



Management and motivation in Ugandan Primary Schools

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Motivation

- ▶ Since the advent of UPE, there have been substantial gains in the education sector
 - ▶ Deininger (2003) estimates that the percentage of children aged 6-12 in primary school increased from 62% in 1992 to 84% in 1999
- ▶ This presented immediate challenges
 - ▶ Classrooms, teachers, and material inputs needed to catch up
- ▶ There has been much progress in this respect, but challenges to UPE quality remain
- ▶ Here we will show that there is considerable scope for improvement in school management



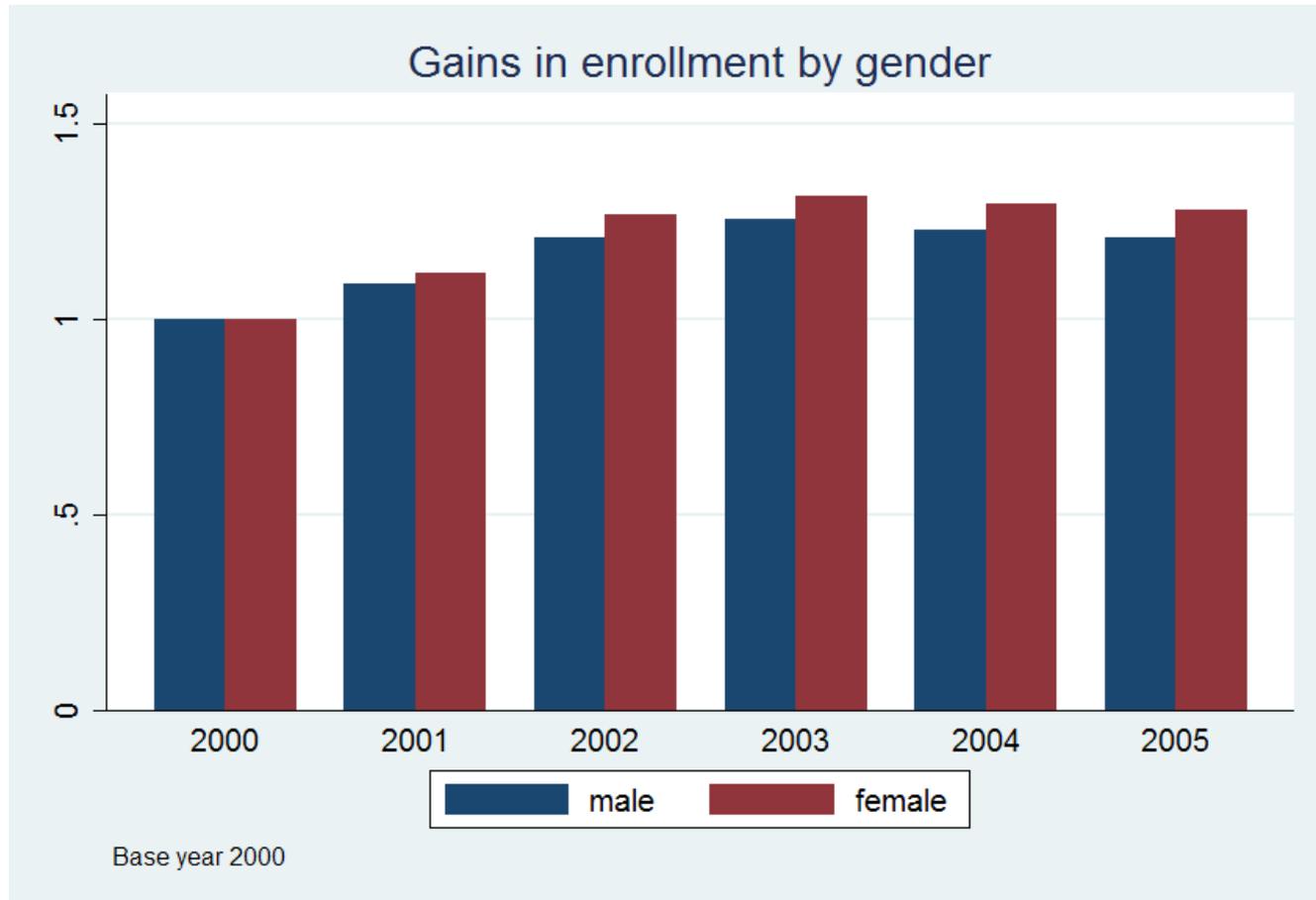
Outline

1. UPE: its successes, and inherent challenges
2. Progress in school resources since UPE
3. School management: the next frontier



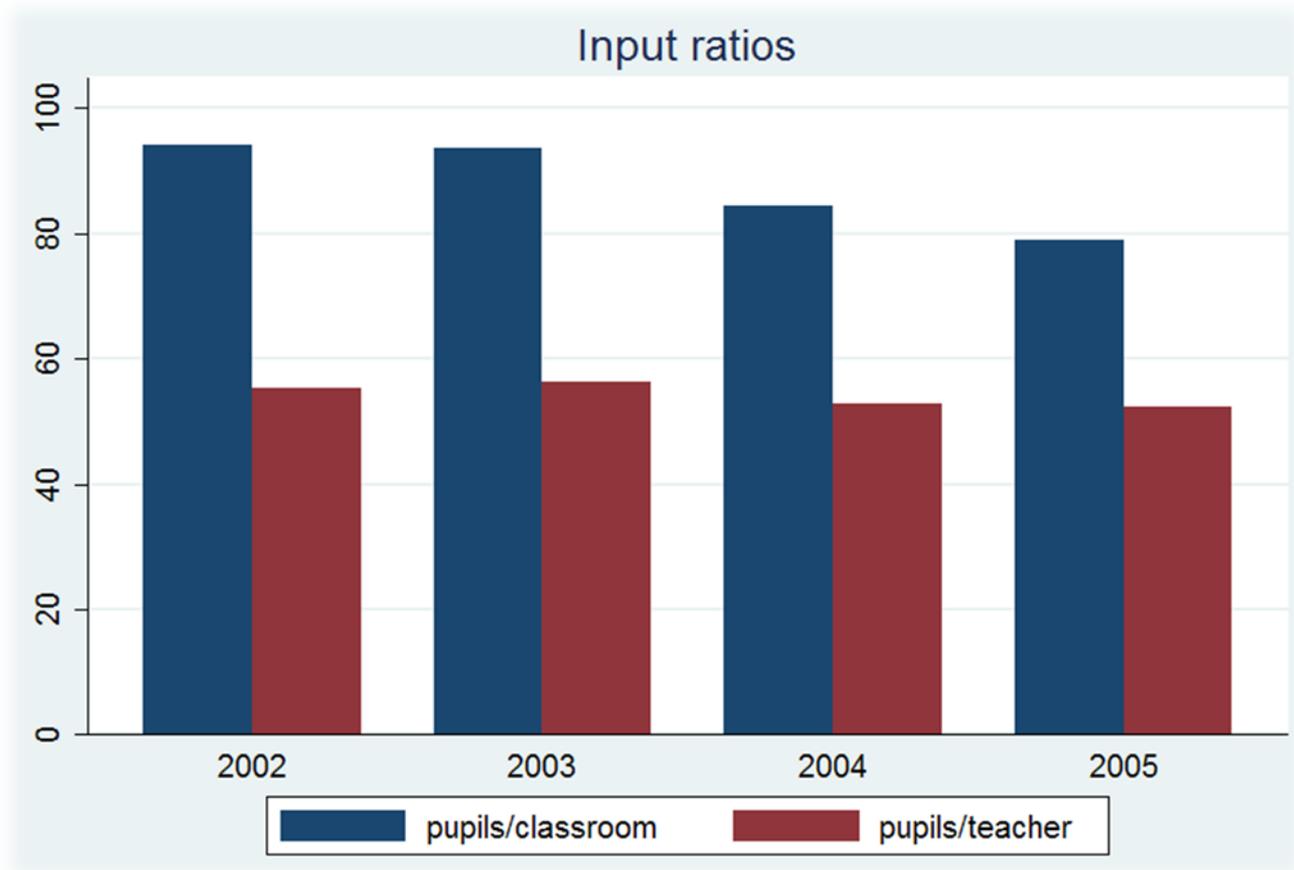
State of the schools

- ▶ Enrolment gains have continued since the introduction of UPE



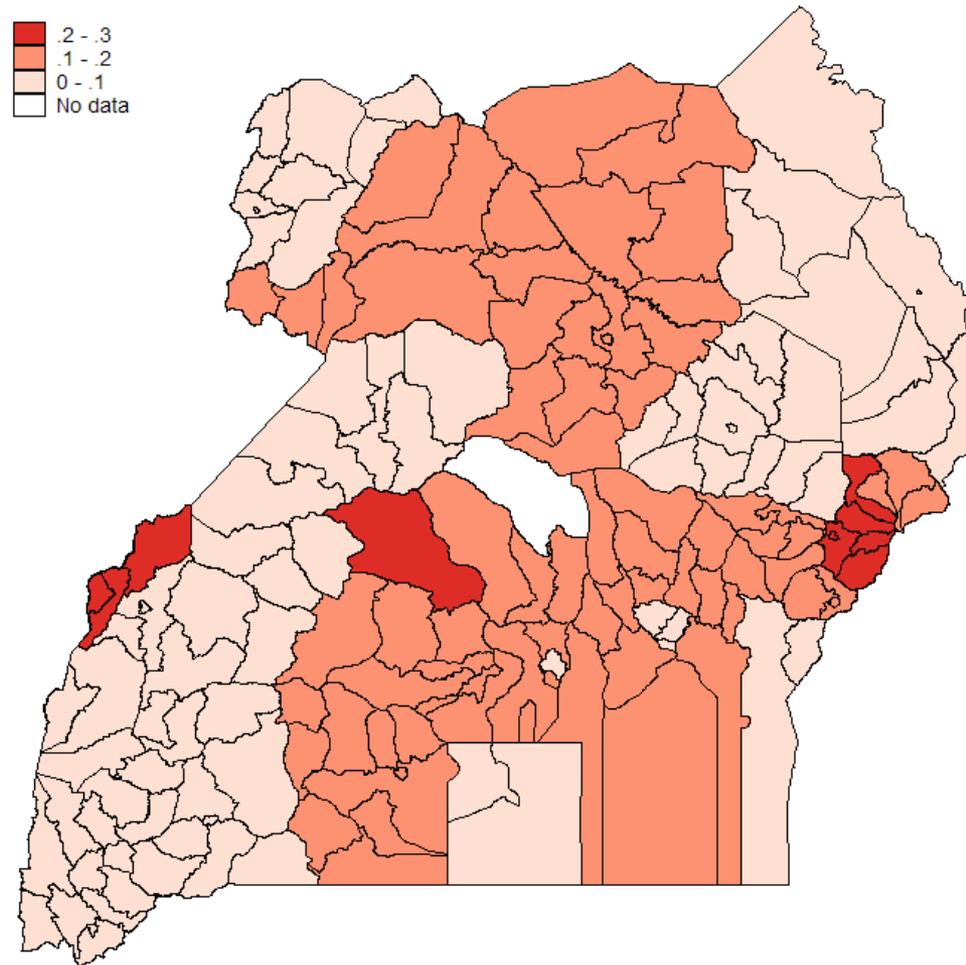
State of the schools, cont'd

- ▶ Physical inputs are catching up with increased demand for schooling:



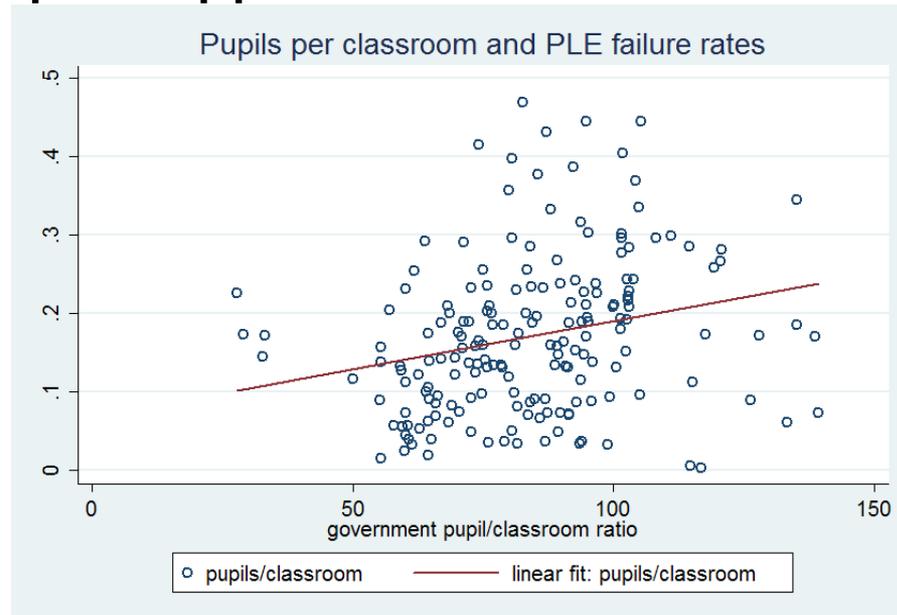
Performance of primary education

Fraction registered pupils failing Primary Leaving Exam, 2006



School resources and the quality of UPE

- ▶ But at the current level of inputs, the gains from additional inputs appear small



- ▶ This conforms with international evidence on, e.g., the limited impact of flipcharts and other learning materials
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School management

- ▶ If not in ‘bricks and mortar’, then where are there still significant low-hanging fruit?
- ▶ School management: ensure that we make efficient use of school *inputs*, to turn them into the *output* of quality education.
 - ▶ e.g. , teachers: Chaudhury et al. (2006) found absenteeism rate of 26%
- ▶ There appears to be significant room for improvement in the management of Ugandan primary schools



State of the SMCs

1. SMC meeting attendance is varied
2. Understanding of roles and responsibilities is limited
3. Little local knowledge and dissemination of school activities

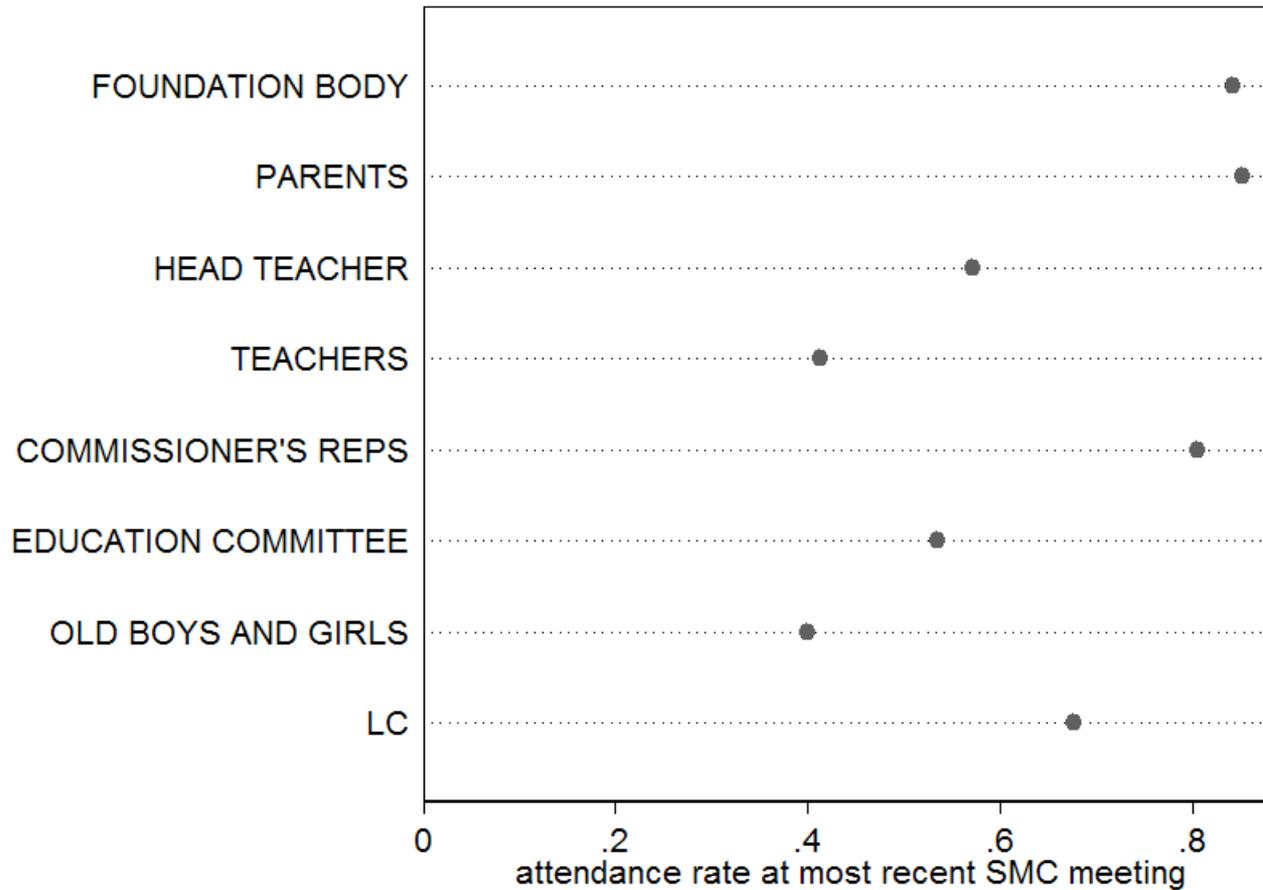


Survey data

- ▶ 100 schools from the 4 districts of Apac, Hoima, Iganga, Kiboga
 - ▶ Districts chosen as emblematic of challenges to and successes in UPE schools in the four regions
- ▶ Sample is statistically representative of rural schools in those regions
- ▶ Data collected include
 - ▶ UNEB-administered tests of pupil literacy and numeracy in P3 and P6;
 - ▶ School-level questionnaire covering inputs availability, management processes, education outcomes
 - ▶ Questionnaires administered to representative samples of parents, teachers, SMC members, and Head Teachers

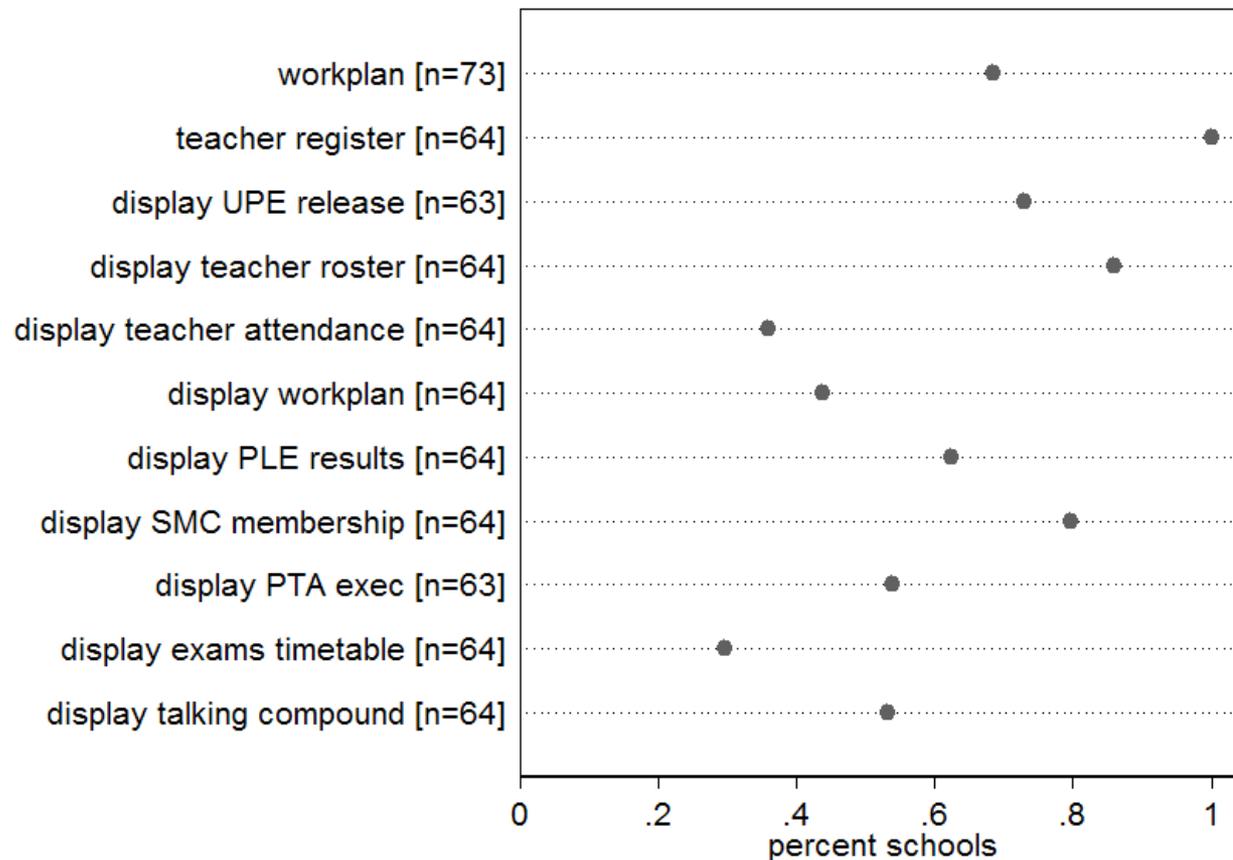


Attendance at SMC meetings is varied



Governance indicators

Local accountability and information flows are limited:



Conclusions

- ▶ Systematic shortcomings in classrooms and material inputs have to a large extent been filled, with existing shortages distinct from school to school
- ▶ Result is that the aggregate relationship between inputs and school performance is not very strong at the current margin
- ▶ Poor functioning of SMCs suggests scope for improvement; management processes play a central role in turning these inputs into effective education.

Is improving school management the next frontier in education quality?

