon classes. This reduced primary school enrolment, increased Primary School dropout rates, and negatively affected PLE performance of most primary schools.

**B: Data from interviews**

**4.3.8 Status of primary education before the project**

**4.3.9 Status of overall primary School enrolment before the project**

Seventeen and the majority of respondents out of the twenty interviewed believed that schools now being supported by Ruhiira Millennium Villages Project (RMVP) had low levels of enrolments before the project came in to fund them. Most of the respondents who believed that enrolment were low argued that introduction of UPE reduced the quality of primary education and many able parents withdrew their children and relocated them to private schools in search of quality education. Further more, lower enrolment was blamed on reduced sensitisation and motivation of parents and children

However, three of the respondents were of the view that these schools had high levels of enrolment before the project. They attributed this development to UPE that had been introduced by government in 1997. They further reasoned that at this time parents were still enthusiastic about this new program and it encouraged them to take more of their children to schools.

### 4.3.10 Primary School gender equality in enrolment prior to the project

**Table 4.10: Showing primary school gender equality in enrolment before RMVP**

| Nature of response | Frequency | Percentage |
|---|---|---|
| Girls were more | 8 | 40 |
| Boys were more | 10 | 50 |
| Schools had equal numbers of boys and girls | 2 | 10 |
| Total | 20 | 100 |

Source: Field Research data of August and September 2006

Data presented in Table 4.10 indicating gender equality in primary school enrolment before commencement of the project show that eight out of the twenty respondents interviewed believed that girls were more than boys in the present MPV sponsored primary schools. On the other hand, ten respondents and the majority thought boys were more than girls and a small number of two respondents believed that there were equal numbers of boys and girls in primary schools at that time.

Those who thought girls were more than boys attributed the trend to a bigger number of boys who engaged in petty trade particularly loading of matooke on lorries instead of attending schools. On the other hand the respondents who supported the view that there were more boys in schools than girls blamed it on rampant early marriages for girls in Isingiro district.

### 4.3.11 Primary School gender dropout rate assessment before the project

**Table 4.11: Indicating primary school dropout rate assessment between boys and girls prior to the project**

| Dropout rate assessment | Frequency | Percentage |
|---|---|---|
| Higher for girl | 11 | 55 |
| Higher for boys | 5 | 25 |
| Same for both sexes | 3 | 15 |
| Could not make assessment | 1 | 5 |
| Total | 20 | 100 |

Source: Field Research data of August and September 2006

Data gathered and presented in table 4.11 indicate that 11 of the total respondents interviewed in the study revealed that girls before MVP was introduced were dropping out of primary schools more than boys. The established state of affair was blamed on early marriages for girls and generally on patriarchal cultural practices existing in all the societies of the district as observed by one of the CDOs interviewed.

On the other hand, five respondents thought boys were dropping out of primary schools more than girls. They blamed this trend on the negligence of parents and lack of by-laws that would ensure that all children go and remain in schools. Further more they believed that boys are more interested in doing petty business than attending schools hence the observed high drop-out rates among them.

Further more three respondents out of the total interviewed in the study thought that both sexes were equally affected. They reasoned that as girls were dropping out of schools mainly for marriage, the same number of boys was at the same time dropping out to do petty businesses thus maintaining an equal drop-out rate between boys and girls. One respondent could not assess the dropout rate before MVP was introduced because she had just come to the area and therefore lacked information pertaining to periods before the project.

### 4.3.12 PLE performance assessment before the project

**Table 4.12: Showing PLE performance assessment before RMPV**

| PLE assessment | Frequency | Percentage |
|---|---|---|
| Poor | 13 | 65 |
| Fair | 2 | 10 |
| Good | 1 | 5 |
| Can not make assessment | 4 | 20 |
| Total | 20 | 100 |

Source: Field Research data of August and September 2009



Data generated and presented in table 4.12 show that 65 percent of the participants interviewed assessed the performance of primary schools in PLE before the project as poor. They blamed the poor performance mainly on absenteeism due to lack of meals for lunch and poor motivation for pupils and teachers respectively.

Two of the participants however assessed the performance during this period as fair simply because some candidates used to get first and second grades in their PLE. Four of the respondents could not assess the performance in this period because they had just come to work in this area so they did not have much information regarding this study period.

**C: Data from Focus Group Discussions**

**4.3.13 Status of primary education before RMVP**

**4.3.14 Primary School overall enrolment status**

Seven of the eight Focus Groups that participated in the study, agreed that enrolment was low before MVP was introduced. Low enrolment was blamed on lack of learning morale among children and inability of parents to send their children to schools due to inadequate sensitization. As a result, most girls used to get married when still young and a good number of boys opted to go for petty trade instead of joining schools. On the contrary, one Focus Group (FG) reported high enrolment before the coming of the project. This positive trend was thought to have resulted from introduction of UPE program by the government.

### 4.3.15 Gender disparities in primary school enrolment

**Table 4.13: Indicating gender disparities in enrolment before RMVP was introduced**

| Assessment of gender disparities | Frequency | Percentage |
|---|---|---|
| Girls were more | 5 | 62.5 |
| Boys were more | 2 | 25 |
| Schools had equal numbers boys and girls | 1 | 12.5 |
| Total | 8 | 100 |

Source: Field Research data of August and September 2009

Data generated and presented in table 4.13 show that five of the FGs out of eight that participated in study discussions pointed out that there were more girls in primary schools before the project than boys. All these groups blamed low numbers of boys in schools to petty trade which was at that time more attractive to them than studying.

In contrast, two FGs reported more boys in schools than girls. Among the reasons advanced was that most girls used to get married at an early age instead of going to school. One FG believed that there were equal numbers of males and females in schools at that time. Members of the group reasoned that as girls were getting married, an equal

number of boys were engaging in the petty trade hence maintaining equal enrolment in schools of the study area.

### 4.3.16 Assessment of dropout rates in primary schools

**Table 4:14: showing assessment of dropout rate in primary schools before the project**

| Drop-out assessment | Frequency | Percentage |
|---|---|---|
| Very high | 1 | 12.5 |
| High | 2 | 25 |
| Low | 5 | 62.5 |
| Total | 8 | 100 |

Source: Field Research data of August and September 2006



Data from FGD as presented in table 4.14 show that dropout rates in primary schools were low before MVP was introduced. This assessment was supported by five of the eight FGs that took part in the research discussions. These groups reported that UPE program was responsible for maintaining a low drop-out rate at that time because pupils were no long required to pay school fees and this increased their chance of joining and remaining in schools hence reducing the dropout rate.

In relation to general school performance, data obtained from FGD show that five out of the eight groups agreed that PLE performance was only fair before the project. According

to them a reasonable number of pupils used to pass in the first and second grades in their PLE. On the other hand, three of the remaining FGs believed the performance was poor because most of the pupils used to fail their examinations.

D: From Documentary Evidence

### 4.3.17 Status of primary education before RMVP

### 4.3.18 Primary school overall enrolment status by sex

**Table 4.15: showing overall enrolment by sex of Kabuyanda Central Primary School (2003-2006)**

| Period | School enrolment 2003-2006 | | |
|---|---|---|---|
| | Males | Females | Total |
| 2003 | 492 | 505 | 997 |
| 2oo4 | 273 | 410 | 784 |
| 2005 | 409 | 403 | 812 |
| 2006 | 291 | 297 | 588 |

Source: Kabuyanda Central Primary School records August 2009

Data presented in table 4.15 show that enrolment in Kabuyanda Central Primary School declined from 997 in 2003 to 588 in 2006 when MVP was introduced in the study area. This represents an overall reduction of 409 pupils in the four years and an average dropout rate of 102 pupils per year before the project was introduced. Furthermore, data presented shows that generally female enrolment was more than male enrolment all the years save 2005 when male enrolment was slightly higher than that of females.

Further information on enrolment extracted from Ruhiira MVP quarterly progress report (August 2006-March 2007) indicated that despite the government policy on UPE, a large number of children did not go to school. The report further stressed that a significant proportion of pupils who initially enrolled abandoned school before completing primary seven level. Low enrolment and high levels of dropout rates observed were apportioned to inadequate and poor school facilities, long travel distances to schools, user fees in some case, early marriages and household work among other factors.

### 4.3.19 Primary school PLE performance

**Table 4.16: Indicating PLE performance for Kanywamaizi P S (2003-2006)**

| Year | Div i | Div ii | Div iii | Div iv | Div u | Div x | Total |
|---|---|---|---|---|---|---|---|
| 2003 | 02 | 19 | 14 | 09 | 14 | 03 | 75 |
| 2004 | 00 | 20 | 07 | 11 | 04 | 07 | 69 |
| 2005 | 01 | 27 | 08 | 01 | 00 | 00 | 56 |
| 2006 | O4 | 21 | 07 | 01 | 00 | 00 | 61 |

Source: Kanywamaizi P S records August 2009

**Table 4.17: Indicating PLE performance for Ruhiira Primary School before the Project (2003-2006)**

| Year | Div i | Div ii | Div iii | Div iv | Div x |
|---|---|---|---|---|---|
| 2003 | 00 | 01 | 02 | 07 | 04 |
| 2004 | 00 | 02 | 01 | 14 | 00 |
| 2005 | 00 | 01 | 03 | 02 | 06 |
| 2006 | 00 | 03 | 01 | 03 | 05 |

Source: Headmaster's report to the School Management Committee

**Table 4.18: Indicating PLE performance for Kabuyanda Central Primary School before RMVP (2003-2006)**

| Year | Div i | Div ii | Div iii | Div iv | Div u | Total Reg. | Total Sat. | Dropped out |
|---|---|---|---|---|---|---|---|---|
| 2004 | 04 | 27 | 17 | 14 | 10 | 79 | 72 | 7 |
| 2005 | 00 | 42 | 24 | 05 | 01 | 82 | 72 | 10 |
| 2006 | 04 | 41 | 06 | 02 | 00 | 58 | 53 | 5 |

Source: Headmaster's report to the School Management Committee

Data generated and presented in tables 4.16, 4.17 and 4.18 does not show any significant changes in primary school PLE performance for the period covered before MVP funding

was extended to the research study schools. The slight improvement noted in Kanywamaizi and Kabuyanda Central PLE performance was the gradual reduction and elimination of pupils passing in division U or failing to get PLE certificates.

### 4.4 Summary of the status of primary education before the project

#### 4.4.1 Overall primary school enrolment

Data compiled and presented from interviews, focus group discussions and documentary evidence all indicated that schools now under the project had low enrolment before the project. However data from questionnaires showed average school enrolment for the same period. Therefore the overall research finding in this respect is that schools had low enrolment before RMVP was introduced.

The above research finding is supported by an Education For All assessment which was conducted in 1999-2000 as reported by UNESCO-BRENDA (2007). The assessment revealed that at the start of the new millennium, of more than 800 million children under six yeas of age, less than a third benefited from any form of child hood education.

The same view was shared by Okwir, et al., (2001.128) who stressed that the enrolment situation in developing countries is alarming especially in the SSA. It was pointed out that at primary level enrolment rate in 1999 was 65 percent of the total school going children. From this perspective, the research finding is the representation of the bigger picture of the SSA situation.

### 4.4.2 Gender equality in primary school enrolment

Data generated from questionnaires, focus group discussions, and documentary evidence revealed that school enrolment was composed of more females than males before the project. This position was therefore upheld as one of the major findings of the conducted research study. It was also discovered that males were fewer in schools than females because most of them preferred to engage in petty business than joining schools.

In relation to the compiled literature, a similar trend had been reported by Blackden (1993) who sited Lethoso where girls had significantly higher primary school enrolment than boys because males are employed as herders from a younger age. Similarly in the case of Uganda, Daily Monitor No 241 (2000) reported that enrolment of girls has increased dramatically such that now 49.3 percent of the total primary school enrolment is composed of female and that in some schools females are more than males. In this regard, the two quoted references support this particular finding of the research study.



### 4.4.3 PLE performance before the project

Researched data from questionnaires, interviews and documentary evidence showed that PLE performance before RMVP was poor. However, data generated from focus group discussions indicated that PLE in the researched period was fair. It was therefore concluded that PLE performance was generally poor according to the conducted research. The research also established that reported poor performance was perpetuated by constant absenteeism of children and teachers and poor government funding. Constant absenteeism was mainly blamed on lack of lunch for both teachers and pupils.

In respect to the above research finding, available literature from UNESCO- Nairobi office (2005) stressed that quality education highly depends on overall academic performance. In this regard, poor quality education in African countries was blamed on the ever declining funding for the education sector and increasing enrolment as many of these countries try to uphold UPE programs.

## 4.5 Impact of Ruhiira Millennium Villages Project on primary education

### A: Data from questionnaire

### 4.5.1 Current achievements

### 4.5.2 Current Primary School enrolment status

**Table 4.19 showing the current primary school enrolment**

| Assessment of current primary school enrolment | Frequency | Percentage |
|---|---|---|
| Very high | 85 | 22.70 |
| High | 256 | 68.30 |
| Average | 26 | 6.90 |
| Low | 3 | 0.80 |
| Very Low | 5 | 1.30 |
| Total | 375 | 100.00 |

Source: Field Research data of August and September 2009

Data compiled and presented in table 4.19 show that 256 respondents representing 68.3 percent of the total number of participants believed that the current enrolment in project primary schools is high. They attributed the improved enrolment rate to the feeding program introduced in these schools by the project and high levels of parent's sensitisation on the need to educate their children by the project staff.

### 4.5.3 Current primary school gender disparities

**Table 4.20: Indicating gender disparities in the current primary school enrolment**

| Sex dominating enrollment in the project area schools | Frequency | Percentage |
|---|---|---|
| Female | 204 | 54.40 |
| Male | 75 | 20.00 |
| They are equal | 19 | 5.10 |
| Cannot tell | 77 | 20.50 |
| Total | 375 | 100.00 |

Source: Field Research data of August and September 2009



The data compiled and presented in table 4.20 show that 54.4 percent of the total number of respondents reported that female pupils constituted the majority of primary school enrolment in these project schools. Low levels of male school enrolments were blamed on petty trade in the area which attracts more boys than girls thus keeping their numbers in schools low.

Further more it was observed that the project has introduced incentives for girls like provision of sanitary pads and the scholarship scheme for girls who excel in their PLE. All these incentives have attracted more girls to join and remain in primary schools while most of the boys remain in petty businesses hence reducing their overall enrolment in project schools. This therefore means that project interventions in project schools have shifted gender inequality in primary enrolment from girls to boys. In this respect one member of school management had this to say 'the project is more interested in the education of the girl child and this has led to the decline of male enrolment'.



### 4.5.4 Present overall primary school dropout rate assessment

**Table: 4.21 showing present overall assessment of dropout rates in project funded primary schools**

| Present overall dropout assessment | Frequency | Percentage |
|---|---|---|
| Very High | 3 | 0.80 |
| High | 5 | 1.30 |
| Low | 207 | 55.20 |
| Very low | 160 | 42.70 |
| Total | 375 | 100.00 |

Source: Field Research data questionnaires August and September 2009

Data analyzed and presented in table 4.21 indicate that the current overall dropout rate is low in project aided primary schools. This positive development was supported by 207 respondents out of 375 that participated in the study who attributed it to the feeding program and the affirmative incentives such as provision of sanitary pads and the scholarship scheme extended to girls. Provision of lunch to pupils and teachers by the project in collaboration with parents has drastically reduced absenteeism among both pupils and teachers as noted by many respondents. This project intervention has been credited for reducing the school dropout rate in the project period.

### 4.5.5 Current primary school gender dropout rate disparities

**Table 4.22: showing gender dropout disparities in the project schools**

| Assessment of dropout disparities in project primary schools | Frequency | Percentage |
|---|---|---|
| Females dropout out more than males | 98 | 26.10 |
| Males dropout more than females | 207 | 55.20 |
| Both are equally affected | 68 | 18.10 |
| Cannot tell | 2 | 0.50 |
| Total | 375 | 100.00 |

Source: Field Research data of August and September 2009

According to the data generated from questionnaires as presented in table 4.22, it was found out that male dropout of project aided primary schools more than females. This

current state of affair was supported by 55.2 percent of the respondents that took part in research study. The data in table 4.23 bellow further show that 68 percent of the respondents believed that more boys than girls were dropping out of the schools because they preferred to go for petty businesses.

### 4.5.6 Reasons for gender dropout disparities

**Table: 4.23 showing reasons for gender dropout disparities in project aided primary schools**

| Reason for gender disparities in dropout rate | Frequency | Percentage |
|---|---|---|
| Early marriage for girls | 71 | 18.90 |
| Early marriage for boys | 13 | 3.50 |
| Most girls prefer to go for petty trade | 4 | 1.10 |
| Most boys prefer to go for petty trade | 255 | 68.00 |
| In case of ant problem, parents are more likely to ask girls to drop out | 23 | 6.10 |
| In case of ant problem, parents are more likely to ask girls to drop out | 9 | 2.40 |
| Total | 375 | 100.00 |



Source: Field Research data of August and September 2009

It was further established that boys are dropping out of schools in this era of the project because the project does not have any funding component aiming in particular at facilitating boys to join and remain in schools like it is the case with girls. Boys have

therefore been left to decide on their own either to remain in schools or to go for petty business and in most cases they have opted for the latter thus increasing their dropout rates as compared to girls.

### 4.5.7 Current physical state of primary school infrastructure

**Table 4.24: Indicating current physical state of school infrastructures**

| Current state of project schools | Frequency | Percentage |
|---|---|---|
| Very good | 12 | 3.20 |
| Good | 117 | 31.20 |
| Fair | 232 | 61.90 |
| Poor | 7 | 1.90 |
| Very poor | 7 | 1.90 |
| Total | 375 | 100.00 |

Source: Field Research of August and September 2009



Data as analyzed and presented in table 4.24 indicate that 232 respondents out of 375 that participated in the study rated the current state of school infrastructures as fair compared to their conditions before the project. They reasoned that presently most schools have new permanent structures constructed by the project in conjunction with parents who in most cases provide local materials like sand and aggregates as their 20 percent community contribution to project activities.

### 4.5.8 Current primary school PLE performance

**Table 4.25: showing current primary school PLE performance**

| Current primary school PLE assessment | Frequency | Percentage |
|---|---|---|
| Has greatly improved | 242 | 64.50 |
| Has slightly improved | 82 | 22.90 |
| Has not changed | 45 | 12.00 |
| Has greatly deteriorated | 4 | 1.10 |
| Has slightly deteriorated | 2 | 0.5 |
| Total | 375 | 100 |

Source: Field Research data of August and September 2009

The data presented in table 4.25 indicate that 64.5 percent and the majority of the respondents who participated in the study believed that primary school performance has greatly improved in the project period. This was confirmed by 86.40 percent of the respondents who thought that now pupils get better grades in their PLE as shown in the data displayed in table 4.26.

### 4.5.9 Assessed indicators of primary school PLE performance

**Table 4.26: Showing assessed indicators of improved PLE performance**

| Indicators of improved performance | Frequency | Percentage |
|---|---|---|
| Pupils now get better grades | 324 | 86.40 |
| Pupils now get worse grades | 6 | 1.60 |
| There is no change in performance | 45 | 12 |
| Total | 375 | 100 |

Source: Field Research data of August and September 2009

Observed improvement in performance was generally attributed to introduced monthly tests and the feeding program funded by the education sector of RMVP Monthly tests have helped pupils to do extensive revisions before they sit for their end of term and final PLE examinations. This practice has greatly improved their performance. Likewise the feeding program has reduced absenteeism of both pupils and teachers thereby encouraging them to concentrate on their studies and teaching respectively.



**B: Data from interviews**

### 4.5.10 Assessed project achievements

### 4.5.11 Present overall primary school enrolment status

Eighteen key respondents out of the twenty interviewed in the study reported increased overall enrolment in project aided primary schools with only two respondents reporting

reduced enrolment. The data therefore suggest that there has been increased overall primary school enrolment. Proponents of increased enrolment attributed it to increased sensitization of parents on the need to educate their children and introduction of the feeding program by the project. However, the minority who believed that enrolment has been on the decline blamed it on early marriages for girls and engaging in petty trade by boys.

### 4.5.12 Current gender equality in primary school enrolment

Data generated from interviews indicate that fourteen of the twenty respondents interviewed believed that there are now more girls than boys in MVP supported primary schools. They attributed the development on increased sensitization on the need to educate the girl child by government and project staff. This was further supported by provision of sanitary towels and introduction of scholarships for girls in these schools. They blamed the smaller number of boys in schools to the project which is more focused on girls than boys hence encouraging most of them to opt for petty businesses instead of joining schools.

Therefore going by the data presented, the project has managed to reduce gender inequality in primary school enrolment in favor of girls. However it has on the other hand created enrolment gender inequality for boys. This observed shift in enrolment inequality is not desirable if the project is to achieve rural transformation in Isingiro district.

### 4.5.13 Present assessed primary school overall dropout rates

Data generated revealed that eighteen respondents out the twenty interviewed in the research study agreed that the overall dropout rate in project funded primary schools has generally reduced during the time of project implementation. This success story was attributed to increased sensitization of parents, children and local leadership by project and local government officials. Further more the feeding program introduced and funded by the project has encouraged many children to join and remain in schools thereby reducing the dropout rates significantly. This is yet another notable achievement of the project in its third year of existence.

### 4.5.14 Current PLE performance assessment

**Table 4.27: Indicating current PLE performance assessment**

| Current PLE performance assessment | Frequency | Percentage |
|---|---|---|
| Has improved | 15 | 75 |
| Has declined | 3 | 15 |
| Can not tell | 2 | 10 |
| Total | 20 | 100 |

Source: Field Research data of August and September 2009

Data presented in table 4.27 show that 15 respondents out of the total interviewed believed that currently with the inputs of the project primary school performance has generally improved. They attributed this positive trend to project interventions such as;

introduced teachers' workshops, maintained monthly and end of term tests, the new feeding programs among others. Considering the majority view, we can conclude that project interventions have helped in improving PLE performance.

**C: Data from Focus Group Discussions**

**4.5.15 Assessment of the current project achievements**

**4.5.16 Present overall primary school enrolment status**

All the eight school FGs reported increase in the current overall school enrolment. They like in other employed methods believed that this had been possible because of the new strategies employed by RMVP such as introduction of the feeding program in schools, giving of presents to best performing pupils, provision of sanitary towels to mature girls, and introduction of a bursary scheme for girls who excel in PLE among others.

**4.5.17 Assessment of current gender disparities in primary school enrolment**

**Table: 4.28 Assessment of current gender disparities in primary school enrolment**

| Current assessed enrolment | Frequency | Percentage |
|---|---|---|
| More girls than boys are in schools | 5 | 62.5 |
| More boys than girls are in schools | 2 | 25 |
| Equal numbers are in schools | 1 | 12.5 |
| Total | 8 | 100 |

Source: Field Research data of August 2009

Five of the eight school focus groups considered girls to be more than boys in the current project aided schools. They believed such trend was facilitated by project's affirmative action where girls are given sanitary towels and scholarships to continue with their secondary education. They also pointed out that the number of boys in schools is small because most of them prefer to do business than joining schools. To the project this is an achievement because it has been able to maintain high levels of enrolment for the girl child hence reducing gender inequality between the two sexes as required by the third Millennium Goal. However project interventions that do not have specific components to the male enrolment problems have exacerbated male enrolment inequality in project schools and this is likely to affect the expected rural transformation of the area.

### 4.5.18 Present primary school overall dropout rates

Data obtained from the eight focus groups show that six of the groups reported overall reduced dropout rates in project funded primary schools. They mainly credited this development to school interventions introduced by RMVP such as: the school feeding program, the bursary program for vulnerable children, provision of sanitary towels and the bursary scheme for girls who excel in their PLE.

### 4.5.19 Present PLE performance

In relation to current PLE performance, the same data indicate observed decline in performance by six out of the eight school focus groups that participated in the study. Considering the data from the majority of the focus groups, we can conclude that the project has not achieved its objective of improving school performance. This decline was

among other things mainly blamed on teachers who simply come to schools and sit instead of teaching pupils.

On the other hand, teachers blamed this decline in performance to the project because it had failed to incorporate teachers in its programs. One of the teachers who participated in the interviews had this to say 'while the project gives a top up allowance to health workers, it has failed to extend the same to teachers, and this has affected the learning process in many schools'.

**D: Data from Documentary Evidence**

**4.5.20 Assessment of project achievements**

**4.5.21 Current overall primary school enrolment status**

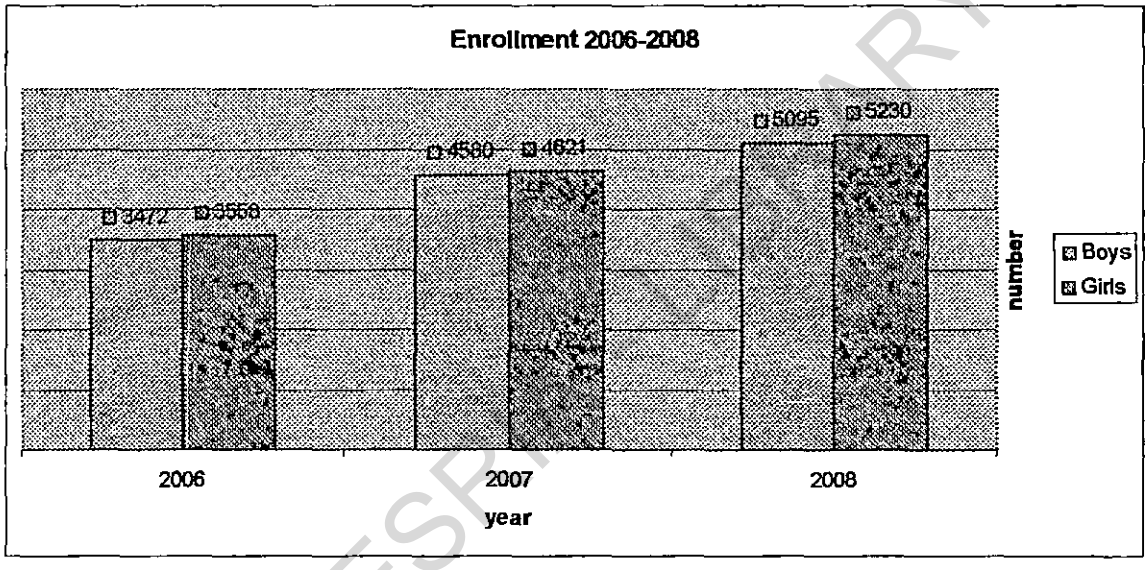
**Table 4.29 Showing enrolment status of Kabuyanda Central Primary School (2006-2009)**

| Year | 2006 | 2007 | 2008 | 2009 |
|---|---|---|---|---|
| Males | 291 | 349 | 301 | 334 |
| Females | 297 | 328 | 265 | 330 |
| Total | 588 | 677 | 566 | 664 |

Source: Headmaster's report to PTA General Meeting 2009

Data presented in table 4.29 show fluctuations in enrolment of the school during the three years of the project. This therefore means that project interventions in this school have not substantially changed the enrolment status of this school. The data further indicate that enrolment of females in this school has generally been slightly higher than that of males.

**Figure 4.2: showing overall enrolment of project funded primary schools (2006-2007)**




Source: Project quarterly education reports 2009

Data presented in figure 4.2 show a progressive increase in enrolment over the three years of the project period. In 2006 at the on set of the project total enrolment of the project funded schools was 7070 pupils and by 2008 it had increased by 3259 pupils to make it 10325 in total over the three years period. This was a big achievement on part of

the project. Data presented also indicate that enrolment of girls in project aided schools had for the three successive years been higher than the enrolment of boys.

Important to note is the difference in enrolment trends presented in table 4.29 and figure 4.2. While the data in table 4.29 show decline in enrolment figure 4.2 on the other hand indicates increase in enrolment. The observed difference in enrolment was believed to have been caused by the physical location of schools in the district. This was pointed out by respondents in the process of data collection where it was reported that rural primary schools have continued to experience enrolment increases since UPE was introduced in 1997. Therefore, this is one of the main reasons why figure 4.2 shows enrolment increases in the combined project schools because most of them are found in rural settings.

On the other hand, it was reported that since UPE program was introduced, academic standards of most UPE primary schools had declined. This development has forced many reasonably rich parents in semi-urban locations to withdraw their children from UPE schools to well facilitated private schools. This was the major reason why there had been a decline in enrolment of Kabuyanda Central Primary School located in Kabuyanda town board.

### 4.5.22 Current Primary School PLE performance

**Table 4.30: Showing Ruhiira primary school PLE performance (2006-2008)**

| Year | Div. i | Div. ii | Div. iii | Div. iv | Div. x |
|---|---|---|---|---|---|
| 2006 | 00 | 01 | 01 | 03 | 05 |
| 2007 | 00 | 01 | 02 | 04 | 03 |
| 2008 | 00 | 04 | 02 | 00 | 00 |

Source: Ruhiira Primary School notice board 2009

**Table 4.31: Showing Kabuyanda Central Primary School PLE performance (2006-2008)**

| Year | Div. i | Div. ii | Div iii | Div iv | Div. u | Total Reg. | Total Sat. | Drop out |
|---|---|---|---|---|---|---|---|---|
| 2006 | 04 | 41 | 06 | 02 | 00 | 58 | 53 | 5 |
| 2007 | 03 | 35 | 07 | 01 | 00 | 46 | 46 | 00 |
| 2008 | 01 | 24 | 17 | 02 | 00 | 45 | 45 | 00 |

Source: Kabuyanda Central Primary School records 2009

**Table 4.32: Showing PLE performance for Kanywamaizi Primary School**

**(2006-2008)**

| Year | Div. i | Div. ii | Div. iii | Div. iv | Div. u | Div. x | Total |
|---|---|---|---|---|---|---|---|
| 2006 | 04 | 21 | 07 | 01 | 00 | 00 | 61 |
| 2007 | 05 | 35 | 02 | 02 | 00 | 00 | 49 |
| 2008 | 01 | 46 | 22 | 07 | 00 | 00 | 76 |

Source: Kanywamaizi primary school notice board 2009

Data generated by documentary evidence from the three primary schools as shown in tables 4.30, 4.31, and 4.32 show a general decline in PLE performance. This trend is noticed in reduced numbers of pupils who for the three successive years passed in division one in all the three primary schools.

**Table 4.33: showing general PLE performance of project funded schools**

**(2005-2007)**

| Year | Grade 1 | Grade 2 | Grade3 | Grade 4 | Grade U | Grade X | Total |
|---|---|---|---|---|---|---|---|
| 2005 | 3 | 154 | 147 | 59 | 58 | 61 | 498 |
| 2006 | 16 | 183 | 102 | 35 | 49 | 59 | 444 |
| 2007 | 34 | 291 | 135 | 41 | 35 | 30 | 592 |

Source: Project quarterly education reports 2008

PLE performance data from project documents as displayed in table 4.33 show an impressive progress in the three successive years. This is shown by increased numbers of pupils who passed in grades one and two and reduced numbers of pupils who passed in the last three grades. This data is a representative of all the project schools and according to project objectives which among other things aim at improving school performance; this is an impressive achievement which can be credited to project interventions.

### 4.5.23 PLE comparative analysis of before and after project intervention

**Table 4.34: showing enrolment of Kabuyanda Central Primary School (2003-2009)**

| Period | Year | Total enrolment |
|---|---|---|
| Before | 2003 | 997 |
| | 2004 | 784 |
| | 2005 | 812 |
| After | 2006 | 588 |
| | 2007 | 677 |
| | 2008 | 566 |
| | 2009 | 664 |

Source: School records and Head teacher's reports to PTA and SMC meetings

The comparative data of the two periods presented in table 4.34 show that in 2003 Kabuyanda Central Primary School enrolment was 997 and by 2006 when RMVP was introduced it had declined to 588. This means that for the four year, the school had lost

409 pupils. Presented enrolment decline was blamed on the poor school PLE performance as shown in table 4.35. It was reported that continuous poor PLE performance forced many reasonably rich parents in Kabuyanda Township to transfer their children to better performing private schools in Mbarara district and other areas.

In 2006 when RMVP school interventions were introduced, Kabuyanda Central Primary School enrolment stood at 588 pupils. By 2009 after three years of project implementation, enrolment had slightly increased to 664 pupils. This represents an increase of 76 pupils in the three yeas of project life. The small increase in enrolment was all the same attributed to project interventions extended to this school. This also means that most parents had not gained confidence in the schools because project interventions had not helped in improving PLE performance hence the slight observed increase in the school enrolment.

**Table 4.35: Indicating comparative performance of Kabuyanda Central Primary School**

| Before RMVP | Year | Div. i | Div. ii | Div. iii | Div. iv | Div. v |
|---|---|---|---|---|---|---|
| | 2003 | – | – | – | – | – |
| ( Kabuyanda Central P.S) | 2004 | 04 | 27 | 17 | 14 | 10 |
| | 2005 | 00 | 42 | 24 | 05 | 01 |
| After RMVP | 2006 | 04 | 41 | 06 | 02 | 01 |
| (Kabuyanda Central P.S) | 2007 | 03 | 35 | 07 | 01 | 00 |
| | 2008 | 01 | 25 | 17 | 02 | 00 |
| Before RMVP | 2003 | 02 | 19 | 14 | 09 | 00 |
| (Kanywamaizi P.S) | 2004 | 00 | 20 | 07 | 11 | 04 |
| | 2005 | 01 | 27 | 08 | 01 | 00 |
| After RMVP | 2006 | 04 | 21 | 07 | 01 | 00 |
| (Kanywamaizi P.S) | 2007 | 05 | 35 | 02 | 02 | 00 |
| | 2008 | 01 | 46 | 22 | 07 | 00 |

Source: School records and Head teacher's reports to PTA and SMC meetings 2009



The presented comparative data in table 4.35 on PLE performance for the two primary schools does not show any consistency in division one results. However, there is a general decline in performance for Kabuyanda Central Primary School in the project implementation period indicated by successive reduced numbers of pupils who passed in

divisions i and ii. On the other hand, Kanywamaizi Primary School results only show increased number of pupils who passed in division ii.

The only PLE observed improvement in the presented data is the reduced numbers of pupils who passed in division u (failed to get PLE certificates). This means that in the project period all pupils in both schools used to get PLE certificates unlike in the period before the project when some pupils used not to get these certificates. In conclusion, the data presented does not convincingly show that project intervention contributed to improvement in PLE performance. This could be due to the factor that academic performance is a long term achievement which needs much more time to be realized.

### 4.6 Summary of current RMVP primary education achievements

#### 4.6.1 Achievements in overall enrolment

Data generated and presented from all the employed methods of data collection indicated increased school enrolment. They generally attributed this positive development to project interventions particularly the feeding program, the scholarship scheme and provision of sanitary towels to girls. Therefore according to this research, enhanced school funding has greatly improved school enrolment.

The above findings is supported by UNDP (1999) which reported a rapid expansion of formal education in developing countries between 1965 and 1987 as a result of increased government spending in education compared with other social sectors. In reference to

Uganda, it was observed that when UPE was introduced which necessitated injecting more funds in the primary education sector, enrolment rose from 3.1 millions in 1996 to 5.3 millions in 1997. In real terms this was an increase of 70 percent in just one year alone (www.africarecovery.org).

### 4.6.2 Gender equality achievements

The data produced by all the four methods of data collection revealed that project schools now have more females than males in enrolment. This was initially caused by letting many males go for petty business instead of joining schools. In addition, the project has introduced a few affirmative interventions and these have encouraged more females than males to join and remain in schools thus substantially increasing their school numbers. Such interventions include; provision of sanitary towels, introduction of a bursary scheme for females who excel in PLE among others. While the introduced affirmative interventions have helped to improve gender equality in favour of female, it has at the same time disadvantaged males whose school enrolment has been on the decline.

The above study finding suggests that solving some of the females' sanitation and financial problems can increase female school enrolment. This can in turn reduce enrolment gender inequality as presented in the research findings. The same approach to solve enrolment gender inequality against girls was suggested in the new study which was commissioned by the Forum for African Women Educationist as reported in (Daily Monitor No 234, 2009).

### 4.6.3 PLE assessed achievements

Study finding suggest that project input in the education sector have managed to improve PLE performance in the researched period (2006-2009). This position was supported by the data generated from interviews, questionnaire, and documentary evidence from project education reports. Data from school focus group discussions on the contrary indicated decline in PLE performance. Similarly documentary evidence obtained from three schools did not show much change in performance. Therefore going by the majority views, we can conclude that there has been improvement in PLE performance in the project implementation period.

According to proponents of improved PLE performance, project schools were able to improve performance mainly because the feeding program initiated by the project substantially reduced absenteeism among pupils and teachers thereby allowing them to attend afternoon lessons. In addition the project introduced monthly and end of term tests and examinations assisted pupils to make some preparation for their final examinations. All these innovations helped schools to improve pupils' PLE performance in the three years of the project. It was however observed that much more improvement would have been possible if teachers were motivated with additional payments as it is the case with health workers in project health centers.

### 4.6.4 Overall reduced dropout rates achievements

Data compiled using all the four methods of data collection showed reduction in overall dropout rate. This positive trend was attributed to measurers introduced by the project

that included but not limited to; the bursary scheme for the needy pupils, the feeding program, provision of sanitary towels and payment of school fees for girls who excel in their PLE. In final analysis, the introduced school project interventions have encouraged parents to send and keep more of their children in schools thus reducing the overall school dropout rates.

In relation to referred literature, similar measures had been proposed by Bella and Mputu (1992) as well as Davis (1999) who suggested that if children are given more financial and moral support, they are more likely to keep in schools thereby improving enrolment and reducing dropout rates. In this particular study, it was concluded that project interventions played a leading role in reducing dropout rates in project funded schools.

### 4.7 Sustainability of RMVP

The study examined whether RMVP was sustainable. This was in reference to objective 3

**A: Date from questionnaire**

#### 4.7.1 Assessed project sustainability

**Table 4.36: showing assessed project sustainability by household respondents**

| Sustainability assessment | Frequency | Percentage |
|---|---|---|
| Will be sustained | 160 | 42.7 |
| Will not be sustained | 107 | 28.5 |
| Can not tell | 108 | 28.8 |
| Total | 375 | 100 |

Source: Field questionnaire data of August and September 2009

Data generated in respect to project sustainability as presented in table 4.36 indicate that 42.7 percent of the household respondents believed that the community will be able to sustain the project. However, 28.50 percent of the household respondents reported that the community will not be able to sustain the project. Furthermore, 28.8 percent of the people that participated in the study could not predict whether sustainability of the project will be possible. The presented data does not therefore comfortably show that the community will be in position to sustain the project.

**B: Data from interviews**

### 4.7.2 Predicted project sustainability

**Table 4.37: showing predicted project sustainability**

| Sustainability prediction | Frequency | Percentage |
|---|---|---|
| Will not be sustained | 11 | 55 |
| Will be sustained | 6 | 30 |
| Can not predict | 3 | 15 |
| Total | 20 | 100 |

Source: Field interview data of August and September 2009

Eleven out of the twenty respondents who participated in the study predicted that the people will not be able to sustain the project when it is eventually handed over to them. They reasoned that this will not be possible because people still think that this is the responsibility of the government. From this perspective its sustainability will face problems because the government does not have enough funds to sustain it at the current funding levels. Another reason advanced is that the people do not have enough financial resources to maintain structures and services that have been provided by the project. To further explain this point, they gave the example of the feeding program that is facing problems because parents have failed to raise the five kilograms of beans as the twenty percent community contribution to the program.

### 4.7.3 Summary of project sustainability

When the two types of data from questionnaires and interviews were analyzed, it became evident that the community will not be able to sustain the project. In the first place, the data presented from interviews comfortably showed that 55 percent of the respondents reported that the people will not manage to sustain the project. Secondly, data generated from household participants lacked the majority support for sustainability of the project. Therefore basing from the above observations, it was concluded that the community will not be in position to sustain the project.

## 4.8 Implication of the improvement to the overall transformation of the rural Setting in Isingiro district

### 4.8.1 Overall project performance

In this study, rural transformation has been defined as 'a sustained process of social improvement through positive economic, social and political changes all aiming at promoting the welfare of the rural population'. It is therefore from this background that the project was assessed to find out whether it has contributed to the overall rural transformation. In relation to education, Nelson Mandela described education as the 'single most powerful weapon you can use to change the world' (www.campainforeducation) and it was from this perspective that project education interventions were assessed to determine whether they have contributed to rural transformation.

**Table 4.38: Showing over all project performance assessment by household respondents**

| Performance assessment | Frequency | Percentage |
|---|---|---|
| Very good | 106 | 28.30 |
| Good | 80 | 21.30 |
| Fair | 101 | 26.90 |
| Poor | 82 | 21.90 |
| Very poor | 6 | 1.6 |
| Total | 375 | 100 |

Source: Field Research data of August and September 2009

Data presented in table 4.38 show that 28.30 percent, 21.30percent, and 26.90 percent of the household respondents assessed project overall performance as very good, good, and fair respectively. This means that a total of 76.50 percent of the household respondents agreed that project interventions have benefited the people though at different magnitudes.

**Table 4.39: Indicating the overall RMVP performance assessment from interviews**

| Assessed performance | Frequency | Percentage |
|---|---|---|
| Excellent | 2 | 10 |
| Very good | 2 | 10 |
| Good | 12 | 60 |
| Fair | 4 | 20 |
| Total | 20 | 100 |

Source: Field data from interviews 2009

Twelve key respondents out of the 20 interviewed in the study rated the overall performance of the project as good, they in particular sighted improved health services in form of rehabilitated health centers, stocking of health centers with enough drugs and availability of health workers in all health facilities. They also commended the good work so far done in primary schools particularly provision of water tanks and introduction of the feeding program. To sum it all, they all agreed that there are tangible good results to see in all the sectors of the project.

Four respondents rated RMVP performance as fair. To them many sectors of the project like agriculture, enterprise development and others have not fully delivered good results as expected thus rating the overall performance as fair. This rating implies that the project has performed to a certain extent but not as expected.

**Table 4.40: Showing whether the project has improved the standards of living of the People**

| Assessment | Frequency | Percentage |
|---|---|---|
| Highly acceptable | 181 | 48.30 |
| Fairly acceptable | 182 | 48.50 |
| Not acceptable | 12 | 3.20 |
| Total | 375 | 100 |

Source: Field questionnaire data of August and September 2009

Data generated and presented in table 4.40 revealed that 48.30 percent of household respondents highly accepted that RMVP has improved the standards of living of the people. Similarly, 48.50 percent of the total respondents that participated in the study fairly accepted that the project has improved the standard of living of the community. All together 96.8 percent of the total participants accepted the view that the project in varying proportions had improved the living standards of the rural people in the project area.

Furthermore, eighteen out of the twenty key participants interviewed in the study supported the view that the project has generally improved the standard of living of the people. They sighted improved health status of most of the people in the area as gauged from reduced incidences of malaria cases and decreased death rates among the people. They also noted that incomes of the majority of the people had improved and this had enabled them to construct better housing facilities and to send their children to good

schools. All these are among many other signs of improved standards of living sighted by the majority of the key respondents interviewed

On the contrary, two of the participants believed that the project has not improved the standard of living of the majority of the people. To support this assertion, they argued that many people in the project area are still very poor and without clean drinking water. Further more, they stressed that most pupils in project supported schools still fail their PLE and end up joining their colleagues in petty businesses instead of going for secondary education.

### 4.8.2 Assessment of rural transformation from increased school enrolment

The proponents of increased enrolment argue that this is the starting point for achieving the eight MDGs. They stress that this is supposed to reduce rural poverty as more people in long run acquire knowledge and skills to enable them increase their income. Increased income will help them to improve their standard of living resulting in rural transformation.

From the above perspective, increased school enrolment as seen in the presented data had prompted the project to construct better school infrastructures thereby improving the standard of education in the project area as a sign of rural transformation. Similarly in long run when enrolment increases more teachers will be employed to handle the increased load thus reducing unemployment in Isingiro district and increasing income among the rural population.

Likewise, this development will create more markets for agricultural products of the district as more food will be required to sustain the feeding programs of the increased numbers of primary and secondary schools. In this way people will be able to earn more income thus encouraging them to grow more food crops to sustain the available local and distant markets. Increased generated income will help the population to improve their quality of life as an indication of rural transformation.

Furthermore, presented increased enrolment will in long run reduce illiteracy in these communities and this will in turn improve peoples' understanding of economic, social, cultural and political issues affecting their lives thus initiating rural development. Improved understanding of such issues will enable the people to increase their income and social status as part of rural transformation. In spite of the above anticipated positive trend, data earlier found on sustainability showed that this picture may be cut short unless new strategies are adopted.



### 4.8.3 Implication of reduced gender inequality

Among other findings, the study found out that project schools have more female pupils than the males. This to some extent implies that project interventions were responsible for eliminating gender inequality in favour of females but to some degree they have also perpetuated gender inequality against male pupils.

On the positive side gender equality in favour of females will bring about transformation as this will increase their literacy rate which has hitherto been lower than that of males.

This development will empower females to fight vices like early marriages which have been rampart in Isingiro district. The same gains from reduced gender inequality had been proposed in (www.campainforeducation.org/action).

More to that, educating more females will bring about transformation in the area of education as educated women are more likely to send their own children to schools as compared to illiterate mothers. This will in turn sustain the high levels of school enrolment in the district as a way of meeting the second MDG.

In relation to MDG No one which aims at eradicating extreme poverty and hunger, (www. Campainforeducation.org/action) stressed that 'a single year of schooling can increase a woman's wage by 10-20 percent and can increase a farmer's output up to 20 percent. Therefore increased education for females as established by the study will ensure more food production and this will reduce malnutrition particularly among the children in the district thus contributing to rural transformation in this respect.

However, gender equality in school enrolment calls for equality in enrolment between females and males but this has not been the case according to the data presented from the study. This therefore means that male education has not been given the attention it deserves and this will negatively affect the pace of rural transformation of the area. This is possible because with such inequality in school enrolment, male illiteracy will definitely increase causing socio-economic, cultural, and political underdevelopment hence affecting the expected rural transformation of the district.

### 4.8.4 Implication of reduced dropout rates

Hall and Medley (2004) sighted high levels of school enrolment and reduced dropout rates as the major pre-condition for realizing UPE where all children of school admission age enter, remain and complete primary cycle of education. This therefore makes realized reduced dropout rates in the study a big achievement towards overall transformation of the rural setting in Isingiro district

In the first place, reduced dropout rate will ensure sustained high enrolment rates in project schools in particular and the whole district in general. This will in turn translate into increased literacy levels and gender equality for both males and females. In addition, increased enrolment rates as a result of reduced dropout rates will necessitate building of more schools which will create more teaching jobs for trained teachers. It will also necessitate building of more secondary schools to absorb large numbers of primary seven leavers.

Increased number of primary and secondary schools will create a big local market for produced agricultural products. This will enable the rural people to earn more income by selling more of their products and working in these institutions. They will use the increased earned income to improve their standard of living thereby transforming the rural setting of Isingiro district.

Furthermore, revealed reduced dropout rates means that most of youths will keep in schools most of the time. This will eventually reduce on the crime rates in the area

thereby creating conducive atmosphere for the people to engage in more productive activities. Through this process, people will earn more money to enable them pay school fees for their children and to pay for good health services. This will in long run transform their lives and the rural setting of the area and the district as a whole.

### 4.8.5 Implication of improved PLE performance

Data generated from the research study indicated some improvement in PLE performance and this has been credited to RMVP. From this background, improved PLE performance means that more pupils will join secondary schools and eventually higher institutions of learning. Through this system, more rural people will be able to acquire knowledge and skills that will assist them to get better paying jobs. With improved earnings, they will put up better houses, farms, water dams and tanks and this will translate into rural transformation.

More to that, improved performance will encourage more children to join schools and this will enhance the enrolment status of project schools in particular and the district in general. In this way improved performance will contribute to the overall transformation of the rural setting in Isingiro district. Furthermore, improved PLE performance will be a step forward for achieving MDGs by 2015.

### 4.8.6 Implication of other improvements

Data obtained from the study show that the healthy sector is leading others in performance. It was also observed that this sector has done well in rehabilitating and

stocking of health units with drugs. In addition the project has recruited reasonable numbers of health personnel to manage these units effectively. To further improve health services, the project has been providing mosquito nets and water treating materials to the people in the project area. All these measures have improved health conditions of the people as observed from reported reduced death rates among the people. Transformation of the district through improved health services will be possible because these improved health facilities serve a cross-section of people from allover the district and beyond.

The agriculture sector is another area of the project that was credited by respondents for transforming the rural setting of the district. Through improved seeds and animal breeds people now earn more from their produce and with increased income they are able to pay school fees and better health services for members of their families. Increased production and improved income had been reported for being responsible for the sustained high school enrolments and reduced dropout rates in project schools as revealed by presented generated data. Therefore the project agriculture sector has played a big role in transforming the rural setting of the district.

In addition to afore mentioned improvements made by various sectors of the project, the road construction and rehabilitation sector of the project has also been praised by respondents for contributing a lot to the rural transformation. With observed improved road networks, people are now able to access competitive markets to sell their produce as commented by one of the households respondents 'these days lorries roam our villages in search of makooke un like in the past when our agricultural produce used to rot in big

quantities for lack of markets'. This had and will continue to improve peoples' income as one of the visible signs of rural transformation.

However, observed rural transformation will be viable if communities are able in short and long run able to sustain what the project has so far provided in all the sectors it is funding. Failure to achieve this important project objective as shown by the generated data means that the gained rural transformation will in future be lost and prospects of achieving MDGs using this strategy will fade away.

### 4.9 Testing the research hypothesis using a qualitative approach

The hypothesis formulated at the start of the research process provided that "Ruhiira Millennium Village Project has made a positive impact in the development process particularly in the transformation of the rural primary education sub-sector in Isingiro district. The hypothesis is being tested using a qualitative approach. In qualitative approach, the idea is to show that the hypothesis is plausible. The study findings show that indeed RMVP has made a positive impact in the development process particularly in the transformation process of the district rural setting.

In particular it was found out that project interventions had brought about short term gains for rural transformation in form of increased school enrolment as well as improved PLE performance. In addition, increased funding from the project had accelerated reduction of dropout rates and enrolment gender inequality in project schools as part of necessary tools to enhance the required rural transformation.

It is further anticipated that these attained short term gains will lead to long term achievements in form of increased literacy, acquisition of more knowledge and skills as long as the sustainability dilemma is addressed. These achievements will in turn help the population to improve their socio-economic, political, cultural standards and good quality of life as a sign of rural transformation.

# CHARPTER FIVE

## CONCLUSIONS AND RECOMMENDATIONS

### 5.1 Introduction

This chapter presents conclusions of major findings in the research study as presented in the previous chapter. Basing on these findings, the researcher suggests relevant recommendations.

### 5.2 Conclusions

#### 5.2.1 Increased primary school enrolment

Prospects of achieving the eight *MDGs* greatly depend on the overall achievements in education and to attain these calls for increased enrolment. Likewise as revealed by the study, rural transformation to a big extent depends on the overall primary school enrolment because education is the biggest tool you can use to change the world.

Therefore, as established in the concluded study, the short term increased enrolment ensures that most children attend schools as the starting point in initiating desired rural transformation. On the other hand, increased enrolment significantly reduces illiteracy and increases knowledge and skills among the rural population as a long term achievement required to attain and maintain the much cherished rural transformation.

Furthermore, the increased school enrolment in this short project period if sustained will go a long way in supplementing the already observed rural transformation.

### 5.2.2 The increased enrolment gender equality

The research study has established that project schools have more female pupils than males. This means that the project has realized the objective of eliminating gender inequality against females in primary school enrolment. It also means that now more females can join secondary schools and higher institutions of learning thus in long run more females will acquire more knowledge and skills that will empower them to compete with males for better paying jobs. This development as seen earlier on will facilitate rural transformation of Isingiro district.

However, rural transformation will not be complete if male education is not given the attention it deserves. This means that if intervention measures like those extended to female education are not immediately introduced, more and more males will continue to opt for petty trade like boda boda and loading of makoke on lorries thus further reducing their school enrolment numbers. In long run, this trend will negatively affect the already achieved increased overall primary school enrolment and its benefits to rural transformation.

### 5.2.3 Improved PLE performance

Improved PLE performance is a big component in attaining the improved standards of education and overall rural transformation. This is a long term strategy that greatly

depends on other project interventions that call for substantial and consistent funding. With sufficient and sustained funding, schools will be able to further improve PLE performance. In the long run, benefits of improved performance as explained earlier on will be used to initiate and sustain rural transformation of their respective areas and the district as a whole.

Therefore to maintain and improve further the current levels of PLE performance requires increased and sustained funding of all other components of the project. This will increase the short and long term gains expected from this development hence consolidating attained rural transformation.



### 5.2.4 Reduced dropout rates

Implemented project interventions among other things have facilitated reduction of dropout rates in primary schools as a short term project achievement. This translated into an immediate increased school enrolment as a short term gain attributed to project funding. In this respect long term achievement from increased enrolment as a result of reduced dropout rates will among other things reduce illiteracy in the population as an indication of rural transformation.

Further more, gained increased enrolment will necessitate construction of more primary and secondary schools. These will create more employment and markets for locally produced agricultural produce. All these developments will enhance rural transformation of Isingiro district rural setting because it will increase the income and capacities of the

rural people. However, for all these to happen successfully achievements of the project must be embraced and sustained by the beneficiaries particularly the local people and the government in general.

### 5.2.5 Project Sustainability

Research findings indicated that the people will not be able to sustain the project when it is finally reverted to them. This therefore calls for measures that will ensure project sustainability if it is to bring about and maintain the anticipated rural transformation of the district setting.

### 5.2.6 Planned Project Life (2006-2010)

The project had been planned to cover a period of five years. However research findings revealed that the five years will not be enough to enable the project conclude all the planned activities.

### 5.2.7 Project geographical area extension

The current project geographical area coverage consists of Kabuyanda and Nyakitunda sub counties of Isingiro district. This is the area where the project has concentrated all its activities including primary school interventions leaving the rest of the district sub-counties outside the project. This limited coverage will therefore not be able to bring about rural transformation of the whole district.

### 5.3 Recommendations

1. To further increases and maintain primary school enrolment and its achievements, the project should make improvements in the feeding program which had been identified as the major driving force responsible for the increased enrolment. To achieve this, it was recommended that the government in collaboration with the project should intensify community sensitization. This approach will help the community to own the project and to meet its obligation of paying the twenty percent as their contribution towards the feeding program.

2. The project should eliminate the existing gender enrolment inequality against boys. To meet this objective, it was recommended that the project should put in place interventions that will attract more males to join and remain in schools. Such interventions can include among others introduction of a parallel bursary scheme for boys who excel in their PLE as it is the case with girls.

3. To make further improvements in PLE performance, it was recommended that the project and the government should construct teachers' houses to enable teachers stay near their schools in order to concentrate on teaching of pupils. To supplement this effort, the project in collaboration with the government should look for means of topping up teachers' salaries as it has done with project health workers.

4. The achieved reduced dropout rate should be improved and consolidated. To attain this, it was recommended that the government and the project should build more schools to accommodate and encourage more pupils to join and remain in schools. To supplement this effort, the community, the government, and the project should ensure that the feeding program is improved and sustained.

5. Ensure project sustainability in order to consolidate the registered rural transformation. To address the sustainability dilemma, it was recommended that a holistic approach involving project managers, the government, and the local communities should be used. In this approach, project management should embrace community participation in planning, implementation, monitoring, and evaluation. Likewise, the government should do all it can to improve the sustainability profile of the project. To accomplish this recommendation, the government should timely and sufficiently meet its project obligation.

6. RMVP had been planned to cover a period of five years (2006-2010). However, it had been observed by many respondents that the five years will not be enough for the project to accomplish all the planned tasks. It was from this background that we recommended an extension of another five years (2010-2014).

7. The current project area consists of eight villages of Kabuyanda and Nyakitunda sub-counties of Isingiro district. This means a larger part of the district is not covered by the project and this has been a hindrance to the transformation of the rural setting of the

whole district. It was therefore recommended that the project funding should be extended to cover the whole district.

### 5.4 Area for further research

Given that this study was confined to particular schools as it was a case study, there is need for a comparative study to include non project primary schools from other parts of the district.

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**APPENDIX I: Research time frame**

| Period | Activity |
|---|---|
| March-May 2009 | Proposal writing |
| June-August 2009 | Data collection |
| September-November 2009 | Data analysis |
| December 2009-March 2010 | Report writing |
| April 2010 | Submission of the report |

**Appendix II: Proposed Research Budget in Uganda Shillings**

| **Phase of the Research** | **Required materials/ services** | **Cost in UG. Shillings** |
|---|---|---|
| Proposal writing | 1. Books | 200,000 |
| | 2. Journals | 200,000 |
| Data collection | 1. Stationary | 50,000 |
| | 2. Transport to the field | 200,000 |
| | 3. Transport in the field | 380,000 |
| | 4. Maintenance in the field | 300,000 |
| | 5. Hiring four research assistants | 4x200,000 = 8200,000 |
| Data Analysis | 1. Stationary | 20,000 |
| | 2. Hiring services of a statistician | 1,000,000 |
| Report writing | 1. Stationary | 200,000 |
| | 2. photocopying | 100,000 |
| | 3. Secretariat services | 200,000 |
| | 4. Binding charges | 150,000 |
| | TOTAL | 3,600,000 |

**APPENDIX III Questionnaire for household respondents**

My name is Behayo Paddy a second year student of Bishop Stuart University pursuing a Masters Degree in Development Studies. I am carrying out a research in your area titled: Millennium Village Projects and Rural Transformation in Uganda: Case of Ruhiira village in Isingiro district.

This is therefore to request you to participate in this study by sparing sometime and fill in the questionnaire provided with relevant information. This study is purely for my academic work and information provided will be kept in confidence and will only be used for the sole purpose of this research study. To fill the forms provided, tick in the appropriate box of the right answer and use blank spaces to write correct answers to the questions. Your can give your name but this is optional and i thank you in advance.



**1.0 Personal information**

1.1 Your name..... (Optional)

1.2 Sex (1) Female ☐ (2) Male ☐

1.3 Age (1) Below 20 years ☐ (2) 21-30 years ☐

(3) 31-40 years ☐ (4) 41-50 years ☐

(5) 51-60 years ☐ (6) over 61 years ☐

1.4 Educational level (1) Primary ☐ (2) Secondary ☐

(3) Post-secondary ☐ (4) University ☐

(5) Did not go to school ☐

1.5 Your sub-county (1) Kabuyanda ☐ (2) Nyakitunda ☐

**2.0 The overall assessment of primary schools before Rihiira village project**

**2.1 Primary school enrolment before Ruhiira village project**

2.1.1 How would you rate the overall primary school enrolment before the project?

(1) Very high ☐ (2) High ☐

(3) Average ☐ (4) Low ☐

(5) Very low ☐

.....

2. 1.2 which sex composed the majority of pupil population?

(1) Females ☐ (2) Males ☐

(3) Cannot tell ☐

2.1.3 What could have been the limitations for the sex that had fewer pupils in primary school (1) Most of them Lacked school fees ☐

(2) Most of them preferred to get married ☐

(3) Majority stayed at home to help parents ☐

(4) Majority had no interest in schooling ☐

(5) Most parents prefer to send the other sex to school ☐

(6) Majority of them are in petty trade ☐

**2.2 P S drop-out and gender situations prior to Ruhiira project**

2.2.1 How would you describe the drop out rate in primary schools before Ruhiira project? (1) Very high ☐ (2) High ☐

(3) Low ☐ (4) Very low ☐

(5) Didn't exist ☐

2.2.2 If pupils were dropping out of primary schools, which sex was most affected?

(1) Females ☐ (2) Males ☐

(3) Both equally affected ☐

2.2.3 What could have been the reasons? (1) Lack of school fees ☐

(2) Left school for marriage ☐

(3) To help their parents ☐

(4) Reduced interest ☐

(5) To engage in trade ☐

**2.3 P S infrastructure conditions before Ruhiira village project**

2.3.1 Did the schools nearest to you have enough toilet facilities?

(1) Yes ☐ (2) No ☐

(3) I cannot tell ☐

2.3.2 Did they have separate toilet facilities for boys and girls

(1) Yes ☐ (2) No ☐

(3) I cannot tell ☐

2.3.3 What was the state of school buildings and other infrastructures before Ruhiira project was introduced?

(1) Very good ☐ (2) Good ☐

☐

(3) Fair (4) Poor ☐

(5) Very poor ☐

2.3.4 Did the school nearest you have enough class rooms prior to the project?

(1) Yes ☐ (2) No ☐

(3) Cannot tell ☐

2.3.5 Did that school have water near by?

☐

(1) Yes (2) No ☐

(3) Can not tell ☐

2.3.6 If the answer in 2.3.5 above is No, how were the pupils and teachers getting water?

(1) From bore holes ☐ (2) Nearby swamps ☐

(3) Protected springs ☐ (4) roof tanks ☐

(5) Water dams ☐ (6) Gravity water tap ☐

2.3.7 What was the situation in relation to teacher's accommodation?

(1)School did not have houses ☐

☐

(2) Few houses existed

(3) Enough houses existed ☐

2.3.8 If teachers' houses were available, in what condition were they?

☐

(1) Very good ☐ (2) Good

(3) Fair ☐ (4) Poor ☐

(5) Very poor ☐

## 2.4 P S teaching and feeding situations prior to the project

2.4.1 Did schools nearest to you have enough qualified teachers?

(2) Yes ☐ (2) No ☐

(3) I cannot tell ☐

2.4.2 Before Ruhiira Project was introduced were schools providing lunch for pupils?

(1) Yes ☐ (2) No ☐

(3) I cannot tell ☐

2.4.3 If the answer in 2.16 above is No how would pupils get their lunch?

(1) Packed food from home ☐

(2) Bought eats at school ☐

(3) Stayed without lunch ☐

(4) I cannot tell ☐

## 2.5 P S academic assessment before the project

2.5.1 How would you describe schools' PLE performance before the project?

(1) Very good ☐ (2) Good ☐

(3) Fair ☐ (4) Poor ☐

(5) Very poor ☐

2.5.2 What are the reasons for your answer in 2.18 above?

(1) Very many pupils used to pass PLE ☐

(2)Very many pupils used to fail PLE ☐

(3) A reasonable number of pupils used to pass PLE ☐

(4) A small number of pupils used to pass PLE ☐

**2.6 Community participation**

2.6.1 Did you participate in community work at any of the primary schools before the project?

(1) Yes ☐ (2) No ☐

2.6.2. If your answer in 2.20 above is No, why couldn't you participate in such activities? (1) Was not invited ☐ (2) there was no need ☐

(3) I did not want ☐

**3.0 To establish so far what Ruhiira project has achieved in the primary education sub-sector**

**3.1 Current enrolment and gender status in project schools**

3.1.1 How do you rate the overall primary school enrolment after the three years of the project? (1) Very high ☐ (2) High ☐

(3) Average ☐ (4) Low ☐

(5) very high ☐

3.1.2 Which sex is dominating in enrolment in project area schools?

(1) Females ☐ (2) Males ☐

(3) they are equal ☐

(4) Cannot tell ☐

3.1.3 How would you explain the difference in sex enrolment if at all it exists?

(1) Most girls prefer to get married ☐

(2) Most boys prefer to get married ☐

(3) Many parents give girls the first priority ☐

(4) Many parents give boys the first priority ☐

(5) Many girls are busy in petty trade ☐

(6) Many boys are busy in petty trade ☐

**3.2 Present condition of project primary schools' infrastructures**

3.2.1 Do primary schools nearest to you have enough toilet facilities?

(1) Yes ☐ (2) No ☐

(3) Cannot tell ☐

3.2.2 Do project primary schools nearest to you have separate toilets for boys and girls?

(1) Yes ☐ (2) No ☐

(3) cannot tell ☐

**3.3 Present drop-out situation in project primary schools**

3.3.1 What is the present drop-out rate situation after three years of Ruhiira project life?

(1) Very high ☐ (2) High ☐

(3) Low ☐ (4) Very low ☐

(4) Doesn't exist ☐

3.3.2 If pupils are dropping out of primary schools, which of the sex is more affected? (1) Females ☐ (2) Males ☐

(3) Both are equally affected ☐

3.3.3 What could be the reason for higher drop-out rate for the particular sex?

(1) Early marriage for girls ☐

(2) Early marriage for boys ☐

(3) Most girls prefer to go for petty trade ☐

(4) Most boys prefer to go for petty trade ☐

(5) In case of any problem, parents are more likely to ask girls to drop out ☐

(6) In case of any problem, parents are more likely to ask boys to drop out ☐

**3.4 The current physical state of project primary schools' infrastructures**

3.4.1What is the current state of project schools' buildings and other infrastructures?

(1) Very good ☐ (2) Good ☐

(3) Fair ☐ (4) Poor ☐

(5) Very poor ☐

3.4.2 Do project schools nearest to you have enough classrooms?

(1) Yes ☐ (2) No ☐

(3) Cannot tell ☐

3.4.3 Does it have a water source nearby?

(1) Yes ☐ (2) No ☐

(3) Not sure ☐

3.4.4 If the answer in 3.4.3 above is yes, what is this water source?

(1) Bore hole ☐ (2) Nearby swamp ☐

(3) Protected spring ☐ (4) Roof tanks ☐

(5) Water dams ☐ (6) Gravity water taps ☐

3.4.5 Who provided this water source?

(1) The community ☐ (2) Local government ☐

(3) The school ☐ (4) Ruhiira village project ☐

(5) Combined effort ☐ (6) I cannot tell ☐

3.4.6 What is the situation now in respect to teachers' accommodation?

(1) No houses ☐ (2) Have few houses ☐

(3) Have enough houses ☐ (4) I cannot tell ☐

3.4.7 If schools have teachers' houses, in what condition do they appear?

(1) Very good ☐ (2) Good ☐

(3) Fair ☐ (4) Poor ☐

(5) Very poor ☐

**3.5 The current teaching and feeding situations in project primary schools**

3.5.1 Do project schools nearest to you have enough teachers?

(1) Yes ☐ (2) No ☐

(3) I don't know ☐

3.5.2 Are all the teachers qualified to teach?

(1) Yes ☐ (2) No ☐

(3) Not sure ☐

3.5.3 Do project schools nearest to you provide lunch for pupils?

(1) Yes ☐ (2) No ☐

(3) Not sure ☐

3.5.4 If the answer in 3. 5.3 is No, how do pupils get their lunch?

(1) Pack food from home ☐ (2) Buy eats at school ☐

(3) Stay without lunch ☐ (4) I cannot tell ☐

**3.6 Current P S performance in PLE**

3.6.1 How can you assess Project primary schools' PLE performance since Ruhiira project was introduced in the area?

(1) Has greatly improved ☐

(2) Has slightly improved ☐

(3) Has not changed ☐

☐

(4) Has greatly deteriorated

(5) Has slightly deteriorated ☐

3.6.2 How can you tell?

(1) Pupils now get better grades ☐

(2) Pupils now get worse grade ☐

(3) There is no change in grades ☐

**3.7 Community participation**

3.7.1 Do you participate in community work in any of the project primary schools?

(1) Yes ☐ (2) No ☐

3.7.2 If the answer in 3.7.1 above is No, why don't you participate in community work?

(1) Not invited ☐ (2) No need ☐

(3) I don't want ☐ (4) The project does every thing ☐

**3.8 The overall assessment of Ruhiira project on rural transformation**

3.8.1 Do you think Ruhiira project has improved the education system of the area?

(1) Yes ☐ (2) No ☐

(3) Cannot tell ☐

3.8.2 Do you think the people of Ruhiira will be able to sustain what the project has put in place when it eventually closes down?

(1) Yes ☐ (2) No ☐

(3) I cannot tell ☐

3.8.3 If the answer in 3.8.2 above is yes, how will the project be sustained.

.....

.....

.....

3.8.4 If the answer in 3.8.2 above is No, what will happen to all facilities that the project has put in place.....

.....

.....

.....

3.8.5 In which area has Ruhiira project performed best

.....

.....

3.8.6 Why has it performed best in this area?

.....

.....

.....

3.8.7 In which area has the project performed worst?

.....

.....

.....

3.8.8 Can you give your advice as to how the project can improve in this area

.....

.....

.....

3.8.9 How would you assess the overall performance of the project?

(1) Very good ☐ (2) Good ☐

(3) Average ☐ (4) Fair ☐

(5) Poor ☐ (6) Very poor ☐

3.8.10 Do you accept the general belief that Ruhiira project has improved the standard of living of the majority population in Isingiro district? ☐

(1) Highly acceptable

(2) Fairly acceptable ☐

(3) Not acceptable ☐

3.8. 11 what other comments do you have on Ruhiira Millennium Village Project?

.....

.....

.....

**Appendix IV: Interview guide for key respondents**

**1.0 Personal information**

1.1 What is your name?

1.2 What is the name of your organization/school?

1.3 What is your current position/post in this organization/school?

1.4 How long have been in this position?

1.5

**2.0 Information on education before and current times of the project**

2.1 How would you rate the overall primary enrolment in the project area before Ruhiira project?

2.2 How would you compare the school enrolment before and during this project time?

2.3 How was gender equality in primary schools in terms of enrolment before the project?

2.4 How would you assess gender equality in terms of enrolment now?

2.5 How has the project handled other aspects of gender in primary schools?

2.6 What was the condition of school infrastructure before the project?

2.7 What is the state of these infrastructures now?

2.8 Did schools have enough classrooms before the project came in to assist?

2.9 What is the situation in respect to school classrooms now?

2.10 How was the water situation before the coming of the project?

2.11 How is the water situation now?

2.12 Did schools have teachers' houses prior to the project?

2.13 What is the situation now in respect to teachers' accommodation?

2.14 Did all schools have enough qualified teachers?

2.15 If schools did not have enough qualified teachers, how were they coping with the shortages?

2.16 How is the staffing position of project schools now?

2.17 Before the project , were schools providing lunch to pupils

2.18 Who caters for pupils, lunch these days?

2.19 How would you rate schools' PLE performance prior to Ruhiira project?

2.20 How do you rate the performance now?

2.21 How would you explain the difference of performance in the two periods if at it exists?

2.22 What was the situation like in respect to school drop-out before the coming of the project?

2.23 How would you assess the school drop-out rate in the project time?

2.24 If pupils were dropping out of primary school, which sex was more affected and why?

2.25 Do you think the project will transform the education system of the area and the district as a whole?

2.26 How would you comment on the sustainability of what the project has put in place?

2.27 In your assessment, in which area has Ruhira performed best?

2.28 Can you point out some indicators of good performance in this area of the project?

2.29 According to you, in which sector has the project performed worst?

2.30 What could be the reasons for such poor performance?

2.31 How would assess the overall performance of the project?

2.32 Can you comment on whether the project has improved the quality of life of the people in Isingiro district?

2.33 What other comments do you have on Ruhiira village project?

**APPENDIX V: FOCUS Group Discussion Guide**

**1.0 General Information**

1.1 Name of the school.....FGD no.....

1.2 Sub- county where the school is located.....

1.3 Project village where the school is found.....

1.4 Number of boys in the FGD.....

1.5 Number of girls in the FGD.....

1.6 Total number of pupils in the FGD

**2.0 Focus Group Discussion Themes**

2.1 Enrolment status before the project

2.2 Current enrolment status

2.3 Gender equality status before the project

2.4 Current gender equality status in terms school enrolment

2.5 The state of school infrastructure prior to the project

2.6 The state of infrastructure in the implementation period

2.7 Availability of school classrooms before the project

2.8 Availability of classrooms at present

2.9 Water situation before the project

2.10 Current water situation

2.11 The state of teachers' houses before and during the project period

2.12 Availability of teachers before and in the project period

2.13 Feeding of pupils before and in the implementation period

2.14 PLE performance prior to the project and during the project period

2.15 Dropout situation before and in the implementation period

## Appendix VI: Introductory letter from Bishop Stuart University


BISHOP STUART UNIVERSITY
P.O.BOX 9, MBARARA

Tel: 0485 433468
Mobile: 0772595868

Email: emushemeza@yahoo.com
Website: www.bsu.ac.ug


**FACULTY OF BUSINESS AND DEVELOPMENT STUDIES**

15 June 2009

**TO WHOM IT MAY CONCERN**

**RE: Mr. BEHAYO PADDY Reg. No. 2007/BSU/HD/100U**

I write in relation to the above candidate pursuing an MA in Development Studies under the Faculty of Business and Development Studies at Bishop Stuart University. The candidates' proposal has been approved by the Faculty Higher Degrees and Research Committee.

The Working title of his Dissertation is: **Millennium Village Projects and Rural Transformation in Uganda: The Case of Ruhiira Village in Isingiro District**

I therefore authorize the Candidate to embark on field work as part of the research process to prepare a dissertation in partial fulfillment of the award of an MA Development Studies of Bishop Stuart University.

Any assistance accorded to him will be highly appreciated

Yours Sincerely,

FACULTY OF BUSINESS & DEVELOPMENT STUDIES
BISHOP STUART UNIVERSITY

Assoc. Prof. Elijah Dickens Mushemeza (PhD)
**Dean, Faculty of Business and Development Studies**

**Appendix VII: Introductory letter from Ruhiira Millennium Villages Project**

THE MILLENNIUM VILLAGES PROJECT

**July 1, 2009**

**Ruhiira Millennium Villages project, Isingiro District Uganda**

**Education sector office**


**Education coordinator**
Lawrence Ssenkubuge Tel. 0772 401 275 e-mail lssenk@yahoo.com Lawrence.ssenkubuge@undp.org

**Education Facilitators**
Peninah Tumusiime Tel 0772571104 e-mail Peninah.tumusiime@undp.org
Francis Tiberondwa Tel 0752886610 e- mail ftiberondwa@yahoo.com


**To Head teachers**
**MVP Project beneficiary schools**

Dear Sir/ Madam;

**Re: Mr. Behayo Paddy**

This is to introduce the above student from Bishop Stuart University Mbarara. He is carrying out his research on the topic:

**Millennium Villages Project and Rural Transformation in Uganda:**

**The case of Ruhiira village in Isingiro district.**

Kindly accord him with the necessary cooperation.

Yours faithfully,

Lawrence Ssenkubuge

Education coordinator