

## ABSTRACT

### **Determinants of Access to Primary Education in Uganda and Implications for Strategic Interventions**

by

James Nyankori<sup>1</sup>

Despite unprecedented increase in primary school enrolment due to the 1996 Universal Primary Education program in Uganda, a considerable number of school age children have never participated in primary education school, and these are more likely to be girls than boys and rural than urban children. This project proposes to evaluate the determinants of primary schooling (enrollment, attendance, performance) in Uganda and develop a strategic framework for policy reforms and intervention programs for improving primary schooling with emphasis on girls and rural children. The study will use primary data from a survey of a stratified multi-stage random sample of households in the Central Region, Uganda.

The empirical model is a five-equation model of human resource investment to explain primary education in terms of school, household and student characteristics. The five human resource variables that are endogenously determined include health, nutrition and schooling disaggregated into enrolment, attendance and performance. The system of equation conveys the notion that household investments in human capital (education, health and nutrition) are interrelated and jointly determined by home and school environment as well as students characteristics.

Expected results are parameter estimates, significance tests and corresponding elasticities subsequently used to develop a framework for policy initiatives and intervention programs to enhance primary education in Uganda with possibilities for extension to other Sub-Sahara African countries. Research results will be disseminated through seminars and conferences in Uganda, progress and terminal reports as well as presentations at professional meetings and publication in refereed journals.

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**Hosting Institution:** Economic Policy Research Center (EPRC), *Uganda*.

*For full research/trip experience read below:*

*Field*

## **TRIP REPORT**

**James C. Nyankori**

### Introduction

The activities of this trip were in support of the SAGA RESEARCH PROGRAM objectives in Uganda. The specific objective was to understand the determinants of access and participation in primary education in Uganda through empirical analysis of survey data collected through during the trip.

### Activities

Activities during the first week of the program included meeting the Economic Policy Research center (EPRC) Director, Dr. John Okidi, the EPRC research staff, Ministry of Education and Sports economists, planners and senior administrators.

The meeting with Dr. John Okidi included introductions and covered formalities and procedural matters concerning the research program as well as designation of a collaborator (Dr. Marios Obwona). Subsequent meetings with the collaborator and the research staff involved discussion of the state of research on primary education access in Uganda, identification of areas of emphasis to gain synergy between SAGA and EPRC research on education as well as evaluation and revision of the questionnaire.

Discussions with the ministry of education staff focused on the structure and performance of primary education in Uganda, policy issues and information gaps for which more research is needed. The suggestions by EPRC and the Ministry of Education and Sports to focus on rural primary schools was discussed and adopted.

Activities during the third and fourth weeks included questionnaire development and literature survey. Questionnaire refinement followed critical evaluation of the initial draft in the light of information needs, content (language, expression, precision) and ease of response.

Literature survey focused on empirical analysis of primary education in Uganda, household characteristics, food consumption and household health behavior. The literature was available from the libraries at the EPRC, Makerere University, Department of Distance Education, and the Ministry of Education and Sports. Literature survey continued throughout the research period till August.

Questionnaire refinement involved several iterations with the aim of developing a comprehensive data set on primary education in Uganda, and pre testing the questionnaire for sites in Mpigi and Mukono districts.

Activities during the fifth week involved selecting and training and assignment of enumerators to the sample districts and final revision of the questionnaire with feedback from the pretest.

Activities from the sixth week onwards included sampling, field survey, survey verification and data entry. A stratified national random sample of twenty one districts was developed such that the four regions (strata) were represented as follows.

Central Region: Mubende, Sembabule, Rakai, Nakasongola.  
Eastern Region: Busia, Kamuli, Katakwi, Kumi Mayuge.  
Northern Region: Adjumani, Apac, Gulu, Kitgum Lira, Nebbi, Pader.  
Western Region: Bushenyi, Kabale, Kamwenge, Hoima, Ntugamo.

The enumerators who assisted with the study are Jurua, Harriet (Adjumani), Hokello, Joel (Apac), Kipwola, Joan (Bushenyi), Bogere, George (Busia), Lamunu, Innocent (Gulu), Omony, Beatrice (Hoima), Bidongkara, Jimmy (Kabale), Ruvwa Kadama (Kamuli), Mulalu, Dan (Katakwi), Tokwiny, Janet (Kitgum), Ogiel, Betty (Kumi), Mukwaya, Rodgers (Kamwenge), Ogwang, Karl (Lira), Nakalembe, Susan (Mayuge, Mubende), Adong, Harriet (Nakasongola), Jurua, Harriet (Nebbi), Apio, Sandra (Rakai), and Kazinda, Matheus (Sembabule).

A random sample of the completed questionnaire was verified for quality control purposes through strategic field visits to seven sites in the sample districts.

Data entry was initiated two weeks from the start of field survey and continued till the end of the program in August.

Activities in the last week of the project included closing discussions with the EPRC director, data analysis plans with the collaborator and expression of appreciation for collaborating in the SAGA program.

The completed questionnaires in two boxes were shipped back to Clemson for data verification and completion of data entry prior to analysis.