



ARE OUR CHILDREN LEARNING?

Illuminating the Covid-19 learning losses and gains in Uganda

Uwezo National Learning Assessment Report, 2021



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ABBREVIATIONS

CSOs:	Civil Society Organisations
EAs:	Enumeration Areas
ECD:	Early Childhood Development
FCDO:	Foreign, Commonwealth & Development Office
MoES:	Ministry of Education and Sports
MOS:	Measures of size
NAPE:	National Assessment of Progress in Education
NCDC:	National Curriculum Development Centre
PAL Network:	People's Action for Learning Network
PPS:	Probabilities proportional to size
RELI:	Regional Education Learning Initiative
SESIL:	Strengthening Education Systems for Improved Learning
UBOS:	Uganda Bureau of Statistics
UCE:	Uganda Certificate of Education
UIS:	UNESCO Institute of Statistics
UNEB:	Uganda National Examinations Board
VACIS:	Violence against children in school
WPF:	Wellspring Philanthropic Fund

ACKNOWLEDGEMENTS

Uwezo Uganda became an independent organisation in 2020, having worked as a program of [Twaweza East Africa](#) from 2010 to 2019. We appreciate Mr Rakesh Rajani (the founder of Twaweza and Uwezo), Twaweza Board, Mr Aidan Eyakuze (the current Executive Director of Twaweza), and Twaweza Management for the support we have received over the years, most especially when we transitioned into a separate entity. Uwezo Uganda is a member of the [Regional Education Learning Initiative \(RELI\)](#) and the [People's Action for Learning \(PAL\) Network](#) through which we have continued to receive invaluable peer feedback.

We thank Uwezo Uganda staff including Faridah Nassereka, Judith Tumusiime, Azamu Mulikiriza, Vincent Kalibbala and Daphine Karungi, that oversaw the 2021 learning assessment. We appreciate Mr Vincent Ssenono for the sampling support, Dr James Wokadala & team for the data entry, Jane Yoyeta Magoola & Benard Madanda for monitoring the data entry process, Dr James Urwick for supporting data analysis and the report writing process and Jonathan Kyobe for the graphic design of the report. We acknowledge the strategic and technical leadership of Dr Mary Goretti Nakabugo, Uwezo Uganda Executive Director.

We are deeply indebted to the 870 Uwezo volunteers and 29 Village Coordinators who visited 5,673 households and surveyed 15,033 children in 435 villages. We thank the head teachers of the 387 primary schools and the Local Council leaders of the 435 villages we visited for granting us entry into their spaces at a difficult time. Thanks to the heads of the households that we visited for welcoming us into their homes and allowing us to interact with their children. We appreciate your interest and commitment to ensure that the children continue to learn in one way or the other at a time when the school system had shutdown. The Heads and District Coordinators of the [29 Uwezo District Partner organisations](#) that worked tirelessly to recruit volunteers, attended trainings, and coordinate the assessment and communication activities. A team of 14 Trainers who coordinated the training of volunteers and supported the secretariat in monitoring the assessment process.

We wish to recognise the tremendous contribution made by our test development panelists and curriculum experts. These ensured that our literacy and numeracy assessment tasks were at the right targeted level and of good quality.

Our [Board of Directors](#), including Professor James Albert Lutalo-Bosa (Board Chair), Mr James Muwonge, Dr Sarah N. Ssewanyana, Associate Professor Joyce Ayikoru Asiimwe and Dr Charles Tony Mukasa-Lusambu have guided us tirelessly and ensured that we have high quality and accountable systems. We acknowledge members of our [Technical Advisory Committee](#), including Dr Albert Byamugisha (Chair), Mr Patrick Kaboyo, Dr Grace K I Baguma, Ms Ruth Kyambadde, Mr Baguma Filbert Bates, Dr Ssekamatte Ssebuliba John, Dr Jacqui O'Riordan, Dr John Reginald Allen, Dr Yusuf K. Nsubuga and Prof Leon Tikly who guided us selflessly throughout the assessment cycle and quality assured our work through timely feedback.

We are grateful for the support we have continued to receive from Ministry of Education and Sports (MoES), the National Curriculum Development Centre and Uganda Bureau of Statistics.

We appreciate everyone else who contributed in one way or another to the successful execution of the 2021 learning assessment and report.

Uwezo Uganda takes full responsibility for the contents of this report.

January 2022



FOREWORD

This report represents the latest of a series of national assessments of children's foundational literacy and numeracy skills that Uwezo has carried out in Uganda since 2010, as part of a wider movement for citizen-led learning assessment. Uwezo Uganda is now an independent organisation but was previously a program of Twaweza East Africa until the end of 2019. This and our two previous assessments of national scope in Uganda have been conducted at three-year intervals, in [2015](#), [2018](#) and 2021. Our [2016](#) assessment explored whether children were learning beyond the basic skills in a few districts, the [2017](#) basics assessment was limited to some areas of refugee settlement within Uganda, and the [2019](#) assessment was a pilot of tools for assessing young people's literacy and numeracy competencies required in the workplace and everyday life.

The assessment of 2021 was conducted in the difficult conditions of school closure and restricted movement, in the belief that its findings could contribute to the tasks of recovery of the education system, from the effects of the Covid-19 pandemic, that lie ahead. In addition to the usual assessment of children and survey of their background, our volunteers obtained information about children's continuation of learning while at home during the school closures.

The findings on learning suggest that some improvement was made in 2018-21 in the pace of children's progress, in the upper primary grades, towards foundational reading and numeracy competence. This apparent improvement may be partly attributable to home-based study in 2020-21 while children remained in the same grade for longer than usual as schools remained closed. Partly too, it may reflect better teaching before the pandemic. Those who had acquired these competences automated and retained them despite the prolonged school closure. But the findings also illustrate the delay of younger children's progress as a result of the school closures. In some respects, the gap between older and younger children has widened.

The school survey findings, although limited in scope, show underlying problems of insufficient staffing and physical structures that affected primary schools before the closures and will continue to impede effective learning. In other respects, there are indications that greater attention is being given to children's safety in school.

Uwezo Uganda stands ready to contribute as the education system embarks on learning recovery in 2022 and beyond.

Mary Goretti Nakabugo, PhD
Executive Director
Uwezo Uganda

Professor James Albert Lutalo-Bosa
Chair, Board of Directors
Uwezo Uganda

A child in a school uniform is shown from the chest up, sitting at a desk and writing in a notebook. The child is wearing a blue and white striped shirt with a crest that says 'FCB'. The background is a textured wall. The entire image is overlaid with a semi-transparent teal color.

KEY FINDINGS

Are our Children Learning?

Illuminating the Covid-19 learning losses and gains in Uganda

Uwezo National Learning Assessment Report, 2021

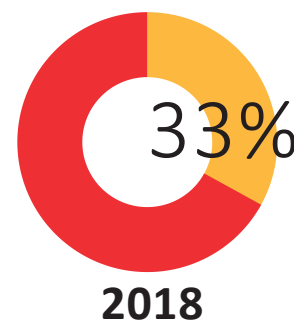
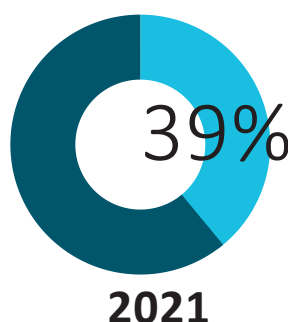
SUMMARY OF KEY FINDINGS

The key findings are presented under four broad categories: participation in basic education, learning outcomes; continued learning during school closure; and resources in primary schools

1. Participation in Basic Education

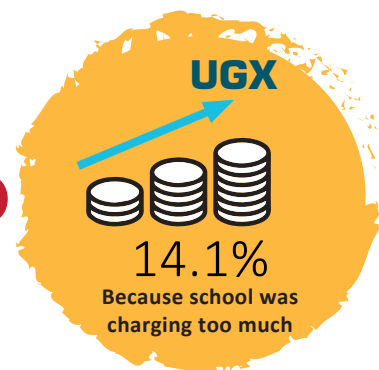
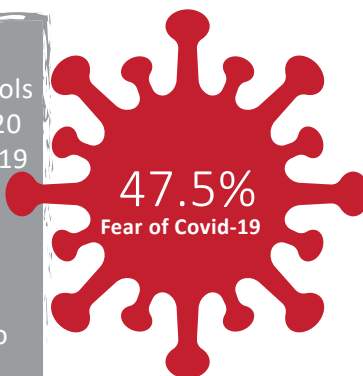


1.1. The pandemic aggravated an average problem that was already considerable. For example, 39% of P1 children surveyed in August 2021 were aged 8 years old, compared to 33% in 2018. The right age for P1 is 6-7 years. [refer to Table 1]



Percentage of children aged 8 years in P1

1.2. The reasons most frequently given for children not going back to schools when schools were temporarily reopened in September 2020 to June 2021 were, fear of contracting Covid-19 and financial considerations. Of the surveyed 867 children, whose schools/classes had reopened but did not return to school, 47.5% related it to the fear of Covid-19 and 14.1% indicated that their schools were charging too much. [refer to Figure 1]



5.8%

Children who reported to have dropped out had vision difficulties

VS

Children in the general population with vision difficulty.

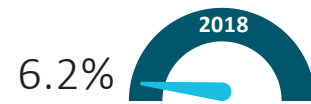
3.8%

1.3. Children with disability: Among 4-16 year old children who had dropped out of school, those with vision, walking and memory difficulties were a larger proportion compared to those in the general population. For example, 5.8% of 4-16 year children who reported to have dropped out had vision difficulties compared to 3.8% of children with vision difficulty in the general population. This indicates that such children need educational and health interventions to enable them to participate in and complete their basic education. [refer to Table 3]

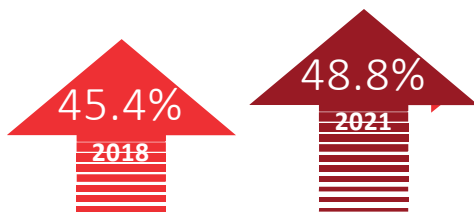


2. Learning outcomes

2.1. The proportion of children fully competent in English reading (ability to read and comprehend a P2 level English story) for the whole set of grades P3- P7 has risen from 32.5% in 2018 to 39.5% in 2021. But the overall proportions of children who are still at the 'non-reader' stage (i.e. those who could not read or sound out letters of the alphabet) doubled from 6.2% in 2018 to 11.6% in 2021. For P3, the proportion of non-readers increased from 12.7% in 2018 to 25.1% in 2021. [refer to Figure 2]



Overall proportions of P3-7 children who are still at the 'non-reader' stage



Rate of numeracy competence

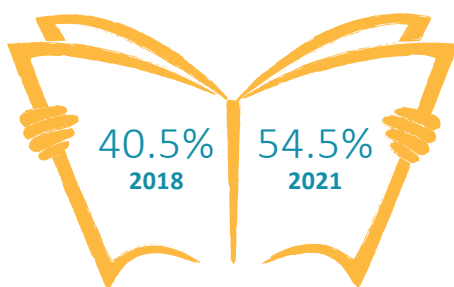
2.2. The overall rate of full competence in numeracy (ability to complete P2 level division tasks) for P3-7 children rose from 45.4% to 48.8% but for P3 children the rate of full numeracy competence slightly decreased from 22.8% to 20.7%. And it is only by P5 that a majority of children succeed at the division task. [refer to Figure 3]

2.3. Children with combined competence i.e. those who could read and comprehend a P2 English story and do P2 division for the whole set of grades (P3-7) increased from 26% in 2018 to 32%. But the lack of promotions at the end of 2020 may partly account for this difference. [refer to Figure 4]

26% 2018

32% 2021

P3-7 Combined competence



The percentage of non-readers in P3

2.4. Reading in local languages: The percentage of non-readers (inability to read or sound out letters of the alphabet) in P3, increased from 40.5% in 2018 to 54.5% in 2021. Nonetheless, there was a general improvement over that of 2018, especially in P7 where the percentage fully competent [able to read and comprehend a P2 level local language story] increased from 57.3% to 68.0%. [refer to Figure 5]

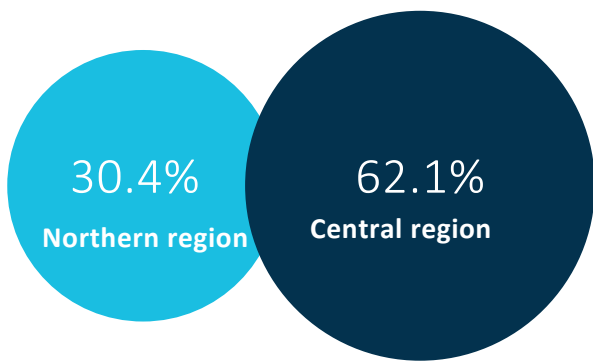
2.5. Competence in English reading and numeracy by age: In general, the 2021 findings suggest that the learning by younger children has been delayed more by the pandemic and school closures than that of older children. This pattern applies both to reading in English and to numeracy. For example, the estimated percentage of children aged 8 who were non-readers increased from 32.8% in 2018 to 50.7% in 2021 and the percentage of those who were non-numerate increased from 22.4% in 2018 to 31.3% in 2021. [refer to Tables 6 & 7]

32.8% 2018



50.7% 2021

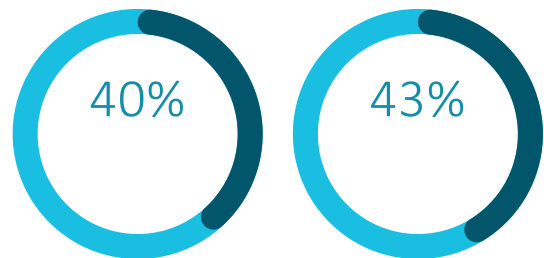
Children aged 8 who were non-readers



Girls aged 4-16 who were able to read words in English

▶ 2.6. Regional variations in learning outcomes: Both for reading in English and for numeracy, there are consistent differences between the regions, with the Central Region far in the lead, the Western Region in a middle position and the Eastern and Northern Regions having similar, lower outcomes. For example, while 62.1% of girls aged 4-16 in the Central Region were able to read words in English, only 30.4% girls of the same age in the Northern region were able to do so. [refer to Figure 10]

▶ 2.7. Disability and learning outcomes: Children who experienced different kinds of disability, compared to other children, were either more or equally likely to have reached the levels of skill, except that those with a memory difficulty were less likely to be able to read words i.e. 40% of those with memory difficulty could read words versus 43% without memory difficulty who could read words. [refer to Figure 11]



40% with memory difficulty could read words versus 43% without memory difficulty who could read words.



▶ 2.8. The rates of P2 level competence in English reading and in numeracy for children in P3-P7 are higher for those who have attended preschool for two years or more. This applies within high, middle and low wealth groups. [refer to Figure 12]

▶ 2.9. Children in P3-P7 who continued studying during the first closure of schools (in 2020) presented much higher rates of P2 level competence in English reading and numeracy than those who did not. For example, of the surveyed P3-P7 children who reported to have continued studying during the lockdown, 54% were able to read and comprehend a P2 level English story compared to only 28% of their counterparts who did not continue studying during the lockdown who could do so. [refer to Figure 14]

3. Continued learning during school closure

▶ 3.1. The higher the grade, the more likely the child was involved in home-based learning. The increase is consistent except that being in a 'candidate class' (P7 or S4) seemed to have an influence. [refer to Figure 7]



▶ 3.2. The most frequently used resources were radio programmes and printed self-study materials from the government and the adults most often teaching were private tutors and mothers. [refer to Table 9]

▶ 3.3. Most children increased their involvement in the domestic economy and reported having learnt new skills during the school closure. Gardening and cooking were the most learnt/improved areas followed by a few other skills such as charcoal making, bricklaying and building. [Figure 8]

▶ 3.4. Knowledge of precautions against Covid-19: As Figure 9 in the full report shows, the national estimates of rates of success increase steadily with age for both questions, from 23% and 22% for children aged 4 to 93% on both questions for children aged 16. By the age of 8 the rates of success are above 50% and the general averages are 63% (Question 1) and 65% (Question 2). We conclude that the public health messages on Covid-19 prevention have been moderately effective but will need reinforcement by schools. [refer to Figure 9]

4. Resources in primary schools



▶ 4.1. Between 2018 and 2020 pupil-teacher ratios (PTRs) became larger in all types of primary school, both government-aided and other. We estimate the average PTR in government-aided schools to have been 65:1 in 2020 compared to 52:1 in 2018. [see Table 12]

▶ 4.2. In the Eastern and Northern Regions primary pupil-classroom ratios have become larger since 2015 and, in practical terms, represent a serious classroom shortage. [refer to Table 13]

▶ 4.3. Of the primary schools that were partially re-opened in 2020-21, 93% confirmed that they had a hand-washing and sanitising facility. Details of the materials available in these facilities were obtained from 240 schools and are reported in Table 16. It is reassuring that 85% of them are reported to have had water and soap and 54% to have had sanitiser.

INTRODUCTION

UWEZO LEARNING ASSESSMENTS

This report presents and discusses the main findings from the ninth Uwezo national learning assessment of children's basic literacy and numeracy in Uganda, which was conducted in August-September 2021. This is the first such assessment to have been conducted by Uwezo Uganda as an independent organisation, but our approach largely retains the methods and traditions of the assessments done from 2010 to 2018, when Uwezo (a Swahili word meaning 'capability') was a programme of Twaweza East Africa. Uwezo Uganda continues to be part of the People's Action for Learning (PAL) Network, which has member organisations in 14 countries across three continents, with a focus on assessing children's foundational skills and undertaking citizen-led actions aimed at improving learning outcomes.

Uwezo learning assessments involve a wide engagement of civil society in the assessment process. We work with several civil society organisations (CSOs), which assist in the recruitment of citizen volunteers and coordinators at district level. These volunteers carry out the assessment and survey work by visiting households and schools. The same CSOs work with us in the dissemination of findings and in advocacy.

THE 2021 UWEZO NATIONAL LEARNING ASSESSMENT

This assessment was conducted against a background of many challenges, some long-term and others new. It is always important to place our findings in their social context and a recent report on multidimensional child poverty in Uganda (Republic of Uganda and UNICEF 2019) provides a fuller understanding of the long-term context of children's delayed acquisition of skills, and the inequality of learning outcomes, on which we have provided evidence through our assessments. Effective responses to the problems of child poverty call for efforts in many sectors: health, social welfare, community development, justice and human rights, as well as education.

In Uganda and globally, the Covid-19 pandemic and measures to contain it have been a serious set-back, adding to the problems of poverty and social inequality and introducing new forms of isolation and deprivation. We had to conduct the 2021 assessment and analysis against a background of prolonged closure of schools.

At the global level, the World Bank and the UNESCO Institute of Statistics (UIS) have jointly introduced the concept of Learning Poverty, which means inability to read and understand a simple text by age 10 (World Bank 2021). With more than a full year of schooling lost, the World Bank estimates that learning poverty has risen to 63% in developing countries. In countries such as Uganda, where schools were closed for almost two years, the percentage of learning poverty is expected to rise far beyond the World Bank's projections. Nevertheless, we are also mindful of the learning gains that may have resulted from national and local efforts to ensure learning continuity while schools remained closed.

In addition to the usual survey information on the child's home and community environment, this assessment and survey obtained information on children's use of opportunities for home-based learning, both academic and non-academic. Our school survey, however, is necessarily more limited in scope than it would normally be, because of the school closure.

THE AIMS OF THE REPORT

The report has the following general aims:

1. To review the current enrollment, in early childhood, primary and lower secondary education, of children aged 4 to 16.
2. To monitor children's levels of basic reading and numeracy skills by grade in Primary Grades 3 to 7 (P3-P7).
3. To monitor children's levels of basic reading and numeracy skills by age (4-16).
4. To report on continued learning during the school closure.
5. To illustrate selected factors in learning outcomes.
6. To review the quality of primary school resources, as observed at the time of the assessment.

UWEZO ASSESSMENT METHODOLOGY

THE ASSESSMENT AND SURVEYS

Our trained volunteers visited selected households, assessed all the available children aged 4-16 in each household and obtained relevant background information about the children and the household. Relevant information was obtained from the children themselves and some from the household head or another adult representative. The volunteers also met local council leaders to carry out a survey of the Enumeration Areas (EAs) in which the households were located and met head teachers for a survey of one primary school per EA. The school selected was the one that enrolled the most children in the area. The work produced four data sets: on children, households, EAs and schools, with potential to be used in combination.

SAMPLING

The sampling procedure made use of the framework of the 2014 Uganda Population and Housing Census, but also considered the creation of new districts and city units. The primary sampling units for the assessment of reading in English and numeracy are 29 districts and cities, from a national total of 146. These units were drawn from all of the 15 statistical sub-regions of Uganda and were selected with probabilities proportional to size (PPS), using the population aged 4-16 as the measure of size, with implicit stratification by sub-region. Within each district 15 EAs were selected by PPS, using the number of households as the measure of size. Twenty households per EA were then targeted for the assessment of children.

For the assessment of reading in local languages, the sample was limited to 12 of the 29 districts and cities selected. This assessment was conducted in four languages that are widely used: Leblango in two districts, Luganda in three districts, Lusoga in three districts and Runyankore/Rukiga in four districts. The districts give some representation to the four major regions of Uganda.

The above procedures yielded a sample of 15,033 children for reporting educational statuses by age out of the expected 17,400 children (86% response rate) and a main assessment sample of 14,553 children for the reporting and analysis of achievement in English reading and numeracy. Of the latter, 14,052 children (97%) were assessed in both fields. This main sample is clustered in 5,673 households out of the expected 8,700 households (65% response rate) and 435 EAs (100% response rate) (an average of 13 households per EA). For reporting achievement in local language reading, a sample of 5,527 is available.

For some purposes, the reporting and analysis of achievement is limited to Primary Grades 3 to 7 (P3-P7) and the sizes of the samples used are stated as the findings are presented.

The effective sample of primary schools (where data is complete) is 387 schools out of the expected 435 schools, 89% of those that were targeted. As the conditions of school closure made data collection from schools relatively difficult, this was an acceptable response rate.

THE SURVEY INSTRUMENTS AND LITERACY AND NUMERACY ASSESSMENT TOOLS

Data was collected at enumeration area, school, household and child levels using a structured survey tool. The tool was an adaptation of the survey tool we developed for previous learning assessments. Some items relevant to the Covid-19 context such as questions on re-enrollment and home-based learning were added to the tool. The 2021 survey tool can be accessed at: <http://bit.ly/uwezo2021surveytool>

Each child aged 4-16 in each of the surveyed households was assessed on basic literacy and numeracy. The English literacy and numeracy items used in the assessment were a product of a carefully designed process of test development resulting in samples of assessment items with the same level of difficulty for each subject, similar to those we developed and used in previous assessments, for comparison purposes.

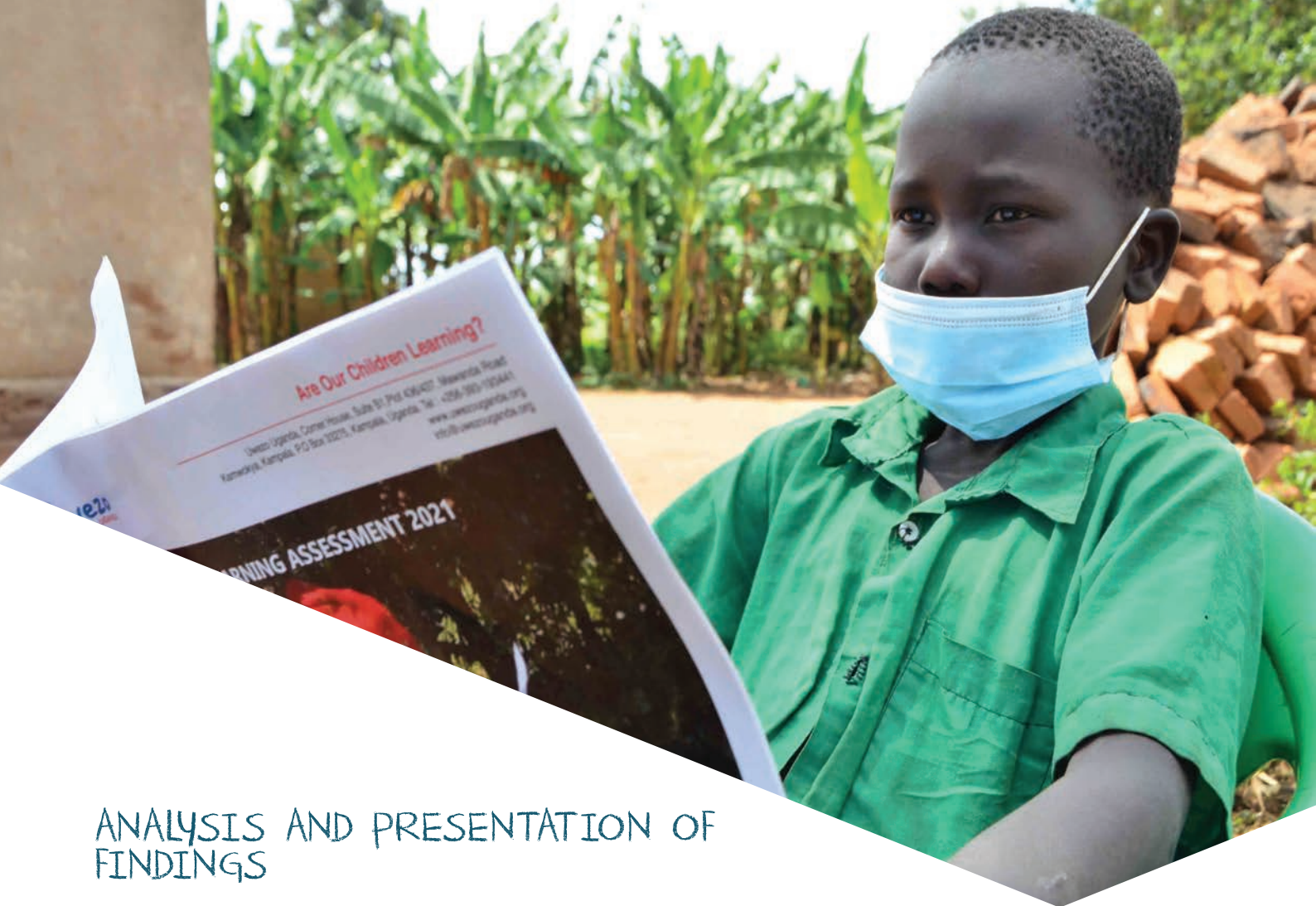
We partnered with a team of test developers composed of primary school teachers and teacher educators, supported by experts from the National Curriculum Development Centre (NCDC). The Uganda Primary 2 curriculum was referenced in the development of these tests, which were extensively pre-tested (twice) in both rural and urban areas. The tasks used for the assessment of reading in the four selected local languages were drawn from the items that had been developed for the 2018 Uwezo learning assessment.

Samples of the assessment tasks can be accessed at: <http://bit.ly/assessment-pack-eng-lusoga>

The actual assessment was conducted by a group of volunteers (30 per district) with a minimum qualification of a Uganda Certificate of Education (UCE) who were recruited and jointly trained by district-based CSOs (one CSO per district) that are partnering with Uwezo Uganda.

A child in a school uniform is shown from the side, writing in a notebook. The child is wearing a blue and white striped shirt with a crest that says 'FCB'. The background is a textured wall. The entire image is overlaid with a semi-transparent teal color.

ANALYSIS AND PRESENTATION OF FINDINGS



ANALYSIS AND PRESENTATION OF FINDINGS

The analysis and presentation of findings is divided into six parts. Part I shows how the enrolment of children is distributed between different school grades, how major categories of out-of-school children are distributed and some differences in participation associated with disabilities. Part II reports on the performance of children by grade, in Primary Grades 3-7 (P3-P7), in tasks of reading in English, numeracy and reading in a local language, which provide evidence of P2 levels of competence. Part III reports on the same performance in relation to the age cohorts of children from ages 4 to 16. Part IV shows the extent of children's engagement in different kinds of home-based learning during the school closures. Part V discusses some of the major factors in learning outcomes, including the role of language. Part VI discusses the quality of primary school resources, as indicated by our school survey, which form part of the context of children's learning.

PART I OVERVIEW OF PARTICIPATION IN BASIC EDUCATION

For measures of participation, we use a sample of 15,033, representing enrolled children who reported their grade levels and out-of-school children who reported their educational statuses. In this report we include children aged 4-5, both here and in the assessment itself, because

of the value of information about this pre-primary age group. We also include children aged 15 and 16 in the overview of participation because, in the circumstances of school closure and restrictions on travel, they were almost as likely to be found in the household as younger children and are in fact quite well represented in the sample.

A. Educational status by age

At the time of the assessment, most children were not attending school, but remained officially enrolled in specific schools and grades. In most cases the 'class' (grade level) reported (in August 2021) reflected the level that the child had reached by March 2020. This should be borne in mind with reference to Table 1, which shows the distribution of each one-year age cohort between the grade levels. If we compare this table with the equivalent table from the 2018 assessment (Uwezo 2019, 13), we find that, at each primary grade level, the proportion of children of appropriate age is smaller and the over-age proportion (shown on a yellow background) is larger in 2021, as we would expect. Thus, the pandemic exacerbates an 'over-age problem' that was already considerable.

Table 1: Formal Education Status by Age: National Estimates (Percentages)
 (Percentages were rounded to the nearest whole number and entries below 0.5% were omitted)

Child age	ECE Baby	ECE Middle	ECE Top	P1	P2	P3	P4	P5	P6	P7	S1	S2	S3	S4	NE	Total
4	34	7	4	8	2	1									45	100
5	28	13	12	18	2										26	100
6	17	10	17	32	6	2	1								16	100
7	9	8	15	41	14	4	1								7	100
8	3	4	7	39	28	10	3	1							5	100
9	2	2	5	25	34	22	7	2	1						2	100
10		1	2	16	30	25	18	4	1						3	100
11		1	1	8	19	27	24	11	6	1					2	100
12				5	11	26	27	16	8	5					2	100
13				2	6	16	25	23	16	8	2				2	100
14				1	2	7	21	23	20	13	8	1			4	100
15				1		4	12	21	23	13	10	7	2		7	100
16				1	1	2	7	12	22	14	12	11	8	1	8	100
Total	7	4	5	16	13	12	11	8	7	4	2	1	1	0	10	100

Sample size: 15,033

Over-age enrolment Under-age enrolment NE = Not enrolled (out of

At the same time, the 2021 assessment has more complete data on the pre-primary age group and provides some evidence of the under-age enrollment (shown on a green background, especially in P1. This under-age enrollment may still have been under-reported and reflects the inability of many parents to meet the cost of sending the child to a preschool, i.e. 'nursery school' or 'ECD centre' (Brunette et al. 2017).

B. Categories of out-of-school children

Table 2 splits the out-of-school children into five categories and shows the percentages of these within each one-year age cohort. Table 2 indicates that those who have never been enrolled and the dropouts present challenges for basic education and further training in Uganda. It may be noted that the children who have never been enrolled are to some extent concentrated in certain districts: Kotido District accounts for 19% of those in the sample and Kumi District for 10%.

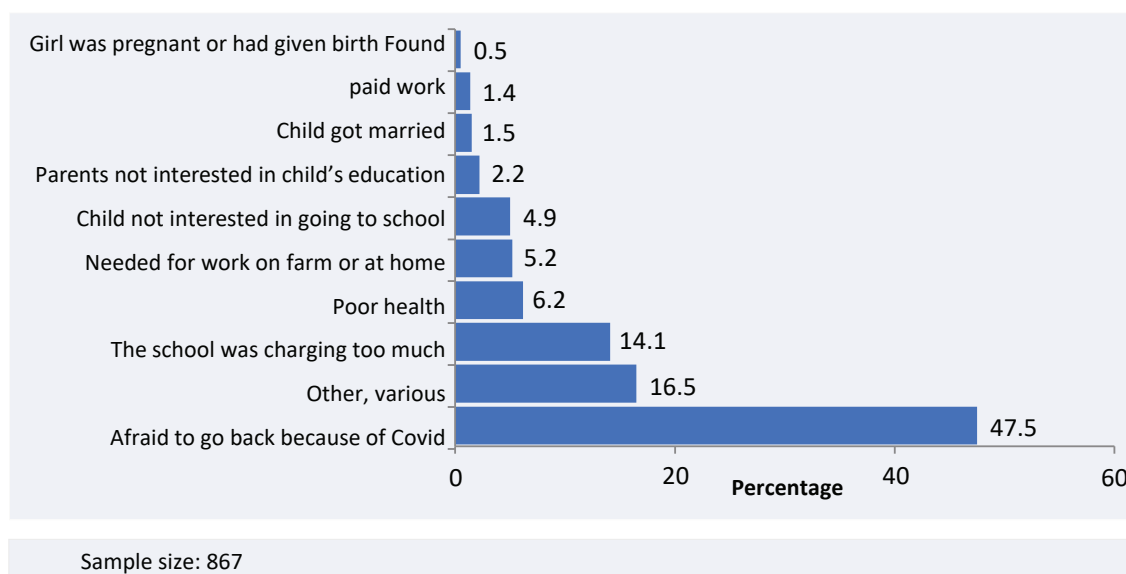
Table 2: Categories of Out-of-School Children as Percentages of Age Cohorts: National Estimates
 (Percentages were rounded to the nearest whole number)

Child age	Never enrolled [NE]	Dropped out	Nonformal education	Completed P7	Completed S4	Enrolled (ECE - S4)	Total
4	44.5		0.4			55.2	100.0
5	26.2	0.1				73.7	100.0
6	16.0		0.1			84.0	100.0
7	6.9					93.1	100.0
8	4.9	0.1				95.0	100.0
9	2.1	0.2	0.0			97.6	100.0
10	2.5	0.2				97.3	100.0
11	1.5	0.3				98.2	100.0
12	1.7	0.4		0.1		97.8	100.0
13	1.4	0.3	0.1	0.6		97.7	100.0
14	1.5	1.6		0.8		96.2	100.0
15	1.9	3.1	0.0	1.5		93.4	100.0
16	1.2	4.1		1.9	0.5	92.3	100.0
Total	8.4	0.7	0.0	0.3	0.0	90.5	100.0

Sample size: 15,033

Because of the concern that the school closures may have resulted in an increase of dropouts, children were asked whether they had returned to school after the first lockdown and, if not, what had prevented them from doing so. As many classes were not re-opened at that time, the information gained is limited. Of 7,762 children in the sample who gave reasons for not going back to school, 6,895 (89%) said that it was because their school or their class had not re-opened. For the remaining 867, the responses are as shown in Figure 1. (As the numbers are very small, it is not useful to provide weighted national estimates of the proportions.) It should be noted that, in contrast with the general public opinion about teenage pregnancy as a consequence of the school closure, the reasons most frequently given for not going back to available classes are fear of the disease and financial or economic considerations. Our findings here also contrast with those reported for P6 by the National Assessment of Progress in Education (NAPE) (UNEB 2021, 13), which were based on parents' opinions.

Figure 1: Reasons Given for Not Returning to School after the First Lockdown



C. The situation of children with disabilities

As in the previous assessment, four of the shorter Washington Questions were used, to find out from parents whether a child had any difficulty in vision, hearing, walking or memory and how severe such a difficulty was (Washington Group on Disability Statistics 2020). Here we simply consider whether each type of difficulty was reported or not and Table 3 provides a simple comparison of the occurrence of these difficulties in the general population aged 4-16 and its occurrence within two deprived groups: children who had never enrolled and those who had dropped out of school.

Table 3: Proportions of Children Aged 4-16 with Selected Disabilities - National Estimates

Type of disability:	In the general population (%)	Among those who had never enrolled (%)	Among those who had dropped out (%)
Vision difficulty	3.8	2.9	5.8
Hearing difficulty	3.6	3.3	2.8
Walking difficulty	2.1	2.3	3.8
Memory difficulty	6.9	6.6	8.1

Sample size: 15,033

The proportions in the general population are fairly consistent with those recorded for the 2018 assessment. Among those never enrolled, the proportions are not substantially different from those in the general population. Among dropouts, however, those with vision, walking and memory difficulties are somewhat larger proportions. This indicates that such children need educational and health interventions to enable them to complete their basic education. Children with hearing impairments may be less at risk of dropping out because many are enrolled in special schools or classes for the deaf. The closure of schools, however, will have impeded the provision of support for children with special needs in general.



PART II: LEVELS OF READING AND NUMERACY BY GRADE IN P3-P7

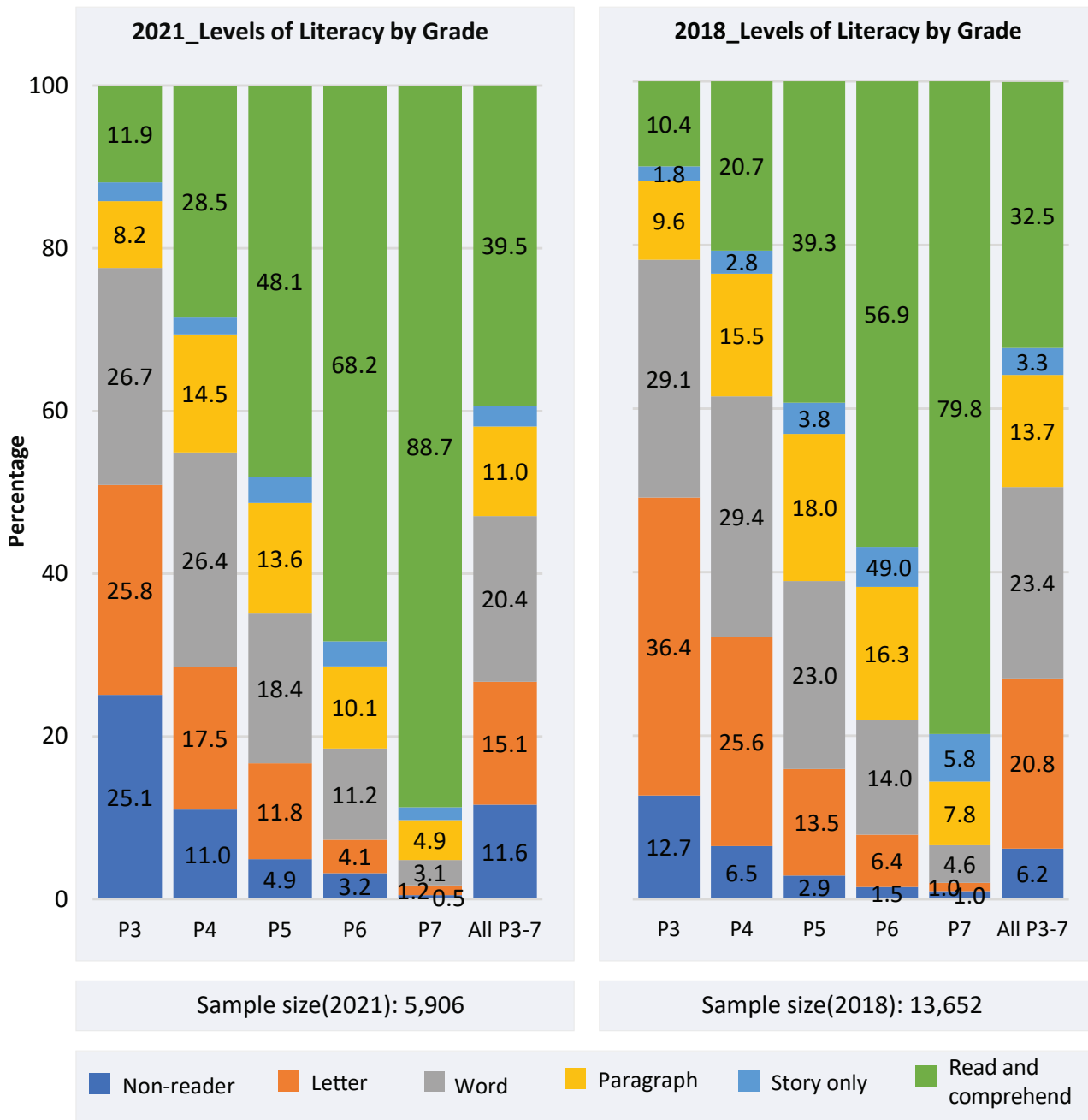
In this part of the report we use a sample of 6,002, drawn from all 29 districts, for the findings on English reading and numeracy. For the findings on the reading of local languages, we use a sample of 2,313, drawn from 12 districts only. The weighting procedures for these two samples are different, as explained in Annex I.

A caveat about these findings by grade is that many children had remained in the same grade as they occupied in 2020, because of the school closure. Some may have improved their skills without being promoted.

A. The levels of reading in English

Figure 2 shows the proportions of children, in each of the grades, P3 to P7, who are at different stages in the journey towards full competence of reading at a P2 level, represented by ability to read a short story with comprehension. Overall, the findings show some improvement from 2018, especially in P7. The rate of full competence for the whole set of grades has risen from 32.5% to 39.5%. But the proportions of children in P3 who are still at the ‘non-reader’ and ‘letter stages’ remain very large. As in our previous assessments, it is evident that most children are learning the basics of reading in the upper primary grades, whereas they should have mastered them in the lower primary grades so as to benefit fully from other elements in the curriculum.

Figure 2: Levels of Reading in English, By Grade



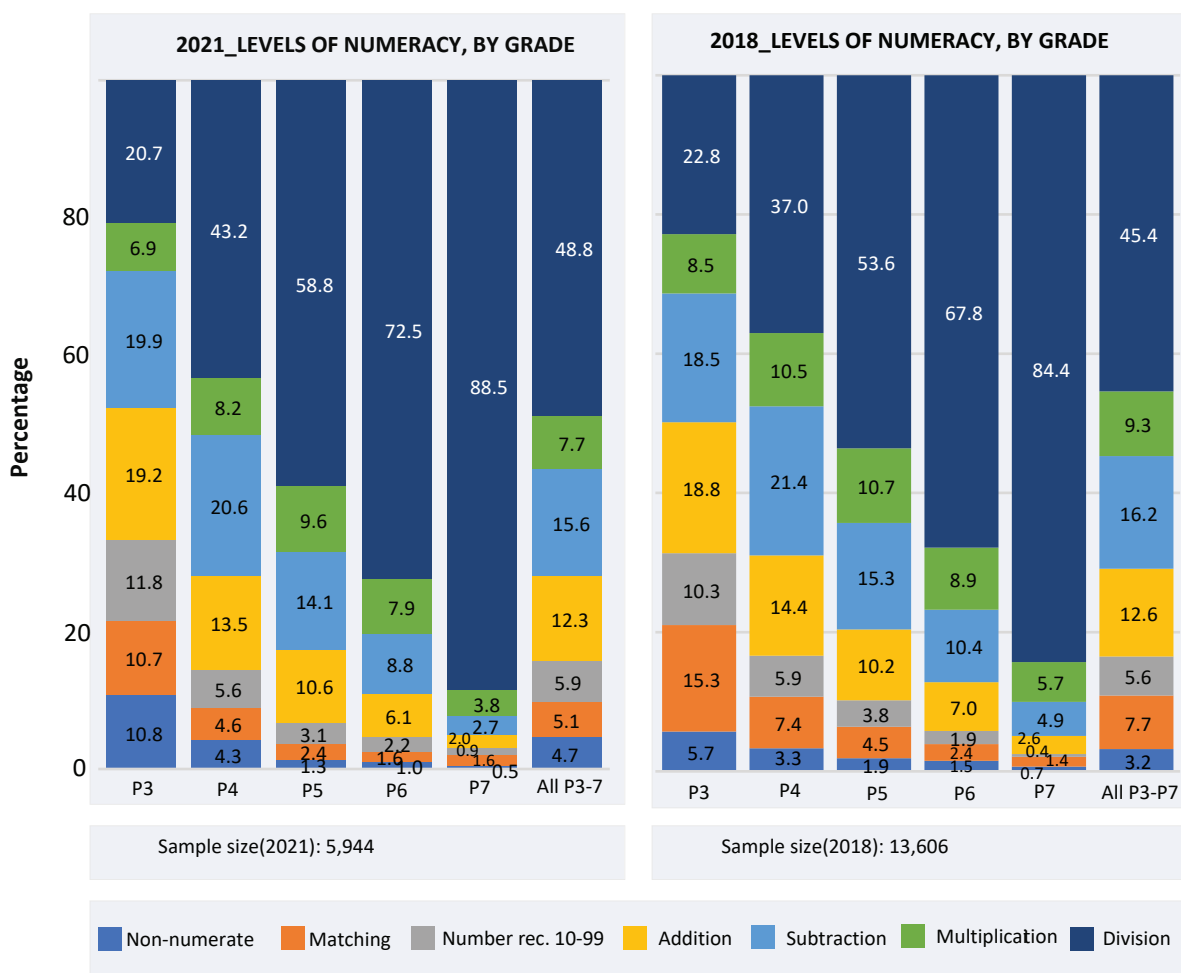
B. The levels of numeracy

We have expanded our assessment of numeracy, on this occasion, to include the use of arithmetic tasks presented in symbols (used for all levels) and, a set of verbally stated tasks covering all the four basic arithmetic operations, which we describe as 'ethno-maths' tasks. The latter tasks use situations that are familiar in the child's environment and all the tasks are attempted. In the past our numeracy assessment only included an ethno-maths question that required addition or subtraction in a familiar cultural context.

Figure 3 shows the proportions of children at different stages of numeracy in each grade, as assessed by the tasks that use mathematical symbols. A hierarchy is assumed in the arithmetic operations and ability to perform simple division is treated as the marker of full competence at the level of the P2 curriculum. There is an improvement from the equivalent findings for 2018, in all grades except P3, the overall rate of competence having risen from 45.4% to 48.8%. But it is only by P5 that a majority of children succeed at the division task that uses mathematical symbols.



Figure 3: Levels of Numeracy, by Grade



The rates of success in the four ethno-maths tasks by grade for P3-P7 are shown in Table 4 and show a notably different picture. Firstly, the success rates are generally higher. For example, only an estimated 21% of children in P3 succeeded in the division that uses mathematical symbols, but 61% were able to do the verbally stated real life division task. This suggests that, in the context, many children respond better to a verbal real-life presentation, while only a small minority respond better to a presentation through numbers and symbols. This pattern is consistent with the experimental findings of Nunes, Schliemann and Carraher (1993), from a context in which many children engaged in street trading. The challenge for teachers is how to harness children’s informal arithmetic skills to aid their recognition and use of symbolic arithmetic.

Table 4: Rates of Success in Ethno-Maths Tasks in P3-P7: National Estimates (Percentages)

Type of task	P3	P4	P5	P6	P7	All P3-7
1- Addition	73.7	86.3	94.1	96.2	98.8	87.0
2- Subtraction	60.8	77.8	87.1	93.0	97.0	79.1
3- Multiplication	59.2	76.9	86.9	92.5	96.1	78.2
4- Division	61.2	76.4	86.5	90.6	94.9	78.1

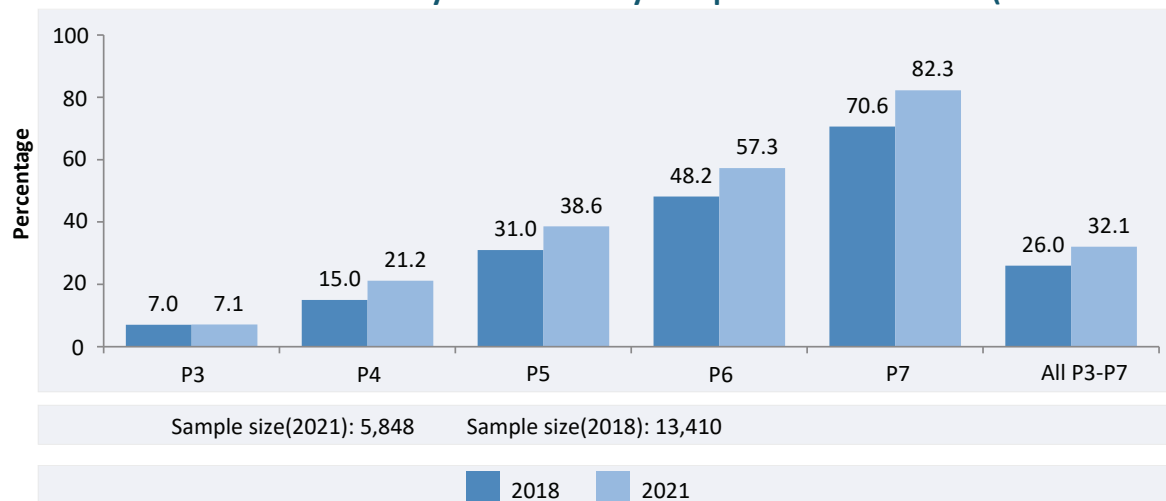
Sample sizes: 5,874 for Task 1; 5,863 for Task 2; 5,839 for Task 3; 5,836 for Task 4

Secondly, the success rates for ethno-maths versions of subtraction, multiplication and division are all similar, only those for addition being clearly higher. This pattern suggests that in practice, especially in informal contexts, children learn the three operations concurrently rather than sequentially.

C. Combined competence

As individual children have different trajectories of learning in reading and numeracy, we show, in Figure 4, the proportions of children in each grade who were deemed to have achieved full competence both in the reading of English and in numeracy. Here the numeracy criterion is performance in the division task presented with symbols. For English reading, full competence is defined in terms of ability to read a short story with comprehension. The rates of combined competence in P3-P7 show some improvement over those of 2018, although the rate in P3 remains the same. The rate for the whole set of grades has increased from 26% to 32%.

Figure 4: Rates of Combined Literacy and Numeracy Competence in P3-P7 - % (2018 vs 2021)

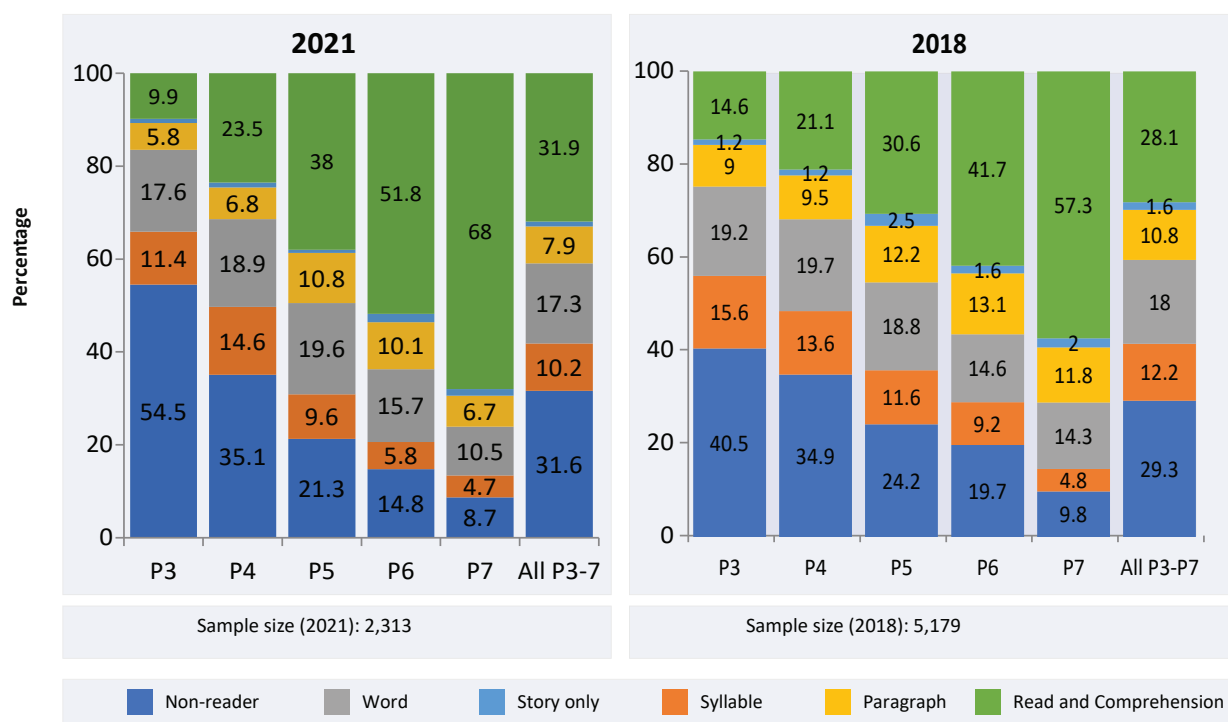


D. The levels of reading in a local language

Reading assessments were conducted in a total of 12 districts: two for Leb lango, three for Luganda, three for Lusoga and four for Runyankore / Rukiga. As with English, the child had to show evidence of comprehension of the short story to be assessed as fully competent in reading at the P2 level.

Figure 5 shows the proportions at each level of reading, by grade, for the local languages in general. The performance shows some general improvement over that of 2018, especially in P7 where the percentage fully competent has increased from 57.3% to 68.0%. However, the increase in the percentage of non-readers in P3, from 40.5% to 54.5%, is a cause for concern. Analysis by age in the next part of the report will help to show whether the school closures may have been a factor in this situation.

Figure 5: Levels of Reading in a Local Language, By Grade - % (2021 and 2018)



As in previous assessments, there are differences between the local languages in the time being taken to master reading skills. Table 5 shows the rates of full competence by grade for each local language. The main concern is that Lusoga continues to have a relatively weak performance (also evident in 2018) and this places at a disadvantage the children who are initially taught in that language. We shall return to language issues in Part V of the report.

Table 5: Rates of full competence by grade for each local language

Language	Grade					
	P3	P4	P5	P6	P7	All P3-7
Luganda	19.5	45.6	59.7	68.2	75.8	50.6
Runyankore/Rukiga	14.6	31.9	57.2	60.3	78.7	40.3
Leb lango	4.6	13.4	30.3	53.3	95.9	23.4
Lusoga	0.7	4.2	10.5	28.3	46.1	13.1
Total	9.9	23.5	38	51.8	68	31.9

Sample size: 2,313



PART III: LEVELS OF READING AND NUMERACY BY AGE

A. Levels of achievement in the reading of English and in numeracy

Analysis by age is more effective than analysis by grade in showing possible effects of the Covid-19 pandemic and the school closures that have accompanied it. Tables 6 and 7 show the proportions of children at different levels of English reading and of numeracy, for the single-year age groups, 4-16. Within these tables, the findings for ages 6-14 can be compared with those obtained from the 2018 assessment (Uwezo 2019, 23).

Table 6: Levels of Reading in English by Age: National Estimates (Percentages)

Age	Level						Total
	Non-reader	Letter	Word	Paragraph	Story only	Story with comprehension	
4	88.1	8.7	1.5	0.5	0.5	0.7	100
5	79.0	16.4	3.2	0.7	0.1	0.6	100
6	71.7	18.3	6.2	0.8	0.8	2.2	100
7	58.3	21.4	14.5	2.3	0.3	3.3	100
8	50.7	24.2	14.8	3.7	0.4	6.2	100
9	37.9	23.1	19.6	6.4	1.8	11.2	100
10	34	23	18.6	6.9	1.6	15.8	100
11	27	21.6	17.3	7.4	2.2	24.5	100
12	21.6	19.6	19.2	8.5	1.6	29.4	100
13	14	16.1	18.3	10.2	2.8	38.6	100
14	11.5	11	17	9.7	2.9	47.8	100
15	8.8	9.3	14.6	9.1	1.1	57.1	100
16	6.6	5.8	10.3	7.6	1.4	68.3	100
All 4-16	39.9	17.4	13.8	5.6	1.3	22.0	100

Sample size: 14,309

Excellent progress
 Delayed learning
 Severely delayed learning (more than 2 years behind expectation for age)

Table 7: Levels of Numeracy by Age- National Estimates (Percentages)

Age:	Level	Non-numerate	Matching	Num rec 10-99	Addition	Subtraction	Multiplication	Division	Total
4		78.6	10.6	3.2	3.9	2	1.2	0.4	100
5		68.8	14.1	6.6	7.1	1.6	0.6	1.2	100
6		53.7	19.2	8.5	9.9	5.2	1.1	2.5	100
7		43	19.6	11.7	12.9	6.8	1.5	4.5	100
8		31.3	18	14.1	13.9	10.7	2.7	9.4	100
9		22.2	16	12.3	17.2	13.5	5.4	13.5	100
10		18.8	13.4	11.7	16.2	14.9	4.8	20.1	100
11		12.1	10.4	9.1	14.4	14.6	5.3	34.1	100
12		9.6	8	7.3	15.2	17	6.7	36.2	100
13		5.4	5.8	5.8	12.4	14.2	7.6	48.9	100
14		4.4	4.1	3.9	9.6	11.2	7.2	59.6	100
15		4.3	2.8	4.1	6.3	10.4	5.9	66.2	100
16		1.6	3.8	2.2	8.2	6.9	5.1	72.3	100
All 4-16		27.2	11.7	8.1	11.7	10.2	4.2	26.9	100

Sample size: 14,267

■ Excellent progress
 ■ Delayed learning
 ■ Severely delayed learning (more than 2 years behind expectation for age)

In general, the 2021 findings show an even more widely dispersed achievement and suggest that the learning by younger children has been delayed more by the pandemic and closures than that of older children. This pattern applies both to reading in English and to numeracy. For example, the estimated percentage of children aged 8 who were non-readers increased from 32.8 in 2018 to 50.7 in 2021 and the percentage for those who were non-numerate increased from 22.4 in 2018 to 31.3 in 2021. These increases show the scale of the problem that the primary education system faces in recovering from the pandemic. The proportions of non-readers and of the non-numerate are higher in general in 2021. At the other end of the achievement range, the proportions of children aged 8-10 who had achieved P2 competence are slightly lower in 2021, both for English reading and for numeracy.

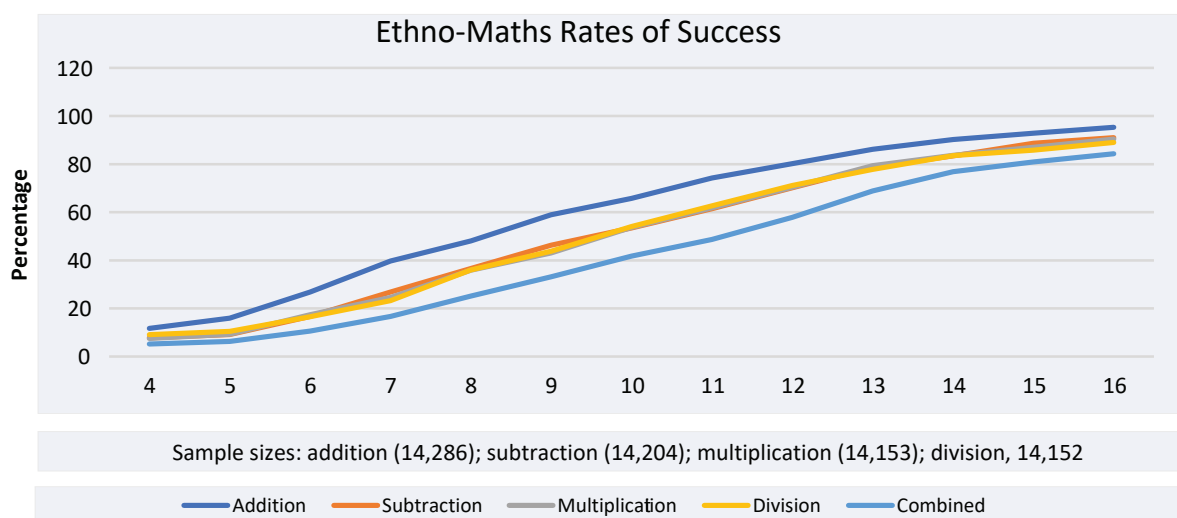
On the other hand, older children (aged 12-14) show some improvement in basic skills. The proportions with P2 competence are consistently higher, both for English reading and for numeracy. This could be a result of gains made before the pandemic started and an important issue is whether these children have been able to build on the basic skills in spite of the school closures. The recent NAPE report on achievement in P6 (UNEB 2021) suggests a slight decline in literacy and numeracy at that level.

In Tables 6 and 7 we use colours to show the groups of children who are performing well for their age (green) and those whose learning of basic skills seems to be delayed (yellow) or severely delayed (red) in relation to expectations for their age. This wide variation in achievement within grades and within age groups is the background to our advocacy of structured remedial teaching targeted at the child’s right competence level.

B. Trends of achievement in ethno-maths

From the perspective of age, the ethno-maths performance is still considerably better than that of the numeracy tasks that use mathematical symbols. As Figure 6 shows, the ethno-maths performances in subtraction, multiplication and division improve by age on almost exactly the same trajectories. The proportions of children who completed all four tasks correctly (the ‘combined’ category), however, are a few percentage points lower at all ages, rising from 5.2% at age 4 to 84.3% at age 16. We note in passing that, at ages 4 and 5, there is little difference between enrolled and non-enrolled children, but this is probably because of the long closure of nursery schools. At ages 6 and 7, enrolled children clearly perform better as we would expect.

Figure 6: Ethno-maths rates of success by age



C. Levels of achievement in the reading of local languages by age

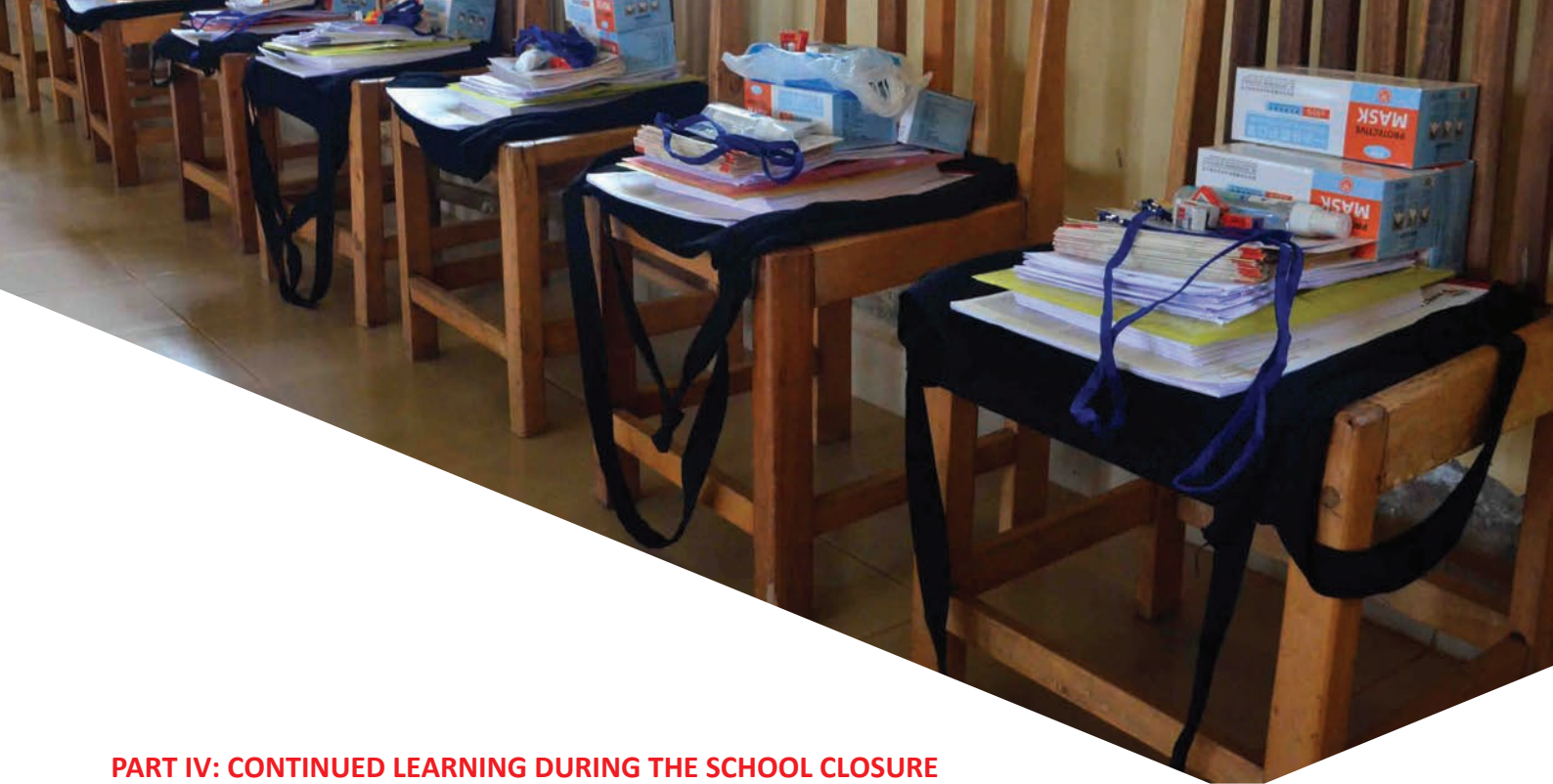
We now present the levels of reading in local languages by age, in Table 8. Here again, the figures for ages 6-14 can be compared with those obtained from the 2018 assessment (Uwezo 2019, 24). There are the same tendencies, as for English reading and numeracy, for the younger children to be in a worse situation and for only the older children to have performed somewhat better (in this case from age 13 upwards). Overall, the levels of reading skill in local languages remain lower than for English, although we have seen that the position varies for different local languages. Among the children aged 8 and below who will be returning to school in 2022, very few have any reading skills in the local languages.

Table 8: Levels of Reading in Local Languages by Age-National Estimates (Percentages)

Age:	Level						Total
	Non-reader	Syllable	Word	Paragraph	Story only	Story with compreh.	
4	96.7	1.6	1	0.5	---	0.1	100
5	95.1	2.2	1.4	0.9	---	0.5	100
6	92	4	2.4	1	0.6	---	100
7	87.4	5.2	3.8	1.3	0.5	1.8	100
8	83	8.1	6	1.2	0.2	1.5	100
9	71.6	9.3	8.9	2.3	0.7	7.2	100
10	63	9.5	10.9	5	0.4	11.2	100
11	51.4	12.3	13.4	4.5	1	17.4	100
12	40.4	8.8	17.6	7.7	1.7	23.8	100
13	31.3	10.6	20.5	5.9	0.6	31.1	100
14	24.6	8.3	17.9	8.2	1.1	40	100
15	22.2	7.5	12.2	7.1	0.9	50.1	100
16	18.9	7.1	11.7	7.9	1.1	53.6	100
All 4-16	60.3	7.4	10	4.1	0.7	17.5	100

Sample size: 5,519

■ Excellent progress
 ■ Delayed learning
 ■ Severely delayed learning (more than 2 years behind expectation for age)



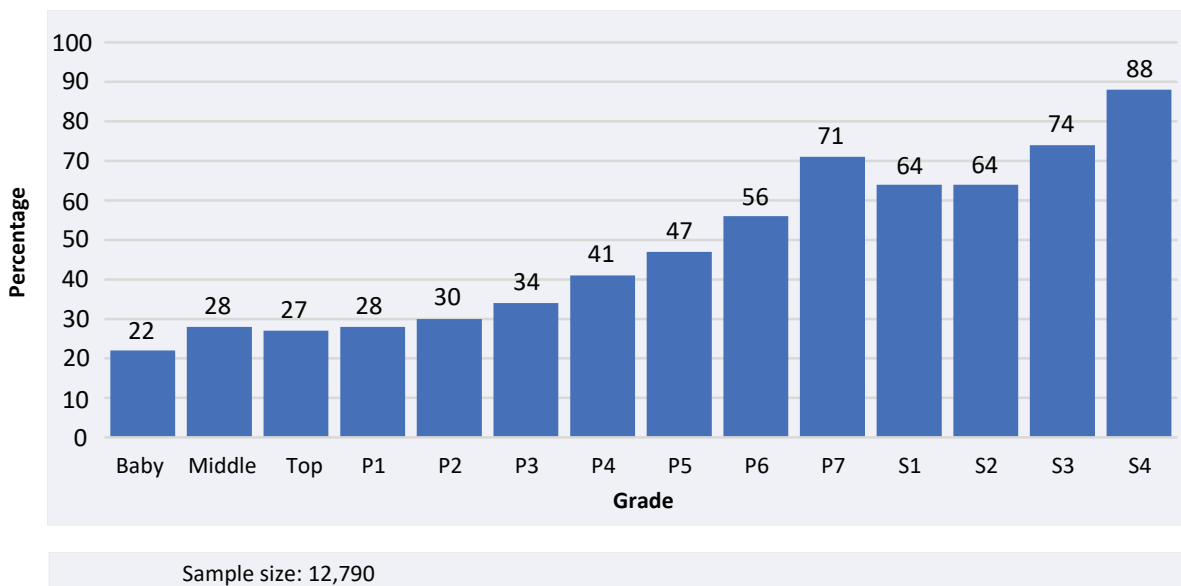
PART IV: CONTINUED LEARNING DURING THE SCHOOL CLOSURE

We are aware of the determined efforts by MoES and by other educational agencies to encourage, and to provide resources for, home-based learning during the periods of school closure (MoES 2020). From the beginning we advocated a multi-media approach. As a special part of our survey, therefore, we obtained some responses from children on their engagement in home-based learning and their use of specific types of resource, with specific reference to the first period of complete school closure, from March 2020 to September 2020. For a balanced approach, we also enquired from the children about the learning of non-academic and practical skills during that period.

A. The extent of home-based study

On the general question of whether the child was able to continue studying during the first period of school closure, we obtained responses from most of the children who were assessed and who were enrolled in formal education: a sample of 12,790. Figure 7 shows how the proportion of positive responses increases with the grade in which the child is enrolled. The increase is consistent except that being in a 'candidate class' (P7 or S4) seems to have an influence.

Figure 7: Pupils Engaged in Home-based Learning (Percentages)



For those who were able to continue studying (a sample of 4,531), Table 9 shows children’s responses about types of programme or resource that they used for studying and the categories of adults or older siblings who taught them at home. Children were asked to mention all resources and people that were applicable.

Table 9: Resources Used and Adults Teaching in Home-Based Learning - Sample Statistics of Positive Responses

Type of resource	Percentage	Adult role	Percentage
Radio lessons	29.0	Private tutor	18.0
Printed materials from government	22.2	Mother	10.7
Printed materials from other sources	20.3	Father	8.2
TV lessons	11.9	Relative	7.7
Online lessons	1.2	Sibling	6.2
One or more types	69.7	Other	5.5
		One or more of the above	46.9

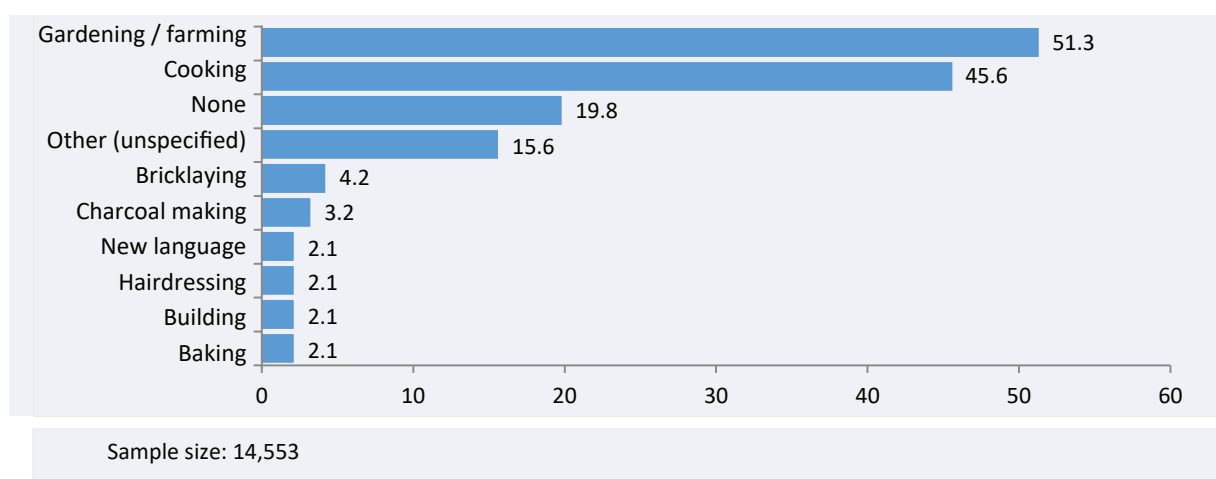
Sample size: 4,531

As the table 9 shows, the most frequently used resources were radio programmes and printed self-study materials from the government and the adults most often teaching were private tutors and mothers. Although no one type of resource attracts a large response, quite a large proportion of children (69.7%) used a learning resource of some kind. Relatively few children reported using more than one type of resource. For example, only 5.3% used both radio lessons and printed materials from the government. Again, few children were taught by more than one adult, but 46.9% were taught by one or more. All the children who responded either made use of at least one resource named or were assisted by at least one adult.

B. The learning of non-academic and practical skills

As the period of school closure could have had benefits for the learning of non-academic/practical skills, children were asked whether they learned or improved certain specific skills, or other, unspecified ones, or none. The proportions of positive responses in a sample of 14,553 are shown in Figure 8. We recognise that the list does not give a complete picture: it is likely that some children had found paid employment which our survey could not easily investigate and for which they were below the legal age. Our focus is on skills that can be learned in the home or in a small farm and the findings confirm that most children increased their involvement in the domestic economy.

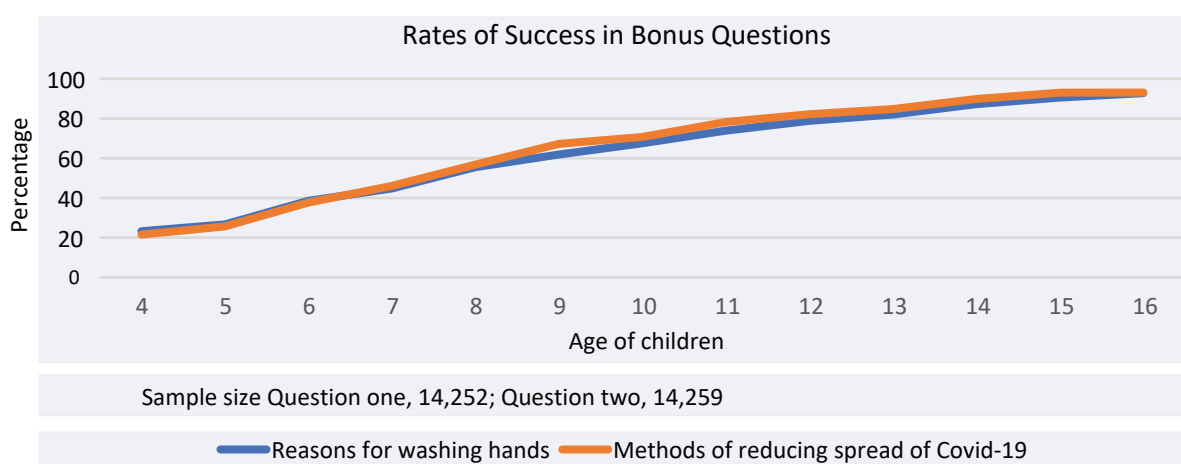
Figure 8: Non-academic and Practical Skills Learned or Improved at Home-Sample statistics of responses



C. Knowledge of precautions against Covid-19

Our assessments normally include a few 'general knowledge' bonus questions and on this occasion, we sought evidence about how far children had received and understood public health messages about the pandemic. The first bonus question asked for three reasons why people should wash their hands and the second for three ways in which they could 'control against contracting or spreading Covid-19'. The criteria for success were two correct reasons for the first question and two correct control methods for the second question. As Figure 9 shows, the national estimates of rates of success increase steadily with age for both questions, from 23% and 22% for children aged 4 to 93% on both questions for children aged 16. By the age of 8 the rates of success are above 50% and the general averages are 63% (Question 1) and 65% (Question 2). We conclude that the public health messages have been moderately effective but will need reinforcement by schools.

Figure 9: Rates of Success in Bonus Questions, By Age - National Estimates





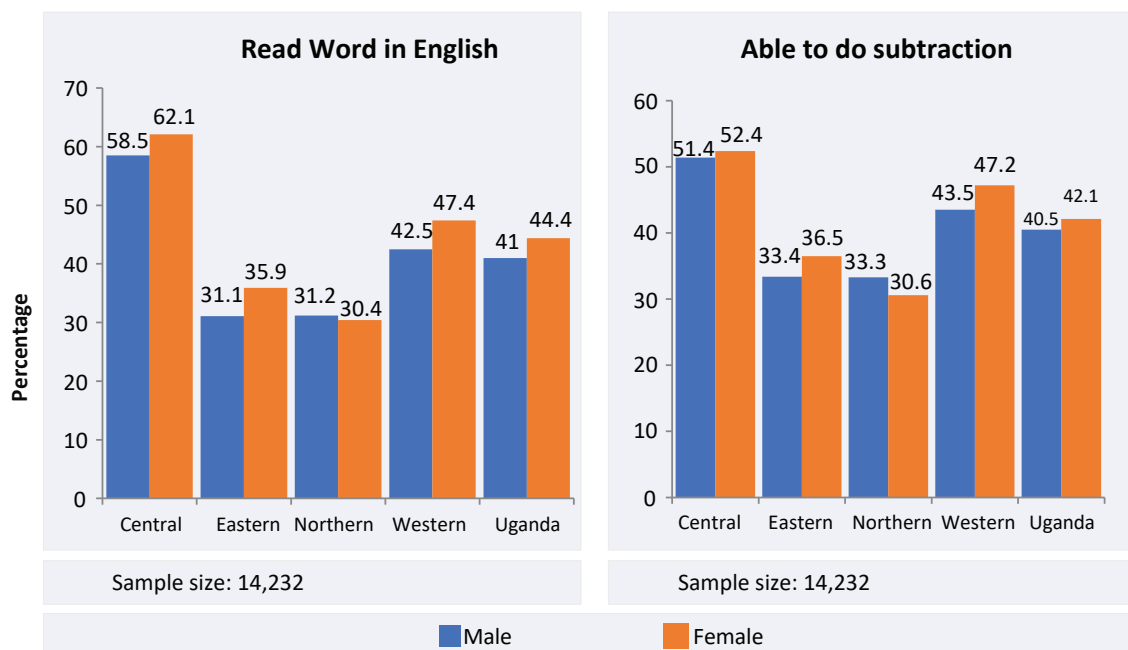
PART V: SOME FACTORS ASSOCIATED WITH DIFFERENCES IN LITERACY AND NUMERACY COMPETENCES

A. Individual and regional factors

Our previous assessment reports have drawn attention to factors of many kinds – individual, household and community characteristics, types of educational experience and locational factors – which may help to account for differences in children’s literacy and numeracy, over and above the expected effects of age and grade. Here we focus on a few selected factors, some in combinations of two that can be presented in a simple manner.

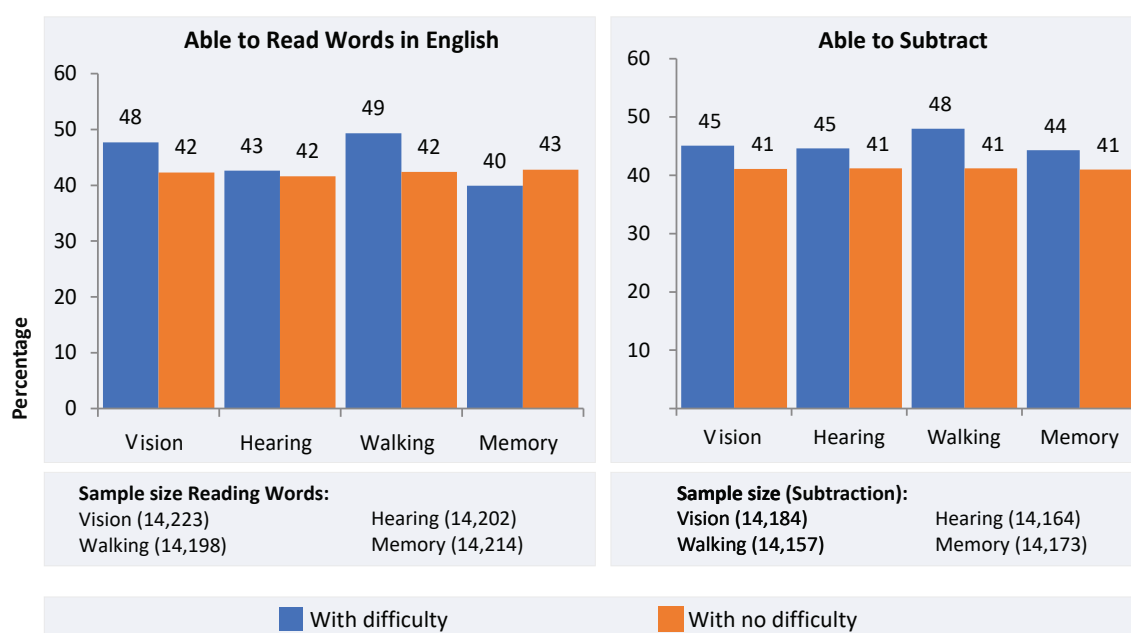
We begin by showing, in Figure 10, how, for the whole group of children assessed (ages 4-16), the ability to read words in English and the ability to do subtraction (when presented in symbols) are related to the child’s gender and the region. We choose these middle-level skills because they differentiate the population effectively. Girls perform better than boys on reading and on numeracy in all regions, apart from in the Northern Region. There may be maturation-related factors and cultural reasons for the gender differences. Meanwhile there are consistent differences between the regions, with the Central Region far in the lead, the Western Region in a middle position and the Eastern and Northern Regions having similar, lower outcomes. These differences are likely to be related to poverty levels, which rise on a north-eastern gradient within Uganda (Republic of Uganda 2014, 11-12). Annex II: (ranking of districts) illustrates the regional variations further.

Figure 10: Ability to Read Words in English and to Do Subtraction, By Gender and By Region for children aged 4-16 years - National Estimates (Percentages)



Secondly, we consider another type of individual factor: disability as reported through the Washington Group on Disability Questions in our survey. Small but significant minorities of children were reported as having difficulties who could read words and of those who could do subtraction¹. From the evidence of Figure 11, children who experienced these kinds of difficulty, compared to other children, were either more or equally likely to have reached the levels of skill, except that those with a memory difficulty were less likely to be able to read words. In 2018 children with hearing difficulties were seen to have poorer outcomes, but this is not evident in the 2021 data.

Figure 11: Ability to read words in English and Ability to do subtraction vs functional area



¹. Levels of severity of each difficulty were also recorded, but Figure 11 does not differentiate between them

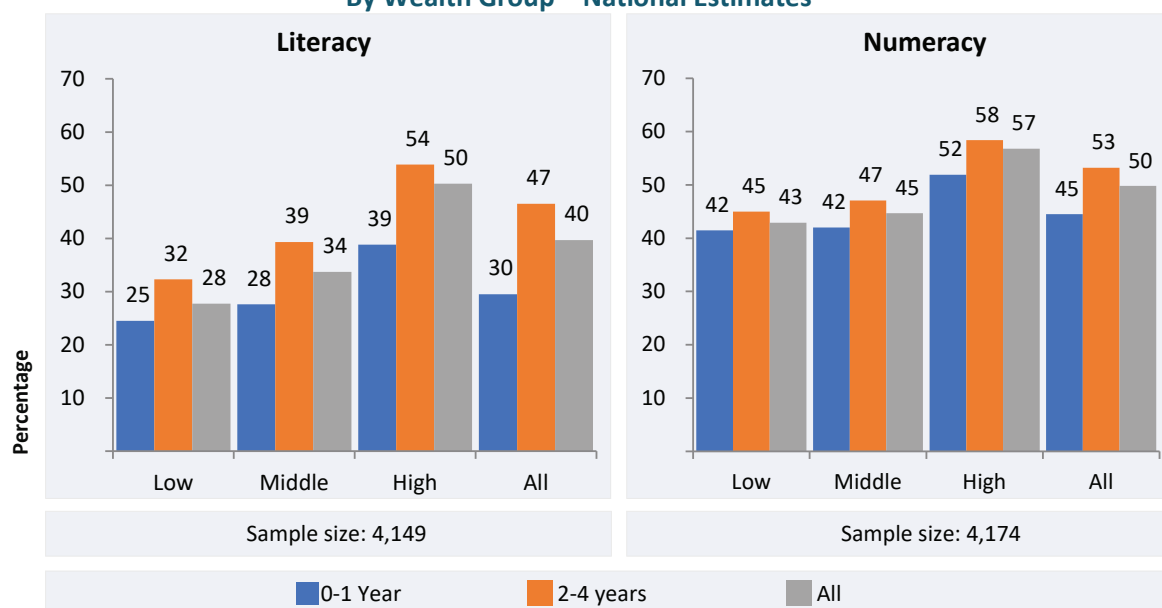
B. Educational and household factors

Although the Uwezo learning survey is household-based, we are able to obtain data on some structural aspects of children’s educational experience, notably their exposure to early childhood education, the type of ownership of the school they are at ending and the school’s approach to languages of instruction at the lower primary level. In considering these factors, we also bear in mind that they interact with characteristics of the child’s household, which the survey has measured in some detail. We now consider some of these educational and household factors.

Because of the increased popularity of early childhood education in Uganda and the varied ability of families to afford it, length of preschool attendance is now an important factor in achievement at the primary level. Our 2018 assessment helped to establish this. But it is important to distinguish the educational impact of preschools from the effects of socio-economic status, which influences access to them. Figure 12 shows that, where children in P3-P7 are divided into three ‘wealth groups’ (low, middle, high), two years or more of preschool attendance accounts for substantial differences in the rates of literacy and numeracy competence within each wealth group, especially in English reading.

Even though the differences of rates between the wealth groups are considerable, early childhood education helps to compensate for them.

Figure 12: Rates of Competence in English Reading and Numeracy in P3-P7, By Preschool Experience and By Wealth Group – National Estimates

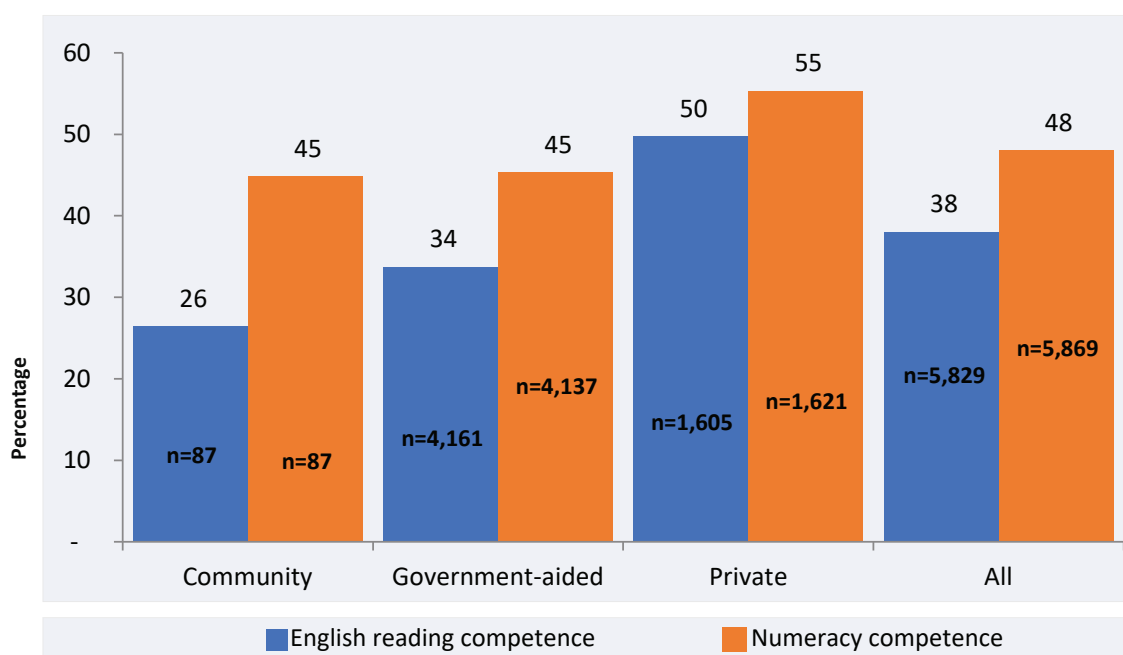


In forming the groups, we have used a measure of household possessions as a proxy for wealth. This is a factor score computed from a factor analysis of the presence and quantities of 10 types of household possessions. It emphasises products of advanced technology such as televisions, mobile phones, motorcycles and books.

We next present rates of literacy and numeracy competence for children in P3-P7 according to the type of ownership of the school they were attending, in Figure 13. However, because community primary schools have a very small representation in the sample, unweighted statistics are used. The rates of competence are consistently higher in private schools and community schools are at a great disadvantage in reading competence. Differences between schools in resources by type of ownership will be reported in Part VI.



Figure 13: Rates of Competence in English Reading and Numeracy in P3-P7 By School Ownership



On this occasion the assessment included a few children who would normally be attending boarding school. These usually have a stronger representation in secondary education, but, with our measures of foundational skills, the P3-P7 group shows the relationship between boarding and achievement more effectively. Table 10 shows rates of English reading and numeracy competences for the intersections of public and private schools (in the rows) and day and boarding status of the pupils (in the columns). Because of very small counts of boarders in some districts, the statistics are not weighted. The table shows that boarders have consistently high rates of competence across the sectors and suggests that, because they are more strongly represented in private schools, they contribute to the comparative advantage of private schools in levels of learning. This observation does not represent a value judgement about whether boarding is a desirable practice at the basic education level, which is a complex issue.



Table 10: English Reading and Numeracy Competence in P3-P7 by School Sector and Pupil Residence – Sample Statistics

Percentages achieving ability to read and comprehend a P2 English reading story and division task are shown, with numbers of cases in brackets.

(A) English reading competence

Types of school	Day scholars	Boarders	Total
Government-aided & community	32.3 (4,006)	77.6 (107)	33.5 (4,113)
Private	44.7 (1,292)	73.8 (267)	49.7 (1,559)
Total	35.4 (5,298)	74.9 (374)	38.0 (5,672)

(B) Numeracy competence

Types of school	Day scholars	Boarders	Total
Government-aided & community	44.4 (4,030)	80.2 (106)	45.3 (4,136)
Private	50.5 (1,303)	80.1 (271)	55.6 (1,574)
Total	45.9 (5,333)	80.1 (377)	48.2 (5,710)

Another school characteristic of interest is the language or languages of instruction that is used in the lower primary grades (P1-P3). Our survey obtained a report from the child on whether he or she was being taught in English only, in a local language only or in a mixture of the two. Using the responses, we are able to provide a preliminary overview of the relationship between the skills we assessed in P1-P3 and the school's approach to language of instruction. Table 11 shows the proportions of P1-P3 children in our samples who were able to read words, in English and in a local language, and to do subtraction (when presented in mathematical symbols). On the language outcomes, we also control for school ownership by showing the statistics for government-aided schools only.

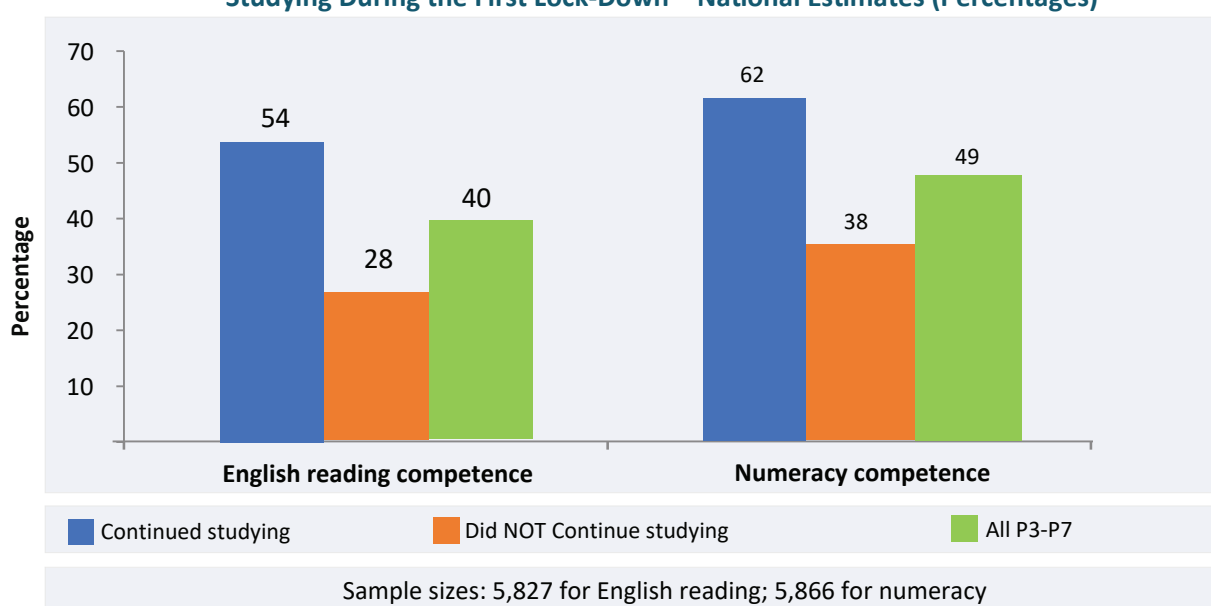
Table 11: Ability of Children in P1-P3 to Read Words and To Do Subtraction, by School Languages of Instruction

Skill	Primary schools attended	School's languages of instruction:			
		Local language only	Mixture of local & English	English only	All
Able to read words in English	All types	15.8 (804)	25.7 (4,223)	47.6 (584)	26.6 (5,611)
Able to read words in English	Government-aided only	14.7 (653)	21.2 (2,966)	30.4 (181)	20.5 (3,800)
Able to read words in a local language	All types	13.8 (326)	19.5 (1,521)	30.3 (132)	19.3 (1,979)
Able to read words in a local language	Government-aided only	13.2 (250)	18.8 (1,018)	25.6 (39)	17.9 (1,307)
Able to do subtraction	All types	17.5 (798)	25.5 (4,205)	38.7 (584)	25.8 (5,587)
Able to do subtraction	Government-aided only	15.6 (647)	22.9 (2,952)	28.7 (181)	22.0 (3,780)

The findings cast doubt on the effectiveness of the implementation of the mother-tongue policy in two ways. Firstly, they show that most primary schools are using a mixture of languages rather than a single language for instruction in P1-P3. Secondly, they suggest that the use of a mixture works better than the use of a local language only. Even among government-aided schools, the mixture was associated with a better result in local language reading than the use of a local language only. These findings show that the language policy requires careful attention and that it must address important issues of equity.

Another relevant educational characteristic, which also has a social dimension, is whether the child was able to continue studying during the closure of schools, as we have mentioned in Part IV. For children enrolled in P3-P7, we find large differences, in rates of English reading competence and numeracy competence according to this criterion. Figure 14 shows this with reference to children's responses about whether they continued studying during the first lock-down.

Figure 14: Rates of English Reading and Numeracy Competence of Children in P3-P7 According to Continued Studying During the First Lock-Down – National Estimates (Percentages)





PART VI: ENROLMENTS AND RESOURCES IN PRIMARY SCHOOLS

A. The school sample

As part of the assessment, we were able to obtain a range of information from headteachers, about one selected primary school in most of the enumeration areas (EAs) visited, even though children were not present. Because of the closure, however, it was not possible to carry out headcounts or to record observations of classroom conditions, as we would normally wish to do.

Although some basic information was recorded about 435 schools, we have basic information about enrollment and staffing only in 387 schools, which are the effective sample. Of these, 341 (88.1%) are government-aided, 36 (9.3%) are privately owned and 10 (2.6%) are owned by local communities. We obtained enrollment and staffing information both for the period before the first closure of schools (early 2020) and for the period when some schools had been partially reopened (from September 2020 to June 2021). The information from the earlier period is more representative of educational provision in general.

About half of these primary schools had nursery schools on their premises, but our school survey is limited to primary education. Any complete survey of the pre-primary level would have to be based on a representative sample of all kinds of preschools, including ones that are not physically attached to primary schools.

B. The level and quality of staffing

The average pupil-teacher ratios of schools in the sample, by type of ownership, are shown in Table 12. The first set of statistics is not weighted because the number of community schools is very small and not

distributed across all sub-regions. However, we show weighted statistics also, for which the government-aided and community schools are combined. They show a less satisfactory staffing situation than the one observed in 2018, as the pupil-teacher ratios for all types of school were higher in early 2020, especially that of the government-aided schools. The latter is also high in relation to international standards. During the partial re-opening of schools, the pupil-teacher ratios were more reasonable in general, with a weighted mean of 26.8, but that was a temporary situation and even then there were cases of extreme teacher shortage.

The situation implies that MoES needs to give more priority to the quantity and efficient allocation of teachers and to adopt a gradual approach, within the scope of available resources, to raising the qualifications profile.

Table 12 shows the average proportions of trained teachers and of female teachers in early 2020 for the schools sampled, again by type of ownership. As in the past, community primary schools have a rather low performance on these two quality measures, although there has been a modest improvement since 2018. Government-aided schools continue to perform well on the proportion of trained teachers, while private schools have slightly improved their proportion (from 77% in 2018). The proportion of female teachers has remained much the same in government-aided schools (43% in 2018) and has fallen slightly in private schools (from 53%). Efforts to make the teaching profession more attractive to women continue to be important.

Table 12: Measures of Primary School Staffing, By Ownership of School - National Estimates (Percentages)

Means, standard deviations in brackets

School type:	PTR		Percentage of trained teachers		Percentage of female teachers	
	2018	2020 un weighted	2018	2020	2018	2020
Community	37.7 (32.4)	45.7 (30.62)	59.5 (31.3)	70.3 (31.47)	34.6 (15.6)	38.4 (23.5)
Government	51.9 (23.5)	65.0 (28.62)	95.6 (10.2)	96.2 (10.08)	43.2 (19.4)	41.2 (19.9)
Private	25.6 (11.6)	32.0 (24.74)	77.3 (29.4)	81.8 (24.1)	53.1 (15.6)	47.3 (19.9)
Total	47.6 (24.4)	61.4 (29.95)	91.9 (17.8)	94.1 (14.3)	44.5 (19.2)	41.7 (20.0)
Sample size	929	387	931	360	938	383

C. Essential physical structures

Two key indicators of school physical facilities are the pupil-classroom ratio and the pupil-toilet ratio, which directly affect children’s welfare and the conditions in which they are taught. As in our school survey of 2015, we find serious shortages of classrooms, especially in government-aided and community schools, for which the sample has mean pupil-classroom ratios of 101.5 and 126.3 respectively. These compare with a ratio of 45.5 in private schools. There is also a contrast for the ratios of pupils to toilet stances, for which government-aided schools have a mean of 114.4, while community schools are faring better with 77.5 and private schools with 66.6.

More important, perhaps, are the variations of these indicators between regions, as shown by Table 13. The relative scarcity of these physical facilities in Eastern and Northern Uganda is clear, just as it was in our 2015 survey (Uwezo 2016). The classroom indicators for the Central and Western Regions are much the same as in 2015, but those for the Eastern and Northern Regions are worse. On this occasion we have limited the indicator of toilets to stances intended for pupils, but some schools had a few urinals as well. Most schools also had a few toilets for staff. Most schools differentiate between male and female toilets, but to calculate the ratio we have simply summed these and any shared toilets. Overall, it will be important for planners to understand the factors that account for the regional disparities in capital outlay and to mitigate them.

Table 13: Indicators of Essential Physical Structures by Region – National Estimates

Weighted averages are shown, as for the enrolment in early 2020.

Region	Pupil-classroom ratio		Pupil-toilet stance ratio	
	2015	2020	2015	2020
Central	68	67	76	70
Eastern	104	112	111	109
Northern	105	146	133	177
Western	72	71	69	81
All	84	98	93	107

Sample sizes for 2020: 384 for pupil-classroom ratio; 380 for pupil-toilet stance ratio.

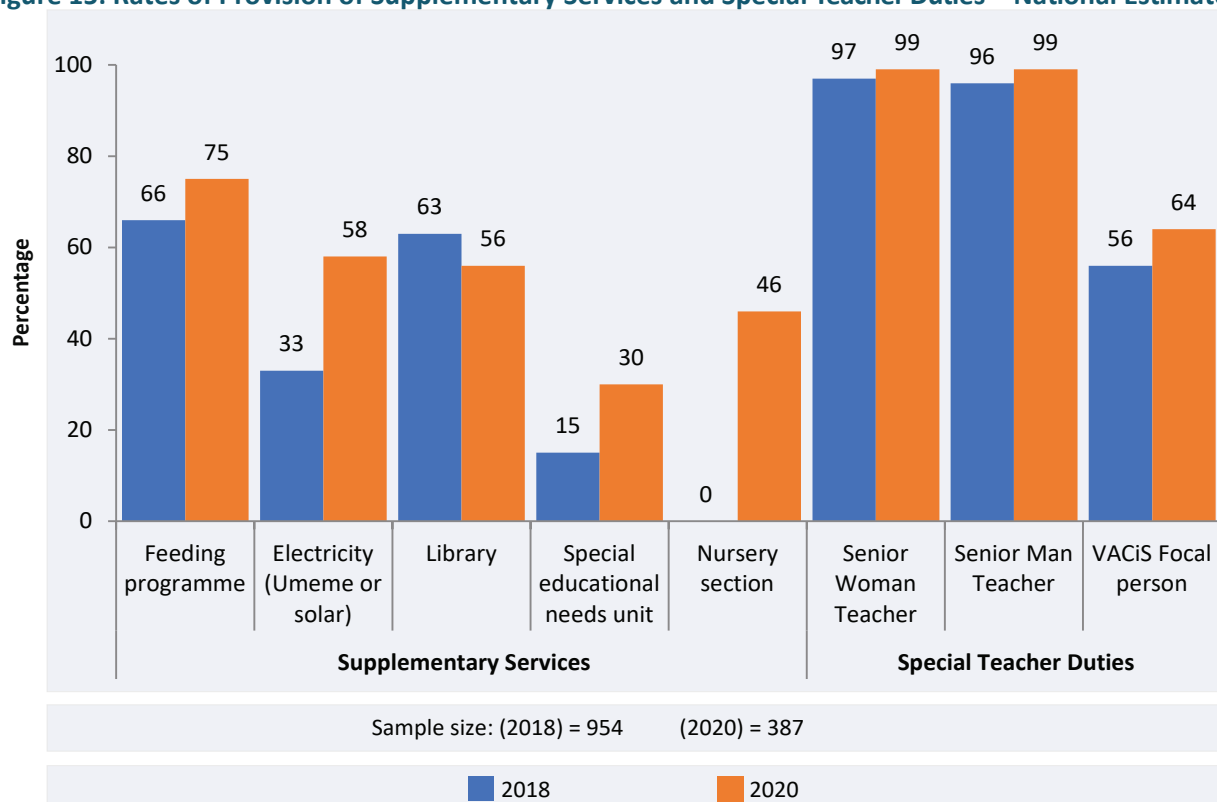
In 2015: 2,906 for pupil-classroom ratio; 2,948 for pupil-toilet stance ratio.

D. Supplementary facilities and services

We now give a brief overview of facilities and services that schools are encouraged to provide. Some of those shown in Figure 15 require special facilities and equipment and others involve special duties for some teachers. In the first group, we include the possible nursery section, although this is supposed to be managed as an independent unit.

Figure 15 shows quite encouraging percentages of schools with feeding programmes, electricity and libraries. Research suggests that feeding programmes contribute to a good rate of attendance (Alderman et al. 2012). Practically all schools are now appointing teachers as Senior Woman and Senior Man in the school, to advise on gender-related issues, while about two-thirds are now appointing a focal person for preventing violence against children in school (VACiS). These statistics show some improvement since 2018.

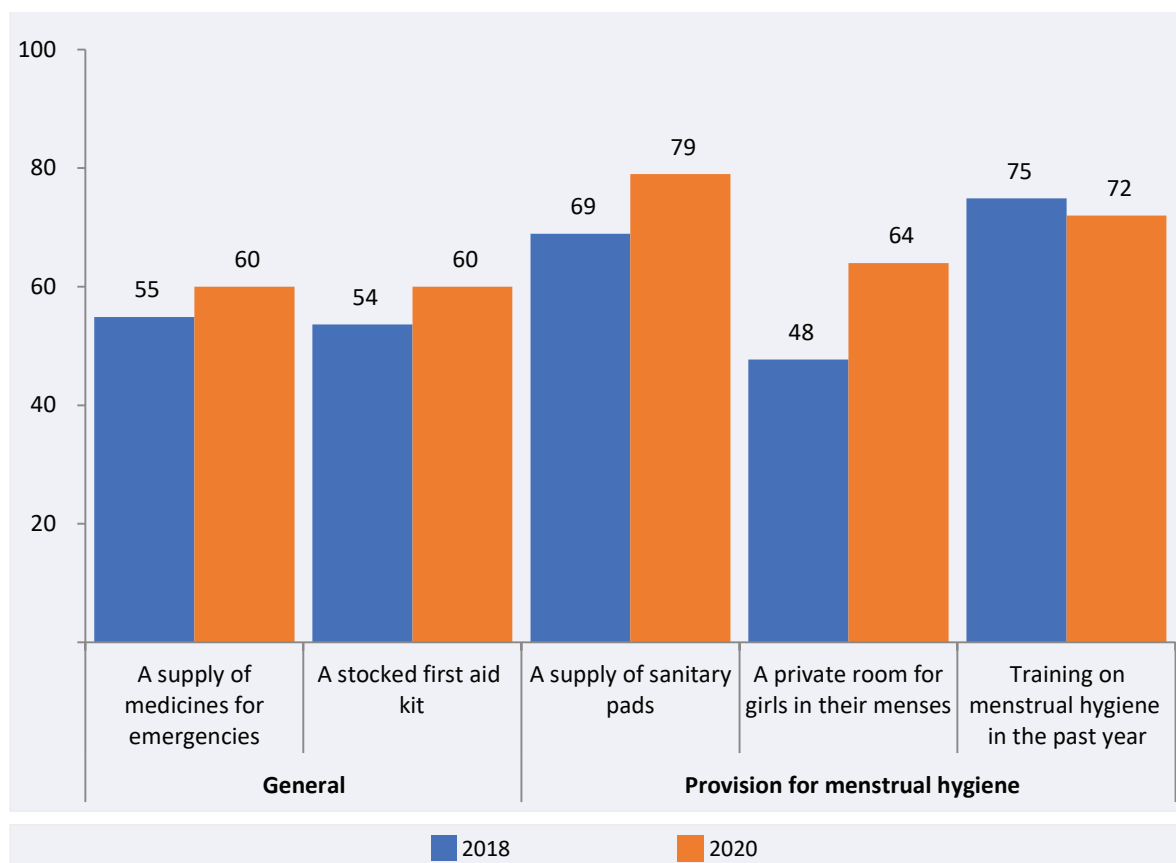
Figure 15: Rates of Provision of Supplementary Services and Special Teacher Duties – National Estimates



E. Provision for health, water and hygiene

It is important for schools to have resources to respond to any health emergencies and to help with menstrual hygiene. The latter is important because many adolescent girls are attending primary schools and lack of support for menstrual hygiene can contribute to absenteeism (Miiró et al. 2018). Figure 16 shows that only about 60% of schools keep medicines and first aid kits, but the rates of provision for menstrual hygiene are somewhat better.

Figure 16: Rates of Provision for Health – National Estimates



Our school survey of 2018 gave considerable attention to issues of school water supply and hygiene and it is of interest to note any changes since then, although this survey could not be equally thorough on hygiene because of the school closure. Hygiene has of course assumed even greater importance because of Covid-19.

We are able to record, in Table 14, the proportions of schools that are using the various safer and less safe types of water source. This survey shows a slightly less satisfactory situation than our findings from 2018, which showed 90% of schools to be using the safer types of water source, but the proportion is still high. The availability is generally good, except for that of rainwater in some cases.

Table 14: School Water Supply- Types of Source and Availability (National Estimates for 2018 & 2020)

Main water source	Percentage of schools using the source	Percentage of users with source available 11-12 months in the year
Safer types of sources:		
Borehole	51.3	92.5
Piped supply	23.4	97.4
Covered well or spring	3.7	93.3
Open well or spring	3.2	100.0
Water trucking	1.0	100.0
Sub-total	82.6	
Less safe types:		
Rainwater	12.3	81.5
River, lake or stream	2.9	92.9
Dam	0.4	50.0
No source	1.0	0.0
Sub-total	16.6	
Total	100.00	90.8

Table 15 shows the numbers and percentages of schools in the sample that treated or did not treat the drinking water, and of those using different methods of treatment, including some combinations. The main concerns are that more schools should be treating the water and that schools should be advised on the best type of treatment for their source.

Table 15: School Treatment of Drinking Water – Sample Statistics

Whether water was treated:	Count of schools	Percentage
Yes	219	56.6
No	168	43.4
Total	387	100.0
If treated, by what methods:		
Boiling only	92	23.8
Filtering only	23	5.9
Chemical treatment only	93	24.0
Boiling & filtering	3	0.8
Boiling & chemical treatment	7	1.8
Filtering & chemical treatment	1	0.3
Total of schools treating	219	56.6

The survey reported the availability of hand-washing and sanitising facilities to the extent that was possible during the school closure. Responses came mainly from schools that had been partially reopened after the first closure. Of 257 schools responding, 238 (93%) confirmed that they had a hand-washing and sanitising facility. Details of the materials available in these facilities were obtained from 240 schools and are reported in Table 16. It is reassuring that 85% of them (the last two rows in the table) are reported to have had water and soap and 54% to have had sanitiser (the first and the last rows).

Table 16: Provision of Hygiene Materials – Sample Statistics

Materials provided	Count of schools	Percentage
Sanitiser only	19	7.9
Soap only	1	0.4
Water only	15	6.3
Soap and water	95	39.6
Sanitiser, soap and water	110	45.8
Total responding	240	100.0

Note: Details were obtained from 240 schools, while 147 could not respond because of the closure.

A child in a school uniform is shown from the chest up, writing in a notebook. The child is wearing a blue and white checkered shirt with a crest that says 'FCB'. The background is a textured, light-colored wall. The entire image is overlaid with a semi-transparent teal filter.

CONCLUSIONS AND RECOMMENDATIONS

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The recovery of the educational system from the pandemic and the school closures is a huge task for Uganda and even when schools have been reopened, challenges caused by the pandemic will continue to be experienced. Uwezo Uganda will use the information we have, and our advocacy network, to support the process of recovery.

In the light of the findings of this report, we draw attention to several issues on which action is needed, some of which have a long history but may have been magnified by the health emergency.

1. Focus on Acquisition of the Foundational Skills of Literacy and Numeracy in the Lower Primary Grades

While the assessment findings show some improvement from 2018, whereby full literacy and numeracy competence for the whole set of P3-P7 grades has risen, the proportions of children in P3 who are still at the 'non-reader', 'letter/syllable' and 'non-numerate' stages remain very large. As in our previous assessments, it is evident that most children are learning the basics of reading and basic arithmetic in the upper primary grades. We must ensure that children master these foundational skills in the lower primary grades so as to benefit fully from other elements in the curriculum. There is also evidence from this assessment that once children fully master these skills, they acquire them for life and do not lose them when out of school.

2. Support Interventions that Supplement the Efforts of Teachers and Schools

Such interventions may include the use of volunteer teaching assistants from the local community and continued support for learning in the home.

Volunteer teaching assistants can be helpful for providing a more interactive learning environment. Relatively small groups of pupils are an advantage for the early stages of literacy and numeracy. Volunteer-led or a combination of volunteer and teacher-led teaching and learning such as that which has been facilitated by [Building Tomorrow](#) and [vovob](#) using methods for '[Teaching at the Right Level](#)', pioneered by Pratham in India should be encouraged. Similarly, community-led learning initiatives such as what has been initiated by [FCDO in Uganda](#) under the Strengthening Education Systems for Improved Learning (SESIL) programme, should be fully supported.

The useful guidance provided to parents for support to children's learning, and the instruction that was provided through various media during the school closures, do not cease to be important when schools are reopened.

Firstly, home-based efforts can contribute to the process of catching up after the loss of learning time in 2020-21. Secondly, when schools are open, there are likely to be some enforced absences of pupils because of a need to self-isolate (to judge from the experience of other countries) and at such times they will need home-based support for learning.

3. Increase the Provision of Teachers in Government-Aided Primary Schools

As our school survey shows, the staffing of government-aided primary schools was insufficient in quantity before the pandemic and had been in decline for several years. Because of the interruption of pre-service training programmes and possible attrition to the teaching force in 2020-21, certification and appointments must now be high priorities. Plans to raise the teacher qualification profile should be put on hold until the immediate problems of supply have been addressed.

4. Remedy the Shortage of Classrooms in the Eastern and Northern Regions

Lessons under tree shades can be taught successfully but making them a way of life is unfair to all concerned – to children, teachers and school managers. The Government must live up to its responsibility to provide sufficient primary school classrooms throughout Uganda, taking the population growth into account. We recognise that there are special challenges in refugee areas, but these do not account for the general regional shortages that our school survey reveals. These shortages increase the difficulty of organising for the enlarged pupil intake of 2022.

5. Support the reopening of Nursery Schools /ECD Centres

Because of the importance of early childhood education as a foundation for children's subsequent development, all possible encouragement should be given to preschools to resume their service, after the long period of closure. This is especially so where the service is a non-profit activity organised by the local community or in a home. Credit facilities and matching grants could help service providers to re-establish physical facilities at this level.

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ANNEX I: THE USE OF SAMPLES AND WEIGHTS FOR NATIONAL ESTIMATES

The various samples

For different parts of the analysis, we use the following samples:

- participation sample, from 29 districts
- A general assessment sample of children enrolled in P3 -P7, from 29 districts
- A general assessment sample of children aged 4-16, from 29 districts
- A local language assessment sample of children enrolled in P3-P7, from 12 districts
- A local language assessment sample of children aged 4-16, from 12 districts
- A sample of primary schools, from 29 districts

Different weights are necessarily used for each sample.

The measures of size

The measures of size (MOS) used for sub-regions and for districts are the projected 2021 populations aged 3-14. The necessary population projections were provided by UBOS. The 3-14 age range is the intended range for pre-primary and primary education. Children aged 15-16 are not included in the measure because they are affected by migration to attend boarding schools or training.

The weights for child samples of 29 districts

As the 29 districts represent all the 15 statistical sub-regions of Uganda, we use sub-region weights. As most sub-regions are represented by more than one district, we also use district weights at the level of the sub-region. We do not use weights at the EA level because there are extreme variations of size in the EA clusters of children. The combined weights used for estimates are products of the sub-region and district weights. The computation formulae are as shown below.

$$W_{\text{sub-region}} = \text{MOS}_{\text{sub-region}} / n_{\text{sub-region}}$$
$$W_{\text{district in sub-region}} = (\text{MOS}_{\text{district}} / \sum \text{MOS}_{\text{districts in sub-region}}) \div (n_{\text{district}} / n_{\text{sub-region}})$$
$$CW_{\text{sub-region}} = (W_{\text{sub-region}}) \times (W_{\text{district in sub-region}})$$

where: W = weight; CW = combined weight; MOS = measure of size; n = sample size.

In the cases where there is only one district representing the sub-region, $W_{\text{district in sub-region}}$ has a value of 1.

The weights for child samples of 12 districts (local language assessment)

As the 12 districts do not represent all sub-regions, we simply use district weights for these samples, computed as follows:

$$W_{\text{district}} = \text{MOS}_{\text{district}} / n_{\text{district}}$$

The weights for the school sample

When weighting findings from the school sample, we apply only the sub-region weight, using the same MOS as for children and the number of schools as the sample size. District weights are not used because the number of schools in the effective sample is low in some districts.

A student in a school uniform is shown from the back, writing in a notebook. The student is wearing a blue and white striped shirt with a crest that says 'FCB'. The background is a textured, light-colored wall. The entire image is overlaid with a semi-transparent teal color.

ANNEX II: RANKING OF DISTRICTS

ANNEX II: RANKING OF DISTRICTS

Are Our Children Learning?

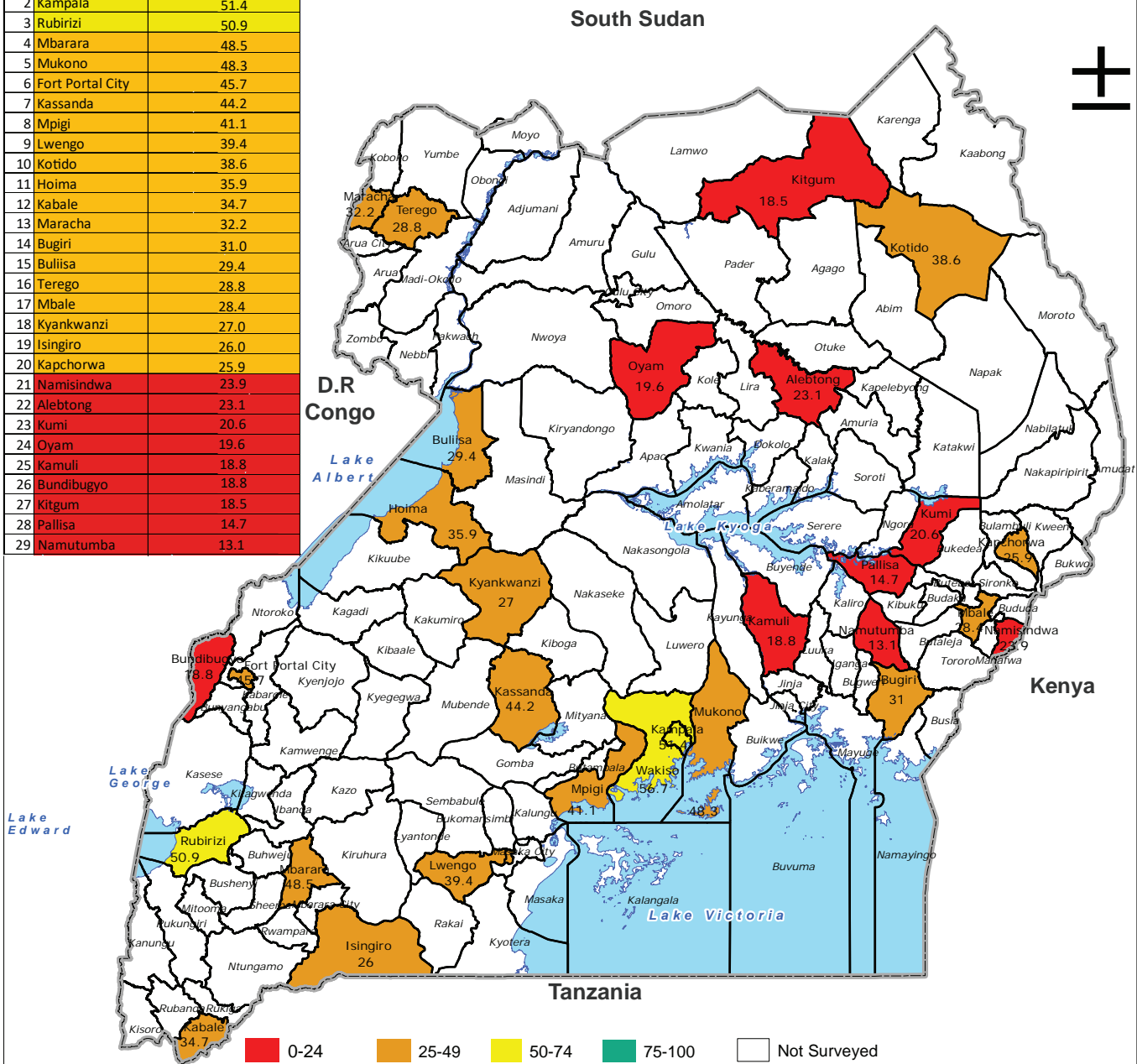
Uwezo National Learning Assessment Report, 2021

District Ranking

% of P3-7 pupils able to read and comprehend a P2 level English story and solve P2 division tasks

Find Your District - Take Action

No.	District Name	Complete Competence
1	Wakiso	56.7
2	Kampala	51.4
3	Rubirizi	50.9
4	Mbarara	48.5
5	Mukono	48.3
6	Fort Portal City	45.7
7	Kassanda	44.2
8	Mpigi	41.1
9	Lwengo	39.4
10	Kotido	38.6
11	Hoima	35.9
12	Kabale	34.7
13	Maracha	32.2
14	Bugiri	31.0
15	Buliisa	29.4
16	Terego	28.8
17	Mbale	28.4
18	Kyankwanzi	27.0
19	Isingiro	26.0
20	Kapchorwa	25.9
21	Namisindwa	23.9
22	Alebtong	23.1
23	Kumi	20.6
24	Oyam	19.6
25	Kamuli	18.8
26	Bundibugyo	18.8
27	Kitgum	18.5
28	Pallisa	14.7
29	Namutumba	13.1



Rwanda

Complete competence = % of children able to read and comprehend a P2 story and solve P2 Division tasks

ANNEX III: UWEZO UGANDA PARTNERS, 2021

Uwezo Uganda Board		
1	Prof Albert James Lutalo Bbosa - Board Chair	Vice Chancellor, Team Univeristy
2	Assoc Prof Joyce Ayikoru Asiiimwe - Member	Senior Lecturer and Dean Faculty of Education, Kyambogo University
3	Dr Sarah N Ssewanyana - Member	Executive Director, Economic Policy Research Center (EPRC).
4	Mr James Muwonge - Member	Director, Socio-Economic Surveys- Uganda Bureau of Statics (UBOS)
5	Dr Charles Tony Mukasa-Lusambu - Member	Former Assistant Commissioner Primary Education under the Basic Education Department, Ministry of Education and Sports
Uwezo Uganda - Technical Advisory Committee		
1	Dr Albert Byamugisha	Senior Technical Advisor and Head SDG Secretariat , Office of the Prime Minister
2	Mr Patrick Kaboyo	Executive Secretary, Federation of Non-State Education Institutions (FENEI) / Executive Director, Coalition of Uganda Private School Teachers Association (COUPSTA)
3	Dr Grace K Baguma	Director, National Curriculum Development Centre (NCDC)
4	Dr Yusuf K. Nsubuga	Former Director for Basic and Secondary Education, Ministry of Education and Sports
5	Dr Ssekamatte-Ssebuliba John B.	Consultant and Former Head, Population and Social Sector Planning, National Planning Authority.
6	Dr Charles Tony Mukasa-Lusambu	Former Assistant Commissioner Primary Education under the Basic Education Department, Ministry of Education and Sports
7	Dr Jacqui O'Riordan	Lecturer at the School of Applied Social Studies, University College Cork, Ireland
8	Prof Leon Tikly	UNESCO Chair in Inclusive, Good Quality Education for All and Global Chair in Education at the University of Bristol
9	Dr Reg Allen	Director, Curriculum, Assessment and Certification Systems Architects (CACSA) Tasmania, Australia.
10	Ms Ruth Kyambadde	Ag Head of Department, Teacher Education and Extension, Faculty of Education, Kyambogo University
11	Mr Filbert Bates Baguma	Secretary General , Uganda National Teachers' Union (UNATU)
Uwezo Secretariat		
	Dr Mary Goretti Nakabugo	Executive Director
	Faridah Nassereka	Senior Program Officer, Uwezo
	Judith Nyakaisiki Tumusiime	Communications Officer/HR Associate
	Daphine Karungi	Executive Assistant to the Executive Director
	Azamu Mulikiriza	Accountant
	Vincent Kalibbala	Accounts / Information Technology (IT) Assistant
	Dr James Urwick	Advisor, Innovations, Fundraising & Research
Uwezo-PAL Network Fraternity		
ASER Centre, India	Medición Independiente de Aprendizajes (MIA)	
ASER, Pakistan	BeeKunko	
ASER, Nepal	Research Laboratory on Social and Economic Transformation (LARTES) and Jàngandoo	
ASER, Bangladesh		
Uwezo Tanzania	VidA Nicaragua	
Usawa Agenda	The Education Partnership centre (TEP Centre) and LEARNigeria	
Young love		
Zizi Afrique Foundation		
TPC Mozambique		

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Uwezo-RELI Fraternity	
Luigi Giussani Institute of Higher Education	Royal Dutch Kentalis
Komo Learning Centre	Civil Society Budget Advocacy Group (CSBAG)
Africa Educational Trust	Initiative for Social and Economic Rights (ISER)
Educate!	Norwegian Refugee Council (NRC)
Fundi Bots	International Institute for Rural Reconstruction (IIRR)
Girls to Lead Africa	War Child Canada
Foundation for Inclusive Community Help (FICH)	VVOB Uganda
Kimanya Ngeyo Foundation	Street Child
STIR Education	Teach For Uganda
Building Tomorrow	PEAS
Mango Tree Literacy Lab	Aga Khan Foundation
Uganda Society for Disabled Children (USDC)	
Trainers	
Robert Mugambwa	Jocelyn Amongin
Simon Peter Olinga	Jackson Atria
Sabiiti Fenekansi	Rebecca Akello
Timothy Alinda	Emmanuel Mafabi
Sarah Okoth	Benard Madanda
Ronald Mpala	Owiny Mark Anthony
Godfrey Ssendyose	Joseph Kasasa
Test Developers	
Ms Maureen Nampeera	National Curriculum Development Centre
Mr Francis Egadu	Retired Educationalist
Mr Zaidi Hatinda	Practicing teacher
Mr Richard Mutebi Kizito	Jinja Karoli Primary School
Ms Charity Karungi	Practicing teacher
Dr Gertrude Namubiru	National Curriculum Development Centre
Ms Elly Musana Wairagala	National Curriculum Development Centre

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District	District Partner Institution	Head of the Organisation	District Contact person
Alebtong	Community Action for Sustainable Livelihoods (CASUL)	Mr Opio Morris	Mr Isaac Angulu
Bugiri	Uganda Muslim Rural Development Association (UMURDA)	Haji Sulaiman Walugendo	Ms Shamira Mugimba
Buliisa	Lake Albert Children/Women's Advocacy & Development (LACWADO)	Mr Bigirwenkya Stuart	Mr Kajura Richard
Bundibugyo	Child Concern Initiative Organisation	Rev Kyomuhendo Geofrey	Rev. Isaac Birungi
Fortportal	Human Rights and Democracy Link Africa(RIDE AFRICA)	Mr Rukidi Sam	Ms Erina Kahunde
Hoima	Hoima District Union of Persons with Disabilities (HUDIP)	Mr Bigirwenkya Gilbert	Ms Ntegeka Christine
Isingiro	Youth Fraternity for Change	Mr Louis Kamugasha	Ms Agaba Brenda
Kabale	Lusuganda Development Initiative [LUSUDI]	Mr Byamukama Simon	Mr Masiko Rogers
Kampala	Forum for Early Childhood Development Association (FECDA)	Mr Mathias Mulumba	Mr Mulumba Mathias
Kamuli	Uganda Development Service (UDS)	Ms Rita Epodoi	Ms Doris Nabugasha
Kapchorwa	Kapchorwa Civil Society Organization Alliance (KACSOA)	Mr Kiprotich George Cheywa	Mr David Mukwana
Kasanda	Children and Wives of Disabled Soldiers Association	Ms Namatovu Mary Achlies	Ms Namatovu Mary Achlies
Kitgum	Kitgum Women Peace Initiative	Ms Canogura Faddy.G	Mr Akena Justine Kaunda
Kotido	North Karamoja Diocese	Rt. Rev James Nasaka	Rev. John Bosco Achilla
Kumi	Church of Uganda Teso Dioceses Development Office	Mr Egayu Moses	Mr Otai Isaac
Kyankwanzi	Bukomero Development Foundation (BDF)	Ms Beatrice Nankinga	Ms Sentongo Muhamadi
Lwengo	Lwengo Rural Development Support Organisation	Mr Jjuuko Anthony	Mr Tuhame Francis
Maracha	Approaches to Rural Community Development (ARCOD)	Mr Manasseh Acidri	Mr Onzima Allan Julius
Mbale	Christian Fellowship Ministries	Mr John Wandera	Mr Masaba Charles
Mbarara	South Western Initiative for Community Counseling [SWICCO]	Mr Kuzirimpa Julius	Mr Kuzirimpa Julius
Mpigi	Joy Initiative Uganda	Ms Nakaayi Florence	Ms Nabisere Grace
Mukono	Ekubo Ministries	Mr Magera George	The late Lubowa Frank
Namisindwa	African Rural Development Initiative (ARDI)	Mr Weyusa Joseph	Mr Mamati Saul
Namutumba	Nsinze Sub County HIV/AIDS Workers Association (NSHAWA)	Mr Nkenga Samuel	Mr Nkenga Sam Nathan
Oyam	Foundation for Inclusive Community Help (FICH)	Mr Emmy Zoomlamai Okello	Ms Alum Kandy
Pallisa	Citizens Initiative for Democracy and Development Uganda (CIDD-UG)	Mr Fred Ejautene	Mr Moses Kaggwa
Rubirizi	Hope for Mothers and Children's Agency	Mr Barigye Sam	Mr Tumukunde Vicent
Terego	Approaches to Rural Community Development (ARCOD)	Mr Manasseh Acidri	Mr Onzima Allan Julius
Wakiso	Kiyita Family Alliance for Development	Mr Bob Richard Bongole	Ms Najjemba Angellah

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Twaweza East Africa

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