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**Department:** Development Studies.

**Title:** Contribution of Primary Education Policy Reforms in The Development of Uganda from 1894-2019

**Abstract:** The study examined the contribution of primary education policy reforms in the development of Uganda from 1894-2019. A quality of primary education still remains poor, short of what is recommended by SDG -4, EAC Vision 2050 and Uganda Vision 2040 (NDPIII). The study mapped out the different primary education policy reforms; historical drivers of primary education policy reforms; contribution of primary education policy reforms; challenges of primary education policy reforms and suggestions for the improvement of primary education policy reforms in the development of Uganda. It was guided by Human Capital Theory and the Public Value Management Theory. The study employed a historical research design with qualitative approach. A sample of 130 interviews were conducted across the country with the aid of an interview guide and documentary review checklist to collect data. The study data was analysed with NVIVO version 12 Plus software. The study established that in the period between 1894-1962 the primary education policy reforms were; Vocational Studies; expansion of primary education and Girl child education; policy on the administration and financing of education; and policy on teacher education and the educational structure, whereas after independence (1963-2019) the primary education policy reforms included: quality of education for all people; UPE policy of 1997 and Education for All. The key historical drivers were; training Ugandan citizens to adapt to colonial changes, modernisation and development, unified formal curriculum, vocationalisation and increased enrolment of school children. Contributions were; the colonial regime greatly favoured the training of children of local Baganda chiefs who were recruited as clerks and administrators in the colonial administration. After independence; a new national curriculum in 1964 was introduced; NCDC in 1973; and UPE policy in 1997. Challenges included inadequate funding and corruption which continued to cripple primary education sub-sector for years. The different primary education policy reforms led to infrastructural development, increased enrolments for both boys and girls, increased vocationalisation of primary education and reduced the disparity between boys and girls. The study recommends that government should increase funding in Research and Development to review curricula in relation to the required vocational skills for human capital development right from primary level with the aim of fostering development in Uganda. Emphasis should be put on fighting corruption by bringing the culpable officers to court after a thorough forensic investigation and victims should be made to pay back government money for investment in primary education service delivery.

**Supervisors:** 1. Assoc. Prof. Godfrey Asiimwe  
2. Dr. Robert Senath Esuruku

**Date:** 19<sup>th</sup> December, 2022

**Time:** 02.00pm

**Venue:** Smart Room-CHUSS