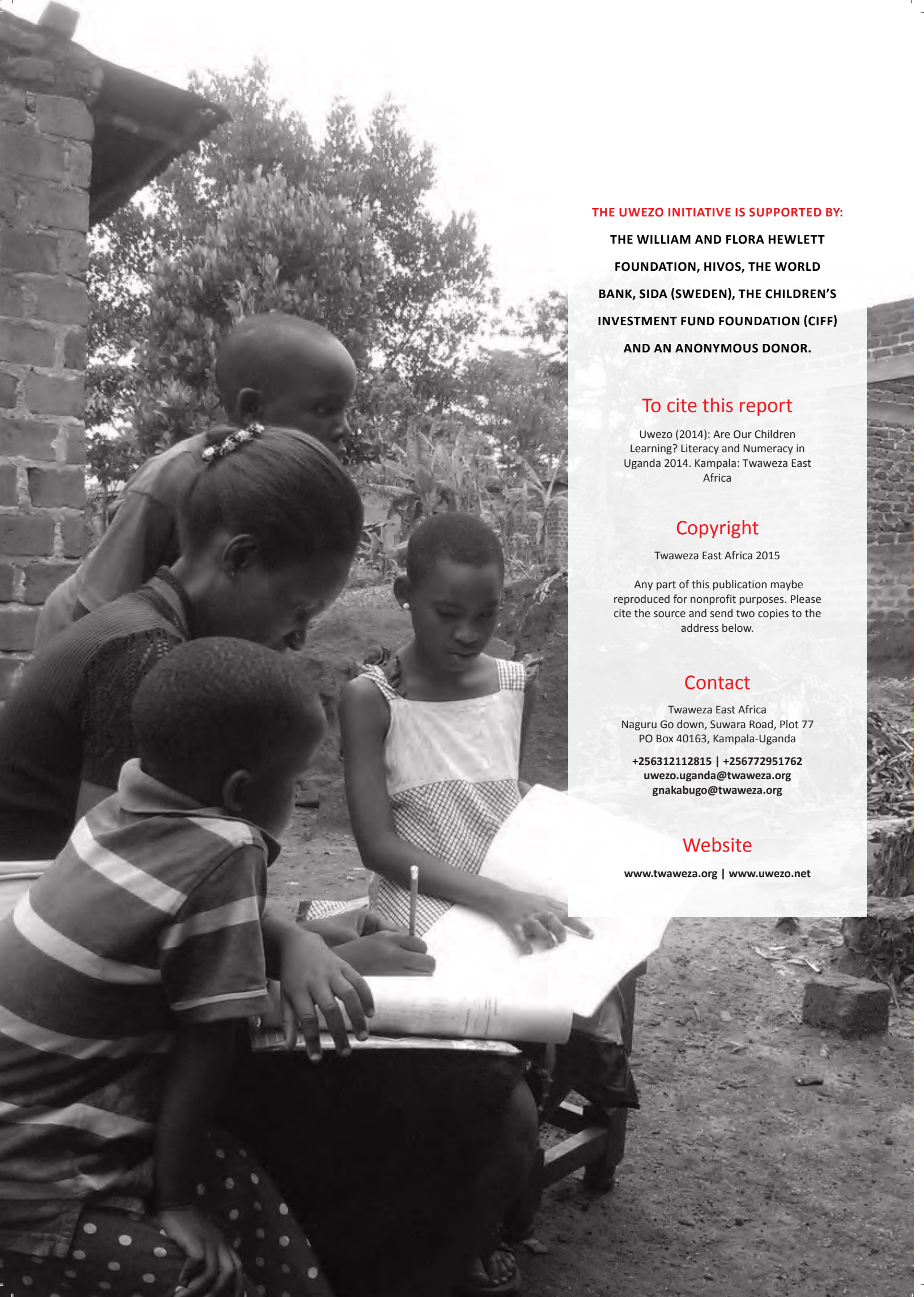




ARE OUR CHILDREN LEARNING?

Literacy and numeracy in Uganda 2014





THE UWEZO INITIATIVE IS SUPPORTED BY:

**THE WILLIAM AND FLORA HEWLETT
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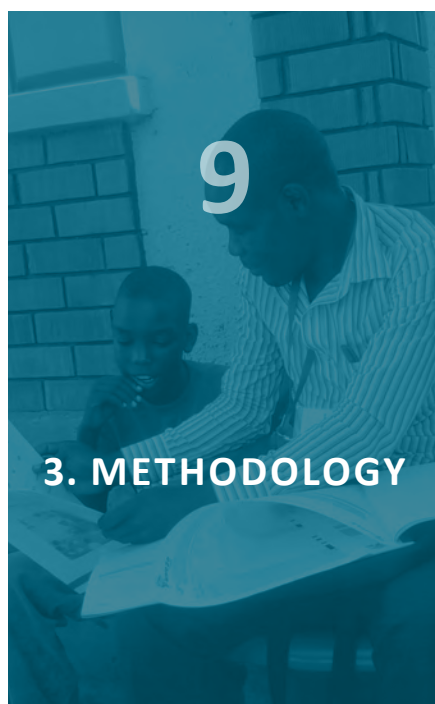
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The members of the 34,013 households visited and the head teachers of the 2,353 public primary schools for the hospitality and cooperation

The 87,339 assessed children for allowing us to learn so much from them

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Everyone else who contributed in one way or another to bringing the Uwezo 4 cycle to a conclusion.

Mary Goretti Nakabugo, Twaweza Lead and Uwezo Manager, Uganda

FOREWORD: NO BETTER TIME THAN NOW

JOHN MUGO¹ AND AIDAN EYAKUZE²

The evidence presented in this report confirms what Uwezo assessments have revealed over several years, that many children in Uganda are going to school, but few are learning. Only 1 out of 10 of children in Primary 3 can do Primary 2 work, and 1 out of 3 of those completing the cycle in Primary 7 cannot read nor do mathematical problems of Primary 2 level. If we imagine that in 2010 when the inaugural Uwezo assessment in Uganda was conducted, 500,000 children completed Primary 7, it would mean that the education system pushed over 150,000 illiterate and innumerate children back into society. Now, in 2015, that section of our population is now under- or unemployed, struggling to make ends meet, condemned by the curriculum that was always ahead, the teachers who were perennially absent, and parents who didn't act.

The population of children attending school in Uganda has never been as high as it is today. The annual budget spent on education has been on a sharp upward curve. The number of donors and private partners investing to improve learning outcomes has increased, and private spending on education has enlarged tremendously. Yet, children are still not learning.

There is no better time to act than now, instead of looking to assign blame or giving up. This year, 2015 was marked as the global deadline for achieving the Education for All targets. We have clearly missed many of the EFA targets. It is the year of pausing and getting back to the drawing board. Even after introducing Universal Primary Education more than a decade and a half ago, where did we go off-track?

While uniting with the rest of the world in appealing for 'Access + Learning', this Uwezo report calls for sobriety in understanding the status of education in Uganda, honesty in admitting failure, and urgency in renewing our focus to improve learning. We must not do more of the same and expect different results. We must pay keen attention to what works to foster learning in schools. Fortunately, there are many of us in the field, and clearly, there has never been a better time to act on this than now.

¹ John Mugo, Director of Data and Voice at Twaweza East Africa and the Regional Manager of Uwezo

² Aidan Eyakuze, Executive Director, Twaweza East Africa

FIVE FACTS ABOUT LEARNING IN UGANDA

FACT 1: ONE OUT OF 10 CHILDREN ASSESSED IN PRIMARY 3, AND 7 OUT OF 10 ASSESSED IN PRIMARY 7 WERE ABLE TO READ AND COMPREHEND A PRIMARY 2 LEVEL STORY AND CORRECTLY SOLVE PRIMARY 2 LEVEL DIVISION.

9 out of 10 children assessed in Primary 3 were unable to read and comprehend a Primary 2 level story and correctly solve Primary 2 level numeracy tasks up to division level.

3 out of 10 children assessed in Primary 7 were unable to read and comprehend a Primary 2 level story and do Primary 2 level numeracy tasks up to division level.

FACT 2: CHILDREN WHO HAD ATTENDED SOME NURSERY SCHOOL PERFORMED BETTER

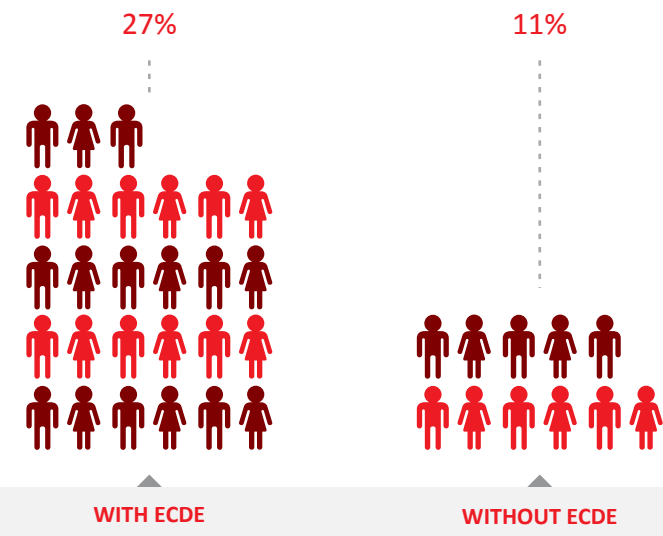
Primary 3 pupils who had attended Early Childhood Development Education (ECDE) were almost three times (27%) more likely to read and comprehend a Primary 2 level story than those who did not (11%).

More than 3 out of 10 pupils (34%) in Primary 3 who had attended ECDE were able to do Primary 2 level numeracy tasks up to division level compared to only 2 out of 10 (21%) who never attended ECDE.

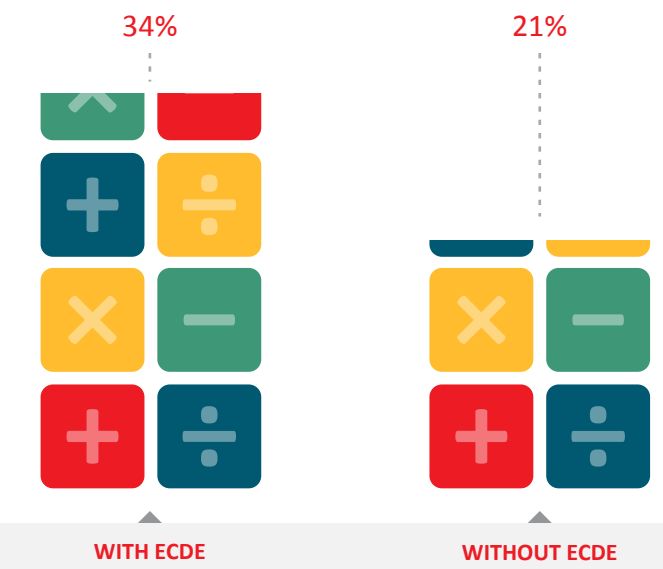
CHILDREN UNABLE TO READ AND DO BASIC NUMERACY



PUPILS WHO CAN READ & COMPREHEND A LEVEL 2 STORY



PUPILS WHO DO PRIMARY 2 LEVEL NUMERACY TASKS



FACT 3: PUPILS PERFORMED BETTER IN ENGLISH READING THAN LOCAL LANGUAGE READING

Almost 2 out of 10 pupils (17%) in Primary 3 assessed in both English and their local language were able to read and comprehend a Primary 2 English story while about 1 out of 10 pupils (8%) was able to read and comprehend a Primary 2 story in Luganda, Runyoro/Rutoro, Ateso or Leblango.

8 out of 10 pupils (83%) in Primary 7 were able to read and comprehend a Primary 2 English story while only 3 out of 10 (33%) were able to read and comprehend a Primary 2 local language story.

FACT 4: PUPILS IN PRIVATE SCHOOLS HAD HIGHER LITERACY AND NUMERACY SKILLS COMPARED TO PUPILS IN GOVERNMENT SCHOOLS

Primary 3 pupils in private schools were almost three times more likely to be able to read a Primary 2 level story than their counterparts in government schools.

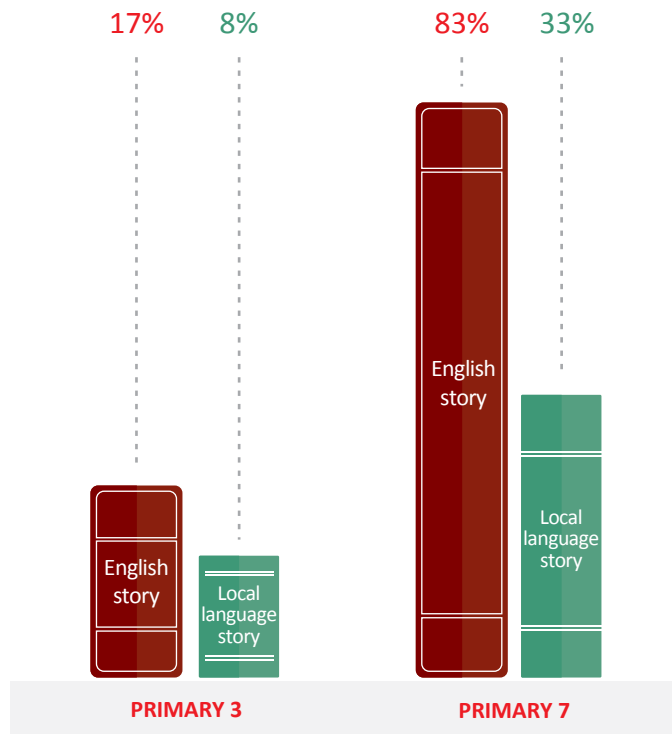
Overall, 55% of pupils assessed in Primary 3 to 7 who were in private schools were able to read a Primary 2 English story compared with 39% of pupils in government schools.

FACT 5: TEACHER AND LEARNER ABSENTEEISM IS HIGH

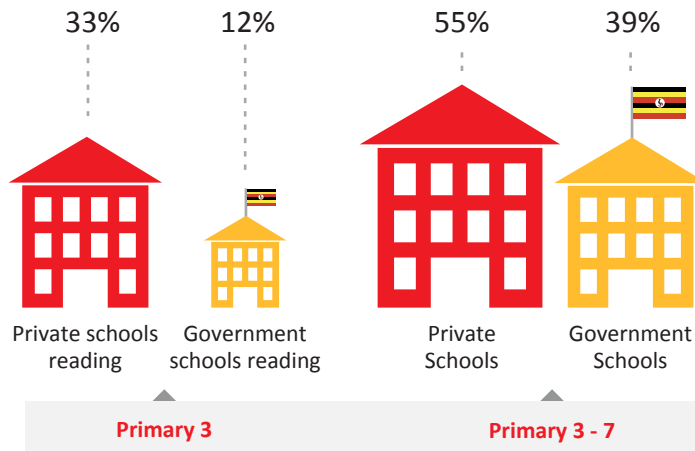
3 in every 10 pupils (31% of girls and 33% of boys) was absent from school on the day of assessment.

Just over 2 out of 10 teachers (21%) was absent from school on the day of assessment.

ENGLISH LANGUAGE AND LOCAL LANGUAGE READING



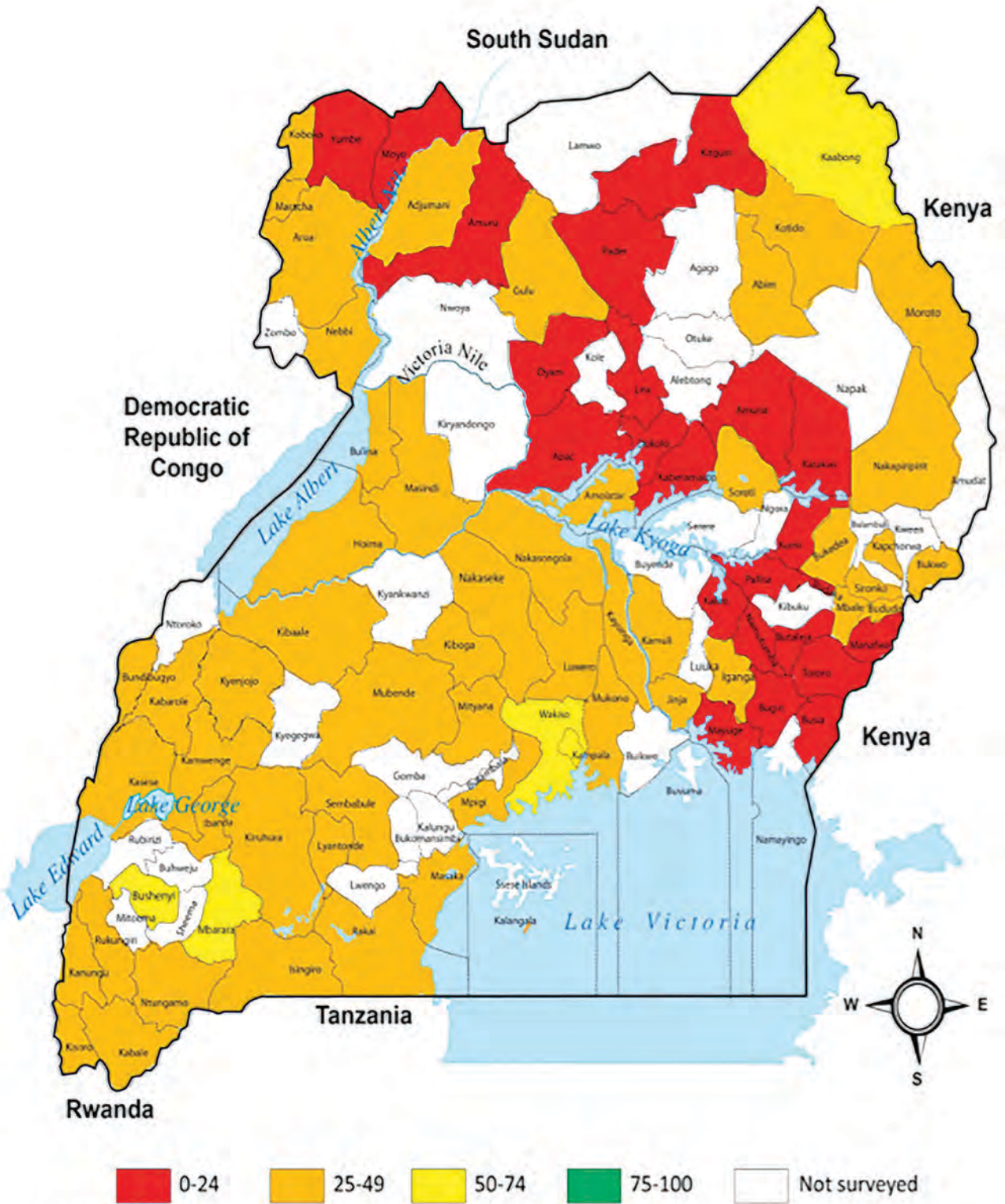
LITERACY AND NUMERACY COMPETENCIES FOR GOVERNMENT AND PRIVATE SCHOOLS



PUPIL AND TEACHER ABSENTEEISM



DISTRICT PERFORMANCE BASED ON PERCENTAGE OF PRIMARY 3-7 PUPILS WITH FULL COMPETENCE IN ENGLISH LITERACY AND NUMERACY TASKS AT PRIMARY 2 LEVEL



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

The first part of the document discusses the importance of maintaining accurate records of all transactions. It emphasizes that every entry, no matter how small, should be recorded to ensure the integrity of the financial data. This includes not only sales and purchases but also expenses, income, and any other financial activities that occur during the reporting period.

Secondly, the document highlights the need for regular reconciliation. By comparing the internal records with bank statements and other external sources, discrepancies can be identified and corrected promptly. This process helps to prevent errors from accumulating and ensures that the books are balanced at all times.

Another key point is the importance of using standardized accounting practices. This involves following established rules and conventions for recording and reporting financial information. Consistency in these practices allows for meaningful comparisons over time and across different entities, which is essential for informed decision-making.

Finally, the document stresses the value of transparency and accountability. All financial transactions should be clearly documented and easily accessible to those who need to review them. This not only builds trust but also provides a clear audit trail that can be used to verify the accuracy of the financial statements.



1. INTRODUCTION

MARY GORETTI NAKABUGO, MANAGER, UWEZO UGANDA

Since 1997, providing primary education to all school age children in Uganda has received considerable attention. Remarkable success has been recorded in the area of access, with the numbers of children enrolled in primary education growing from 3,068,625 in 1996 to 5,303,564 in 1997 when Universal Primary Education (UPE) was first introduced in Uganda, and to 8,459,720 million children in 2013 (Ministry of Education and Sports, 2015). Although a sizeable number of school age children are still out of school—variously estimated to be 18% by the latest Uganda National Household Survey (UNHS) 2013/14 and 6% by the Ministry of Education and Sports (MOES, 2014a)—the debate is now steadily shifting from expanding access to improving learning.

It is generally agreed among education stakeholders in Uganda that the battle to achieve UPE will not be won until all children that enrol in Primary 1 complete the entire primary cycle on time and with satisfactory learning outcomes. In addition to the failure to register full net enrolment by 2015, other unfinished UPE business in Uganda includes high dropout rates and dismal learning outcomes. Recent data from Ministry of Education, Science, Technology and Sports and the Uganda National Examinations Board show that of the 1,897,114 million children who enrolled in Primary 1 in 2008, only 585,863 sat for the Primary Leaving Examination (PLE) in 2014 (approximately 31% completion rate). Furthermore, among the few students who completed Primary 7 and sat for the PLE, 68,760 (12%) failed.

Poor learning outcomes at the end of the primary cycle in Uganda is a sign of poor learning registered at the lower levels of education. Previous assessments into primary education performance, including Uwezo 2011 and 2012, the World Bank Service Delivery Indicators (SDI) (World Bank, 2013) and the 2013/2014 Education for All Global Monitoring report (UNESCO, 2014), have all indicated dismal learning outcomes in basic literacy and numeracy.

In this fourth annual learning assessment, Uwezo keeps the debate on learning outcomes alive by providing nationally representative data on children's learning in Uganda. The assessment was carried out in August 2013 in 80 districts of the country by trained citizen volunteers. In all, 2,372 enumeration areas, 2,353 schools and 34,013 households were visited, and 87,339 children aged 6-16 years were assessed on basic literacy and numeracy competencies using tests standardized at Primary 2 level.

While the findings indicate some success in achieving near gender parity in learning outcomes, which is consistent with findings from previous assessments, this fourth Uwezo survey continues to show that a significant proportion of children complete Primary 7 without basic skills in literacy and numeracy.

As the global education agenda unites around the central goal of learning, Uganda must pay greater attention to enabling all school-age children to access education and attain at least the basic ability to read, write and count.



2. WHAT IS THE ANNUAL LEARNING ASSESSMENT?

2.1 UNIQUE FEATURES OF UWEZO

Uwezo—which means “capability” in Kiswahili—is an initiative of Twaweza East Africa that assesses competencies in literacy and numeracy of children aged 6-16 years across East Africa. Twaweza works on enabling children to learn, citizens to exercise agency and governments to be more open and responsive in Tanzania, Kenya and Uganda. The Uwezo assessment has the following key features:

- It is a household-based assessment
- It is carried out annually at national scale, with findings that are representative to district level
- It uses simple tools that are easy to understand
- It is conducted by citizen volunteers who undergo training
- Instant feedback on learning levels is given to the child and parent
- It focuses on basic skills in literacy and numeracy

2.2 UWEZO COVERAGE

Uwezo conducts annual national learning assessments that provide a wide range of data on the literacy and numeracy competencies of children aged 6-16 years across Uganda, Kenya and Tanzania. The results of the study are intended to spur debate on learning outcomes and inform policy-making processes at national, regional and district levels. The scale of the Uwezo Uganda assessment for the three assessment rounds from 2011 to 2013 is shown in Table 1 below.

COVERAGE	2011	2012	2013
DISTRICTS	79	80	80
HOUSEHOLDS	35,359	34,667	34,013
ENUMERATION AREAS	2,329	2,387	2,372
SCHOOLS VISITED	2,115	2,279	2,353
CHILDREN ASSESSED	88,373	81,650	87,339

3. METHODOLOGY

3.1 SOURCES OF DATA

Data for the Annual Learning Assessment were collected in August 2013 in 80 districts of the country, from the schools where the children studied as well as the communities and households in which they resided. Overall, 2,372 enumeration areas, 2,353 schools and 34,013 households were visited. In total, 87,339 children were assessed in literacy and numeracy.

3.2 SAMPLING DESIGN

The sampling frame from the 2002 Uganda Population and Housing Census (UPHC) that was upgraded in 2007/08 from 56 to 80 districts was used. A representative sample of 48,000 households was drawn for the assessment using a two-stage stratified sampling design. In the first stage, 30 enumeration areas (EAs) were selected from each of the 80 districts using probability proportional to size, a sampling procedure where the selection probability for each EA was set to be proportional to the number of households within the EA. This implies that EAs with higher numbers of households had more chances of being selected. The second stage involved randomly selecting 20 households from each of the 30 EAs.

3.3 SELECTING THE CHILDREN

The survey targeted all children aged 6-16 years who regularly resided in the selected households, irrespective of whether they were attending school or not. As the assessment was done during school term time, children in boarding schools were excluded from the assessment. All children who regularly resided in the selected household (HH) who were aged 6-16 years were assessed in basic literacy and numeracy.

3.4 SELECTING THE SCHOOLS

One government school which the majority of the children residing in the selected EA attend, regardless of whether it was within or outside the enumeration area where the children lived, was selected. The selection of the school was done with the help of chairpersons / members from the local council.

3.5 THE SURVEY TOOL

Data was collected using one survey tool with three questionnaires: i) village/enumeration area ii) school and iii) household questionnaires. A copy of the survey tool can be found in Appendix 1.

3.5.1 VILLAGE/ENUMERATION AREA QUESTIONNAIRE

The principal objective of the village/enumeration area questionnaire was to collect information about the characteristics of the enumeration areas, especially those factors that could influence the learning of children. It had three parts. The first part of the questionnaire collected information on particulars of the respondent

who was either the Local Council 1 (LC1)³ chairperson, a member of the LC1 committee or a village elder. The second part collected information on availability of selected infrastructure, including roads, education and health facilities, within the community. The third and final part of the questionnaire collected information on awareness of Uwezo within the community.

3.5.2 SCHOOL QUESTIONNAIRE

This questionnaire collected information about school characteristics through oral interviews and observation. It had seven parts. The first part of the questionnaire collected identification particulars of the school. The second part collected data on pupil enrolment and teachers for 2013. The third part of the questionnaire collected information on health and other services within the school, while the fourth part collected information on the school management committee and capitation grants. The fifth part collected information on available facilities in a selected Primary 2 classroom through observation, while the sixth part collected biographical data on a selected Primary 2 class teacher. Information on pupil and teacher attendance was also collected through a head count. The final part of the questionnaire collected information on the existence of selected infrastructure, such as toilets and playgrounds, within the school.

3.5.3 HOUSEHOLD QUESTIONNAIRE

The household questionnaire collected information on household characteristics, especially those related to children's learning and well-being. It collected information on all children aged 3-16 years who regularly resided in the household and then tested all children aged 6-16 years on numeracy and literacy competencies. This questionnaire had five parts. The first part collected information on identification particulars of the household. The second part collected information on the composition of the household, housing conditions and the assets owned by the household as a measure of the household's socio-economic status. The third part collected information on parents' involvement in children's learning. The fourth part listed all children aged 3-6 years with their demographic characteristics and schooling status. The assessment of literacy and numeracy skills of children aged 6-16 years was undertaken and recorded in the fifth and final part of the household questionnaire.

3.6 LITERACY AND NUMERACY ASSESSMENT TOOLS AND PROCESSES

A carefully designed process of test development yielded four samples of tests with the same level of difficulty (i.e., Primary 2 level) for literacy in English, four local languages (Luganda, Ateso, Runyoro/Rutoro and Leblango) and numeracy. The test development process was done in collaboration with a group of test developers, which included primary school teachers, book authors 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. Each test was

³ There are five levels of local councils in Uganda. The lowest level is the Local Council I (LC 1) which is responsible for a village or, in the case of towns or cities, a neighbourhood.

extensively pre-tested (three times) in both rural and urban areas, and a full district pilot conducted to further validate the tests within a mock assessment process.

3.6.1 ASSESSING ENGLISH READING, LOCAL LANGUAGE READING AND NUMERACY

3.6.1.1. LITERACY ASSESSMENT (ENGLISH AND LOCAL LANGUAGES)

Table 2 presents the six levels of competency in English literacy used by the assessment: nothing, letter recognition, reading of words, reading of simple sentences forming a paragraph, reading a short story and comprehension of the story. During the administration of the tests, volunteers started with the letter level and would then proceed to the next level higher depending on the child’s ability. Children who were unable to read letters/sounds of the alphabet were scored as ‘nothing level’. Ability to fluently read words was gauged on ease and accuracy. At paragraph and story level, fluency was gauged on the child’s ability to read sentences accurately rather than as a string of words. Comprehension ability was gauged on accuracy of the child to read the given story and correctly answer one or both of two questions given orally.



LEVEL	COMPETENCY	DESCRIPTION
LEVEL 1	Nothing	The inability to recognize letters of the alphabet
LEVEL 2	Letter	The ability to recognize letters of the alphabet
LEVEL 3	Word	The ability to read common words
LEVEL 4	Paragraph	The ability to read sentences
LEVEL 5	Story	The ability to read a story of Primary 2 level
LEVEL 6	Comprehension	The ability to read and make meaning of a story of Primary 2 level

TABLE 2: LEVELS OF COMPETENCY FOR ASSESSING LITERACY IN ENGLISH

Local language literacy was assessed in a similar way to English literacy, with only one additional level of competency, that is, reading of “syllables” after letter recognition. See Table 3.

TABLE 3: LEVELS OF COMPETENCY FOR ASSESSING LITERACY IN LOCAL LANGUAGES

LEVEL	COMPETENCY	DESCRIPTION
LEVEL 1	Nothing	The inability to recognize letters of the local language alphabet
LEVEL 2	Letter	The ability to recognize letters of the local language alphabet
LEVEL 3	Syllable	The ability to read syllables of the local language
LEVEL 4	Word	The ability to read common words of the local language
LEVEL 5	Paragraph	The ability to read sentences of the local language of Primary 2 level
LEVEL 6	Story	The ability to read a story of local language of Primary 2 level
LEVEL 7	Comprehension	The ability to read a Primary 2 level story and make meaning of it

Boxes 1 and 2 are examples of the English literacy and local language (Luganda) tests, respectively, and Box 3 shows the flowchart used in grading children’s literacy competency.

BOX 1: EXAMPLE OF AN ENGLISH READING TEST

LETTER IDENTIFICATION:

Should attempt any 5, at least 4 must be correct

r c h e p o y s d x

WORD LEVEL:

Should attempt any 5, at least 4 must be correct

good play school ear six old see year sister day

PARAGRAPH LEVEL:

Should attempt any of the two paragraphs, the child should read with fluency without making more than 2 mistakes

My sister is Karo.
She is six years old.
Karo is in Lira primary school.
It is near our town.

Our village is called Zombo
We have a big school.
It has many children.
We also have a school bus.

STORY LEVEL:

The child should read with ease and fluency without making more than 2 mistakes. The child should also attempt both questions

My name is Mukasa. I am six years old. My school is Kasese Primary school. My first day at school was very good. I got many friends. I played with them. I saw many good things at school. Every child should go to school.

Questions

- How old is Mukasa?
- Whom did Mukasa play with?

EXAMPLE OF A LUGANDA LANGUAGE LITERACY TEST

OKUSOMA ENNYUKUTA

asome 5, waakiri afunemu 4 nga ntuufu

n w j e f r y d b u

OKUSOMA ENNYINGO

asome 5, waakiri 4 ku zo azisome mu butuufu bwazo

ki be du yo bu mu zi re lu go

OKUSOMA EBIGAMBO

asome 5, waakiri 4 ku byo obisome mu butuufu bwabyo

mbugi njuki kizike nju kimuli omu kuba lubuto saba mubisi

OKUSOMA SENTENSI

Azisome nga tatamattama ngera by’asoma biddirinjana bulungi era nga biwa amakulu

Enjuki yagwa ku kimuli.
Yali eyagala mubisi.
Enjuki yanuuna omubisi mu kimuli.
Yadduka epapa egutwale eka waayo.
Yasanga endala ne zeetomera.
Omubisi ne guyiika.

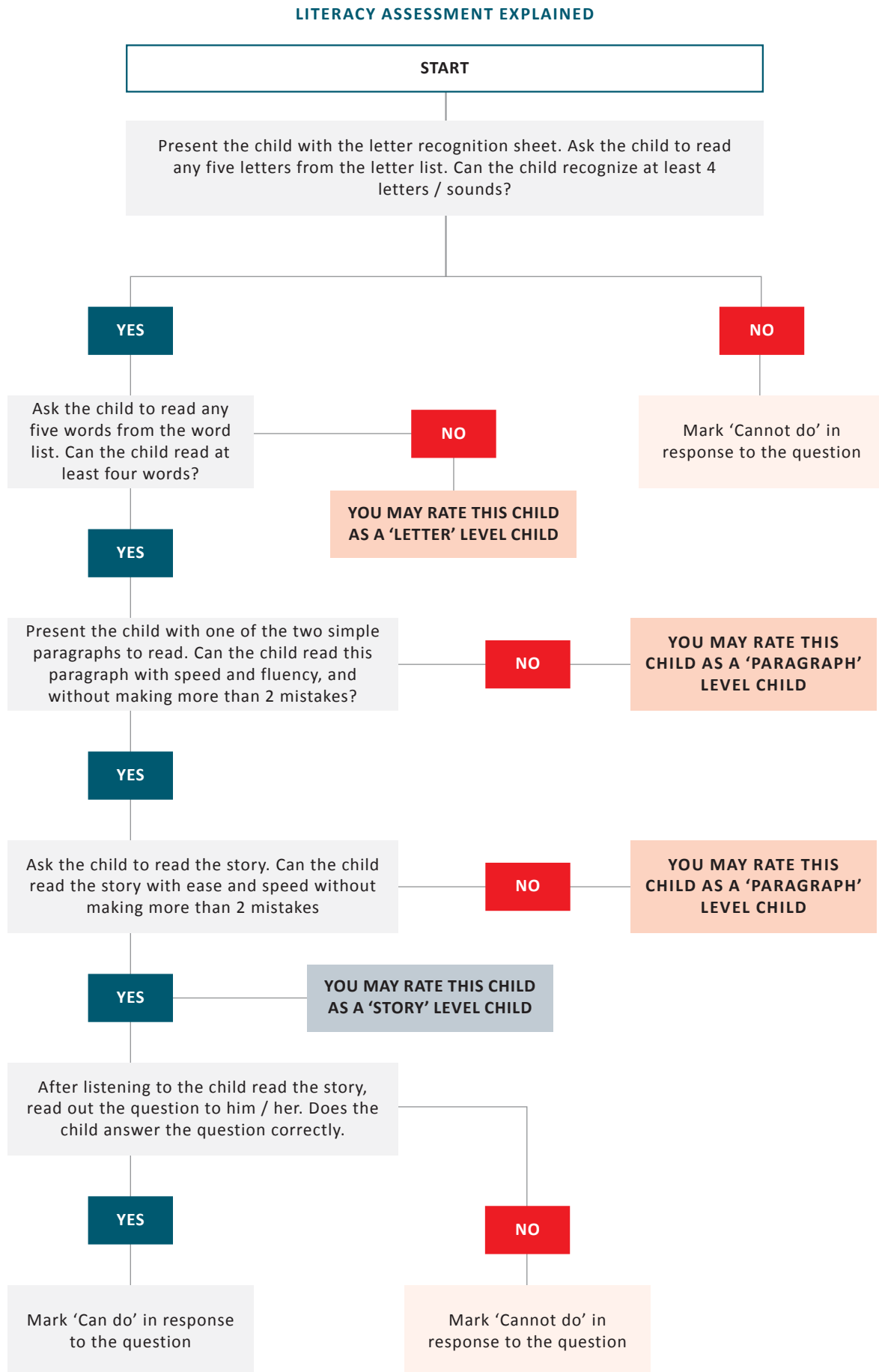
Abaana beggama enkuba mu nju ya Wazzike.
Wazzike yabawa obunyama.
Omu yakalya omulala yakatereka.
Enkuba yakya.
Wazzike yabasaba obunyama bwe.
Omu yakawaayo ate omulala nga takalina.

OKUSOMA EMBOOZI

Azisome nga tatamattama ng’era by’asoma biddirinjana bulungi era nga biwa amakulu. Omwana addemu n’ebibuuzo byombi ebiweereddwa

Waliwo Wakayima ne Wango. Babba embuzi ne bagifumba. Wakayima yalaba eyidde n’akuba enduulu. Wango n’adduka ng’atya okumukwata. Wakayima yalya embuzi yonna. Olubuto ne luzimba ng’ate lumuluma nnyo.
Ebibuuzo
1. Ani yakuba enduulu?
2. Kiki ekyatuuka ku Wakayima?

BOX 3:
Flowchart for assessing literacy in the 2013 Annual Learning Assessment



3.6.1.2 NUMERACY ASSESSMENT

The assessment of children’s numeracy was based on seven levels of competency: nothing, counting of items symbolising the numbers 0-9, recognition of numbers 10-99, and four operations with whole numbers—addition, subtraction, multiplication and division. See Table 4. Children were first asked to attempt counting numbers from 0-9.

The assessment then progressed to higher levels depending on the child’s ability to complete each level. Children who were unable to count were scored as ‘nothing level’. Box 4 provides an example of the numeracy tests administered. Box 5 presents the flow chart of how numeracy competencies were graded.

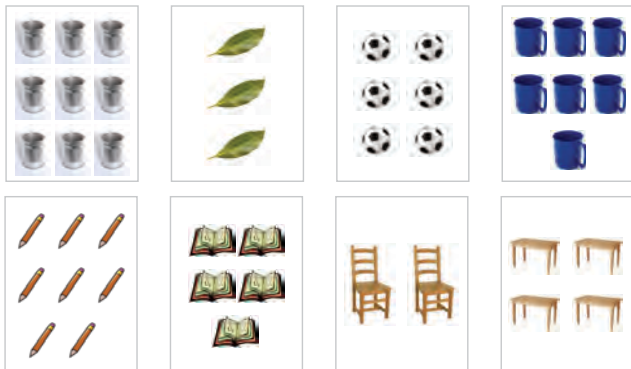
TABLE 4: LEVELS OF COMPETENCY FOR ASSESSING NUMERACY

LEVEL	COMPETENCY	DESCRIPTION
LEVEL 1	Nothing	The inability to count items symbolising numbers 0 to 9
LEVEL 2	Counting 0- 9	The ability to count items symbolising numbers 0 to 9
LEVEL 3	Identify 10-99	The ability to recognize numbers 10 to 99
LEVEL 4	Addition	The ability to solve at least two numerical written addition sums of Primary 2 level difficulty
LEVEL 5	Subtraction	The ability to solve at least two numerical written subtraction sums of Primary 2 level difficulty
LEVEL 6	Multiplication	The ability to solve at least two numerical written multiplication sums of Primary 2 level difficulty
LEVEL 7	Division	The ability to solve at least two numerical written division problems of Primary 2 level difficulty

BOX 4: EXAMPLE OF A NUMERACY TEST

COUNTING:

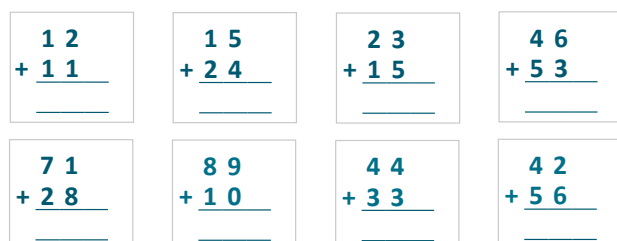
How many members are there in each set? (Should attempt any 5, at least 4 must be correct)



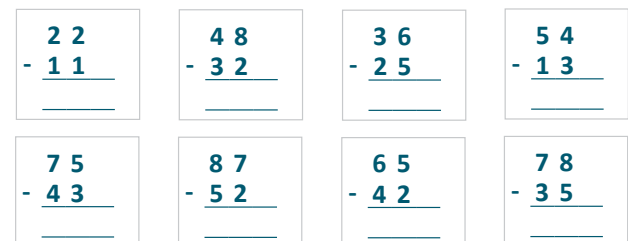
Number Recognition 10-99 (Should attempt any 5, at least 4 must be correct)



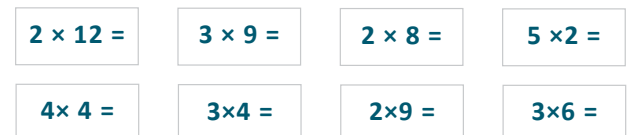
Addition: (Should attempt any 3, at least 2 must be correct)



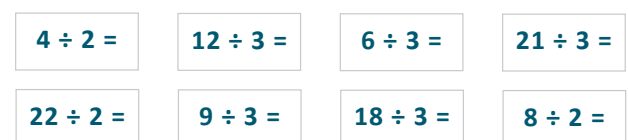
Subtraction: (Should attempt any 3, at least 2 must be correct)



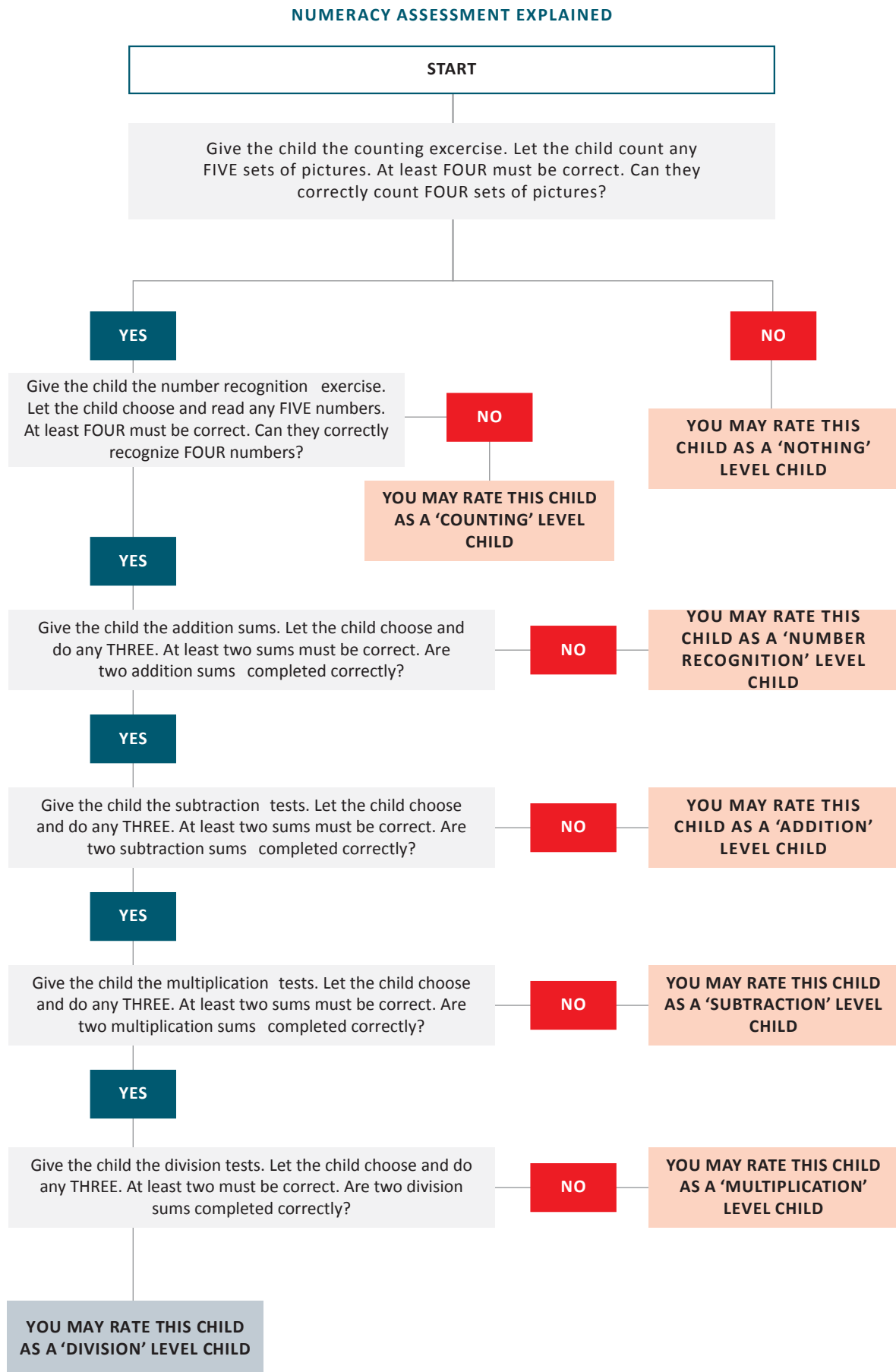
Multiplication (Should attempt any 3, at least 2 must be correct)



Division: (Should attempt any 3, at least 2 must be correct)



BOX 5:
Flowchart for assessing numeracy in the 2013 Annual Learning Assessment





4. FINDINGS

This chapter presents the national and regional findings on children’s competencies in Primary 2 level numeracy and literacy in English and selected local languages. The findings are presented for all grades of the primary cycle but with emphasis on Primary 3 and 7. By Primary 3, children are expected to have completed the Primary 2 curriculum and should be able to perform Primary 2 tasks with ease. By Primary 7, the final grade of the primary education cycle in Uganda, children are expected to have no difficulty at all with Primary 2 level work. Findings on demographic, household and schooling characteristics that could influence children’s learning are also presented.

4.1 FULL COMPETENCE IN NUMERACY AND ENGLISH READING LITERACY

Full competence in this report implies that a child is able to solve Primary 2 problems up to division level and read and comprehend a Primary 2 level story.

Overall, 40% of children assessed in Primary 3 to 7 could read and comprehend a Primary 2 story and close to 50% were able to complete Primary 2 level numeracy tasks up to division level, but only one in three children (33%) had attained full competence in literacy and numeracy. See **Table 5**.

TABLE 5: PERCENTAGE DISTRIBUTION OF COMPETENCIES AMONG PRIMARY 3-7 PUPILS IN ENGLISH LITERACY AND NUMERACY TASKS OF PRIMARY 2 LEVEL DIFFICULTY

ENGLISH LITERACY							
	NOTHING	LETTER	WORD	PARAGRAPH	STORY	COMPREHENSION	TOTAL
NOTHING	1.2	0.5	0.2	0.1	0.0	0.1	1.9
COUNTING 0-9	1.6	3.1	1.2	0.2	0.0	0.4	6.5
IDENTIFY 10-99	0.7	2.2	1.5	0.4	0.0	0.2	5.2
ADDITION	1.0	3.5	4.5	1.6	0.1	1.1	11.9
SUBTRACTION	0.9	3.0	5.1	3.4	0.3	2.4	15.1
MULTIPLICATION	0.4	1.3	2.2	2.9	0.4	3.2	10.3
DIVISION	1.0	3.3	4.6	6.0	1.4	33.0	49.2
TOTAL	6.7	16.9	19.3	14.6	2.3	40.3	100.0

Among Primary 3 pupils, 17% (less than 2 in 10) could read and comprehend a Primary 2 story, 27% could do numeracy tasks up to division level, but only 12% (or just over 1 in every 10) pupils had achieved full competence in literacy and numeracy. See **Table 6**.

On a positive note, the majority of the children who read up to story level were also able to comprehend what they read. Some children can read a story by merely sounding out words without understanding what they mean. To be counted as fully competent in literacy (reading), one should be able to comprehend what they read. Overall, 18 out of every 100 pupils in Primary 3 could read a Primary 2 level story. Of the 18 children able to read, only one child was not able to comprehend the story. Put another way, only 6% of those who could read the story could not comprehend it.



TABLE 6: PERCENTAGE DISTRIBUTION OF COMPETENCIES AMONG PRIMARY 3 PUPILS IN ENGLISH LITERACY AND NUMERACY TASKS OF PRIMARY 2 LEVEL DIFFICULTY

ENGLISH LITERACY							
	NOTHING	LETTER	WORD	PARAGRAPH	STORY	COMPREHENSION	TOTAL
NOTHING	2.5	1.0	0.3	0.1	0.1	-	4.0
COUNTING 0-9	3.9	6.5	2.3	0.2	-	0.2	13.1
IDENTIFY 10-99	1.6	5.0	2.9	0.5	-	0.2	10.2
ADDITION	1.9	6.5	7.0	1.8	0.1	1.0	18.4
SUBTRACTION	1.7	5.0	7.3	3.4	0.2	1.6	19.1
MULTIPLICATION	0.4	2.0	2.5	1.9	0.3	1.7	8.7
DIVISION	1.3	4.2	4.9	3.8	0.4	12.0	26.6
TOTAL	13.4	30.1	27.1	11.6	1.0	16.8	100.0

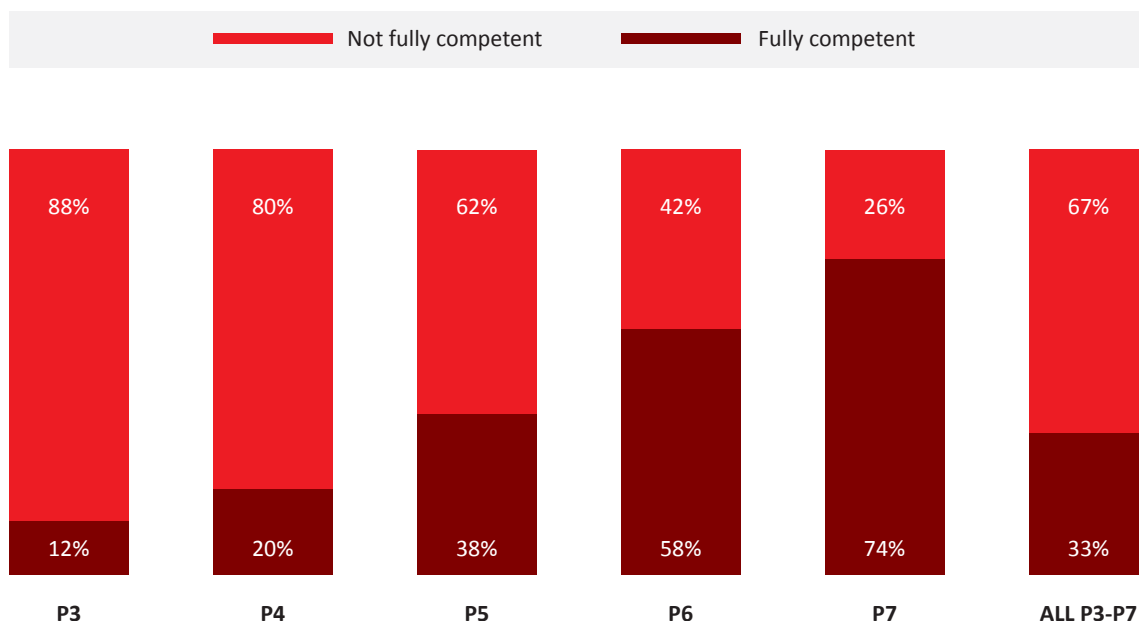
Of the Primary 7 pupils assessed, approximately 3 out of 4 children (74%) had attained full competence in literacy and numeracy which implies that 1 in every 4 pupils in Primary 7 were not fully competent at the Primary 2 level. See **Table 7**.

TABLE 7: PERCENTAGE DISTRIBUTION OF COMPETENCIES AMONG PRIMARY 7 PUPILS IN ENGLISH LITERACY AND NUMERACY TASKS OF PRIMARY 2 LEVEL

ENGLISH LITERACY							
	NOTHING	LETTER	WORD	PARAGRAPH	STORY	COMPREHENSION	TOTAL
NOTHING	0.1	0.0	0.0	0.0	0.0	0.1	0.2
COUNTING 0-9	0.1	0.5	0.0	0.1	0.0	0.4	1.1
IDENTIFY 10-99	0.1	0.3	0.2	0.4	0.0	0.4	1.4
ADDITION	0.0	0.2	0.8	0.5	0.0	1.4	2.9
SUBTRACTION	0.0	0.2	0.6	0.9	0.0	2.0	3.7
MULTIPLICATION	0.1	0.2	0.5	1.3	0.2	4.3	6.6
DIVISION	0.7	0.5	1.4	4.1	3.0	74.2	83.9
TOTAL	1.2	1.9	3.6	7.4	3.2	82.7	100.0

Figure 1 provides a summary of full competency results for children in Primary 3 to 7 by grade. It is evident that a large proportion of children lack basic literacy and numeracy skills even after completing their primary schooling.

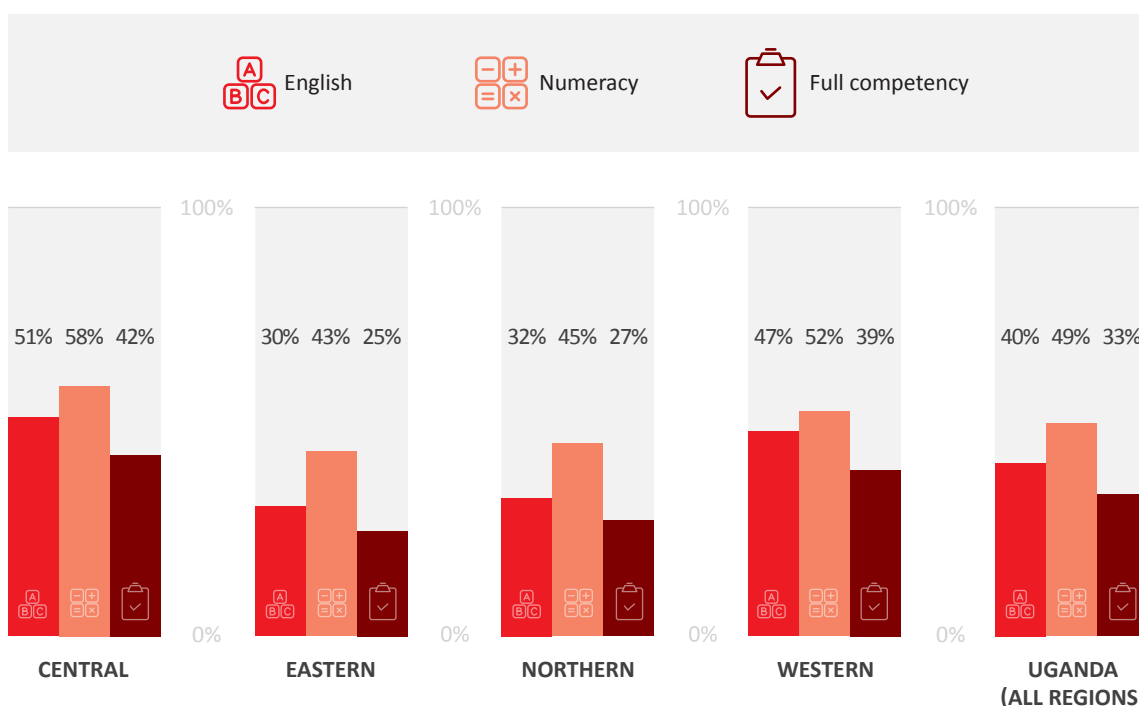
FIGURE 1: PERCENTAGE DISTRIBUTION OF PRIMARY 3-7 PUPILS WHO WERE FULLY COMPETENT IN LITERACY AND NUMERACY AT PRIMARY 2 LEVEL, BY GRADE



4.1.1 REGIONAL DIFFERENCES IN ENGLISH LITERACY AND NUMERACY COMPETENCIES

While learning outcomes are low nationally, there are variations between regions. Pupils in the Central and Western regions recorded higher literacy and numeracy competencies than their counterparts in the Eastern and Northern regions. **Figure 2** shows that the Central region had the highest proportion of Primary 3 to 7 pupils assessed as fully competent in Primary 2 level English literacy and numeracy while the Eastern region had the lowest proportion.

FIGURE 2: PERCENTAGE DISTRIBUTION OF PRIMARY 3-7 PUPILS WHO WERE FULLY COMPETENT IN ENGLISH LITERACY AND NUMERACY TASKS AT THE PRIMARY 2 LEVEL, BY REGION

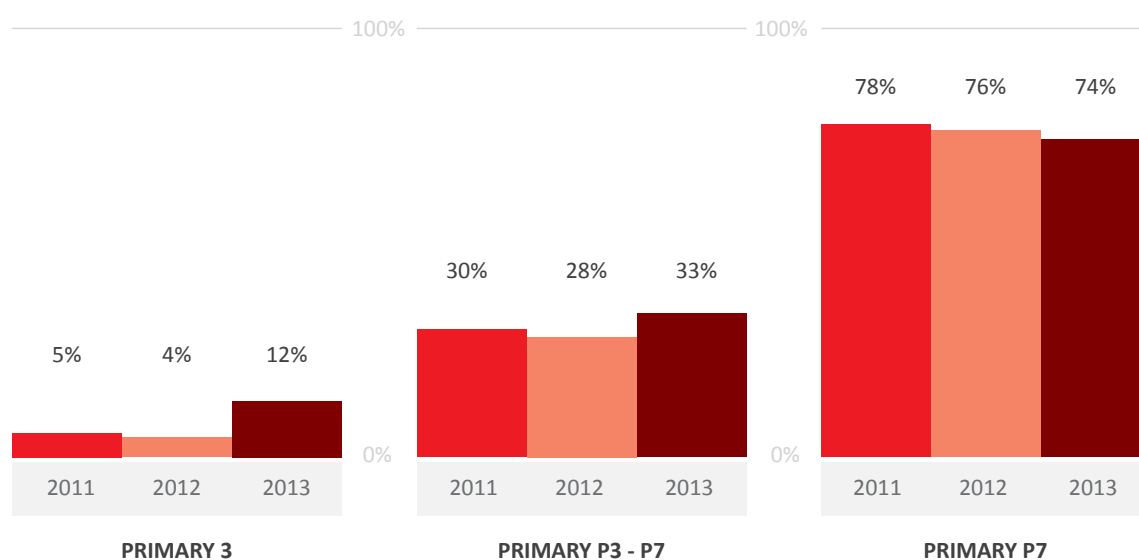


The regional pattern in **Figure 2** is confirmed by the district-level data illustrated in **Map 1** in the opening summary of this report and presented in **Appendix 2**. The district data show that 12 of the 20 lowest-ranked districts on full competency among Primary 3-7 pupils are located in the Eastern Region, and 8 districts are in the Northern Region.

4.1.2 TRENDS IN FULL LITERACY AND NUMERACY COMPETENCY LEVELS OVER THREE UWEZO ASSESSMENTS (2011-2013)

Figure 3 presents data on the trend in full competence in literacy and numeracy among children assessed in the last three Uwezo surveys. The findings show that full competency levels among Primary 3 pupils have remained low. Over the three years, only 1 of 10 pupils assessed in Primary 3 has been able to read and comprehend a Primary 2 story and solve Primary 2 numeracy tasks. Full competency levels for Primary 7 pupils have declined marginally from 78% in 2011 to 74% in 2013. It should be noted that the changes in outcomes between different rounds of the assessment have not been tested for statistical significance nor for any variation caused by the slight change in test format between 2012 and 2013.

FIGURE 3: TREND ANALYSIS OF FULL COMPETENCE IN LITERACY AND NUMERACY AMONG PRIMARY 3-7 PUPILS, 2011-2013



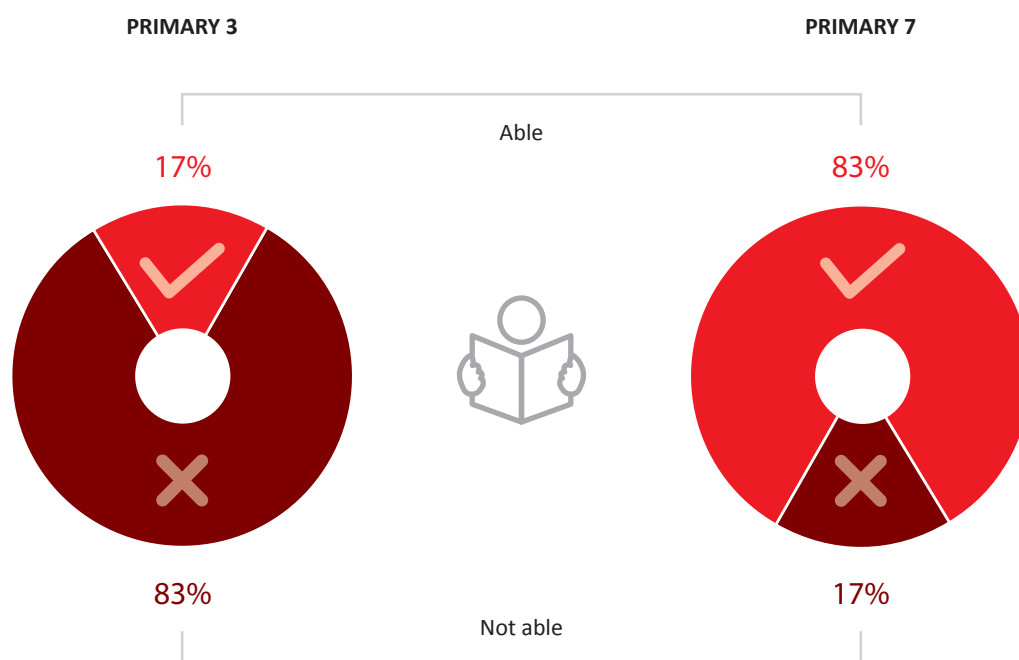
4.2 ENGLISH LITERACY

Less than 2 out of 10 pupils (17%) assessed in Primary 3 were able to read and comprehend a Primary 2 level story. The proportion of pupils who were able to successfully complete the literacy assessment increased steadily over the course of primary schooling. However, 17% of Primary 7 students were still unable to read and comprehend a Primary 2 story. See **Table 8** and **Figure 4**.

TABLE 8: PERCENTAGE DISTRIBUTION OF CHILDREN'S COMPETENCIES IN PRIMARY 2 LEVEL ENGLISH, BY GRADE

GRADE	NOTHING	LETTER	WORD	PARAGRAPH	STORY	COMPREHENSION	TOTAL
P1	46.8	33.2	9.0	2.3	0.2	8.6	100
P2	25.3	38.0	19.4	5.4	0.6	11.2	100
P3	13.4	30.1	27.1	11.6	1.0	16.8	100
P4	7.1	20.5	25.6	18.3	1.9	26.6	100
P5	3.7	11.3	17.0	18.3	3.7	46.1	100
P6	2.0	5.2	8.5	13.1	3.7	67.6	100
P7	1.2	1.9	3.6	7.4	3.2	82.7	100
TOTAL	18.2	24.0	17.2	10.4	1.6	28.6	100

FIGURE 4: PERCENTAGE DISTRIBUTION OF PRIMARY 3 AND PRIMARY 7 PUPILS WHO WERE ABLE / UNABLE TO READ AND COMPREHEND A PRIMARY 2 LEVEL STORY



Results by age show that approximately 1 in 20 children aged 16 years (5%) was unable to recognize any letter of the alphabet, and almost one in three 16-year-olds (32%) was unable to read and comprehend a story of Primary 2 level. See **Table 9**.

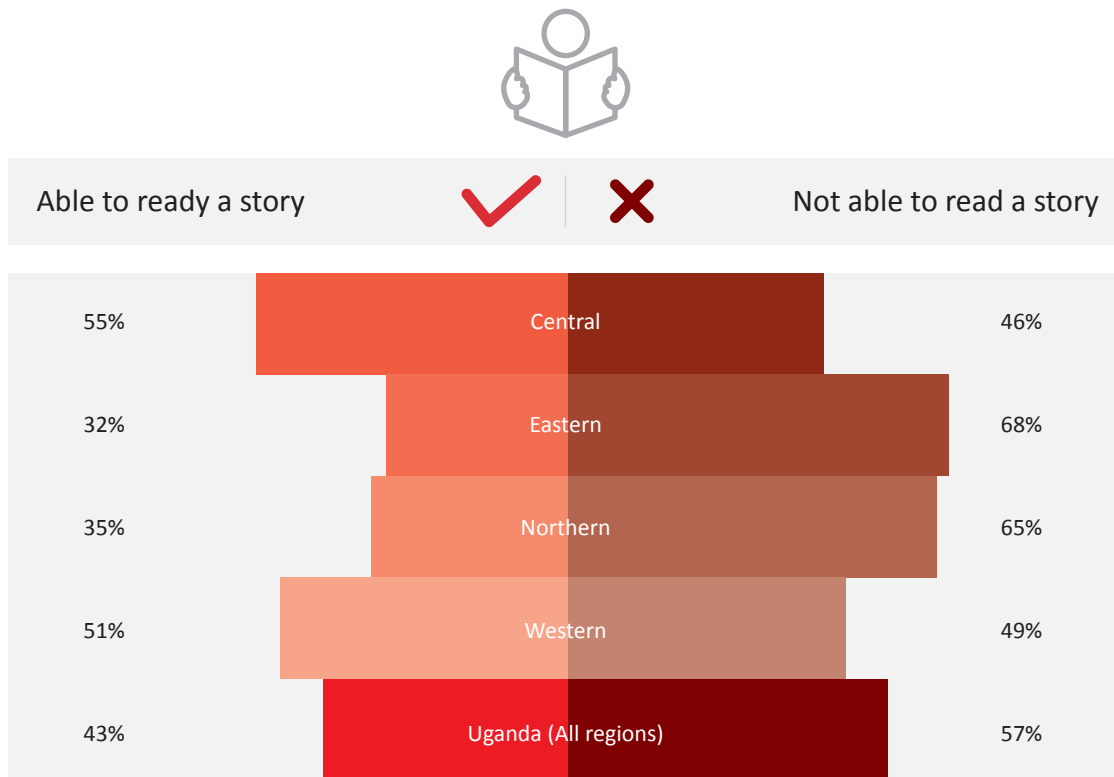
TABLE 9: PERCENTAGE DISTRIBUTION OF CHILDREN'S COMPETENCIES IN PRIMARY 2 LEVEL ENGLISH, BY AGE

AGE	NOTHING	LETTER	WORD	PARAGRAPH	STORY	COMPREHENSION	TOTAL
6	52.2	33.9	9.0	2.3	0.2	2.4	100
7	39.6	36.7	14.3	4.3	0.4	4.7	100
8	31.3	35.4	18.1	6.3	0.5	8.4	100
9	22.6	32.1	21.0	9.1	0.8	14.3	100
10	18.0	28.3	21.8	11.2	1.4	19.3	100
11	12.1	23.2	20.4	13.3	2.2	28.7	100
12	10.7	18.6	20.3	14.4	2.2	33.8	100
13	7.6	15.2	17.1	13.3	2.7	44.1	100
14	6.0	10.6	13.3	12.8	3.0	54.3	100
15	4.5	7.4	10.4	11.7	2.4	63.7	100
16	4.7	6.0	8.4	9.8	3.3	67.8 ⁴	100
TOTAL	20.7	24.0	16.3	9.7	1.5	27.9	100

Figure 5 shows that 4 out of 10 pupils (43%) in Primary 3 to Primary 7 were able to read a Primary 2 story. The Central region recorded the highest rate of English literacy at the Primary 2 level (55%) while the Eastern region recorded the lowest rate (32%).

⁴ 32% (almost 1 out of 3) assessed children aged 16 years could not read and comprehend a Primary 2 level story

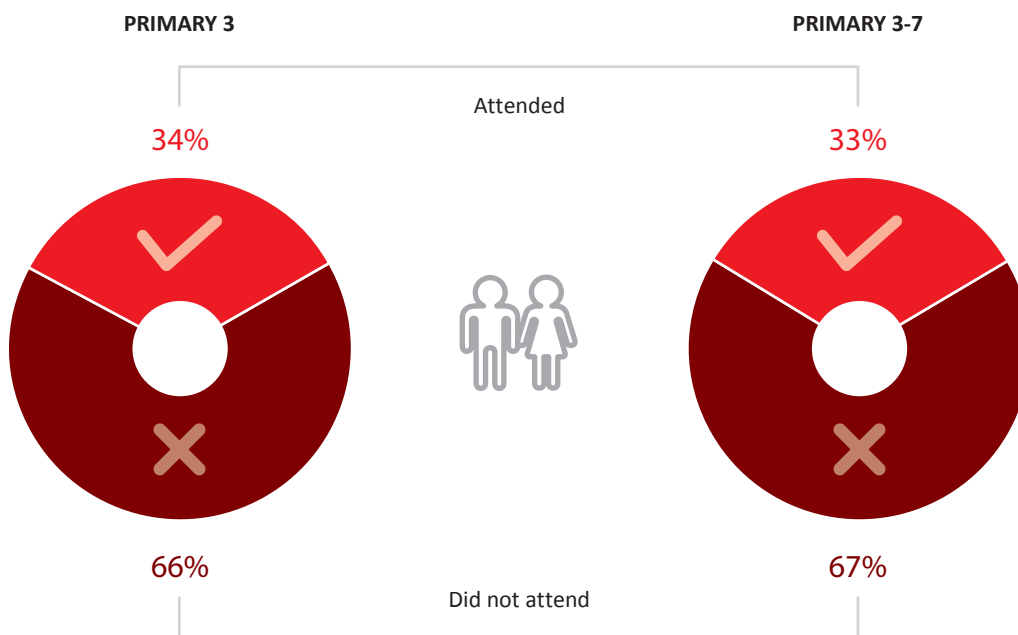
FIGURE 5: PERCENTAGE DISTRIBUTION OF PRIMARY 3-7 PUPILS WHO WERE ABLE / NOT ABLE TO READ A PRIMARY 2 LEVEL STORY IN ENGLISH, BY REGION



4.2.1 EXPOSURE TO ECDE/NURSERY EDUCATION AND ENGLISH LITERACY COMPETENCIES

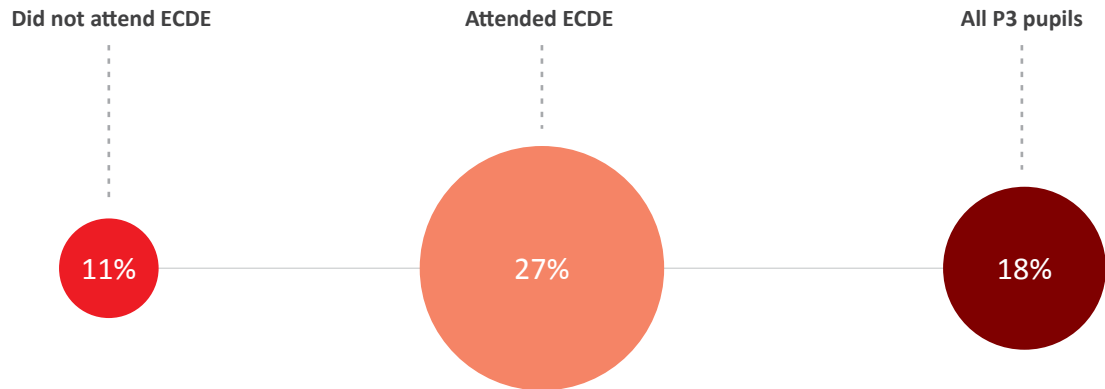
Despite the global call for expanding and improving comprehensive early childhood care and education, Uganda is still a long way from attaining this goal. According to Uwezo 2013 findings, only one in three of the Primary 3-7 pupils assessed had attended some form of Early Childhood Development Education (ECDE). See **Figure 6**.

FIGURE 6: ECDE ATTENDANCE AMONG PRIMARY 3 AND PRIMARY 3-7 PUPILS



However, literacy rates among pupils who had attended some form of ECDE were significantly higher than children who had not attended ECDE. For example, almost 3 out of 10 pupils (27%) in Primary 3 who had attended ECDE were able to read a Primary 2 level story, which was 2.5 times higher than the rate among their peers who had not attended ECDE (11%). See **Figure 7**.

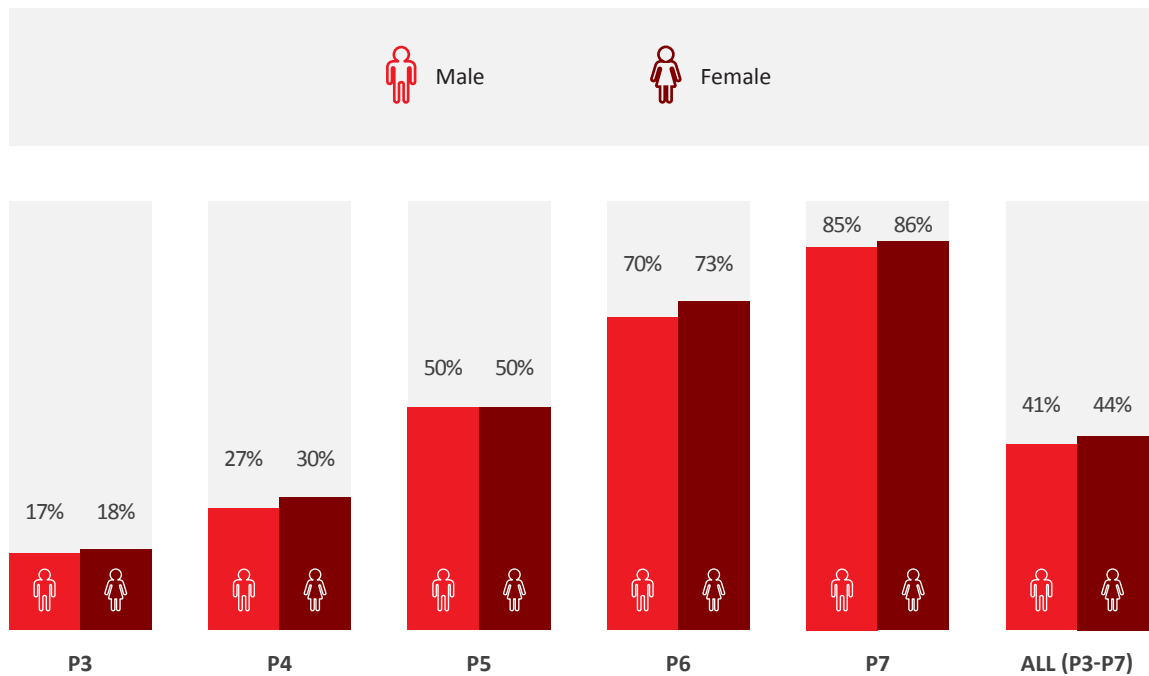
FIGURE 7: PERCENTAGE OF PRIMARY 3 PUPILS WHO WERE ABLE TO READ A PRIMARY 2 LEVEL STORY IN ENGLISH, BY ECDE ATTENDANCE



4.2.2 ENGLISH LITERACY AND GENDER

Despite low learning outcomes nationally, the achievements appear to be shared almost equally among boys and girls—an indication of steady progress towards attaining Education For All (EFA) Goal 5 on gender parity.

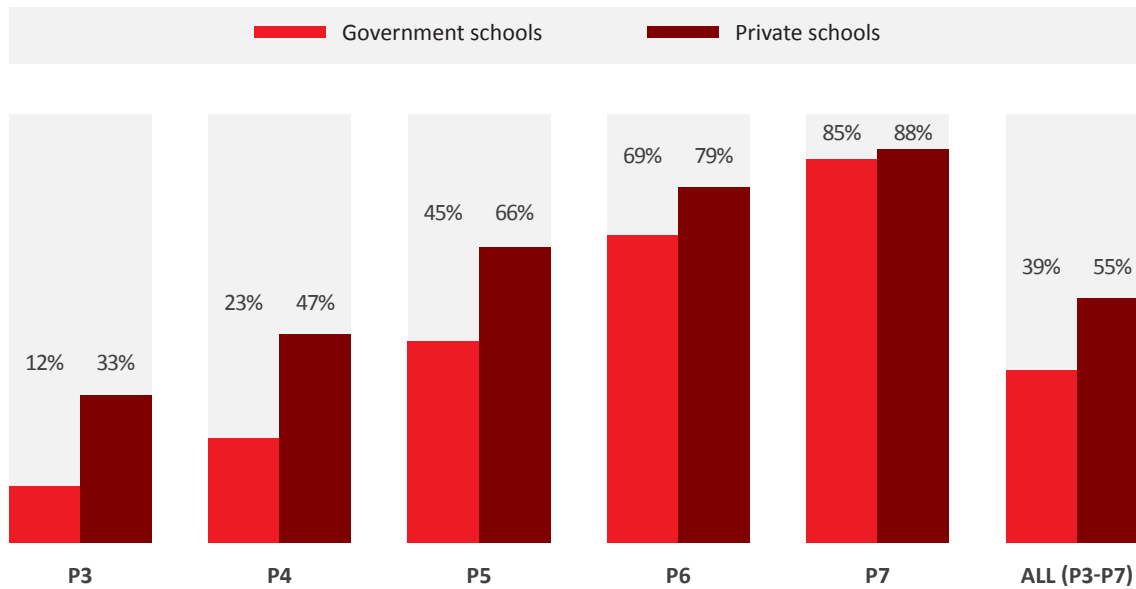
FIGURE 8: PERCENTAGE OF PRIMARY 3-7 PUPILS WHO WERE COMPETENT ON PRIMARY 2 LEVEL ENGLISH READING TASKS, BY GENDER AND GRADE



4.2.3 ENGLISH LITERACY AND TYPE OF SCHOOL

Similar to findings from previous Uwezo assessments, pupils in private schools continued to register higher English literacy competencies than their counterparts in government schools. Overall, the 2013 survey assessed 57,680 pupils in government primary schools and 15,116 pupils in private schools. **Figure 9** shows that the rate of literacy among P3-P7 students who attended private schools was 55% compared with 39% for their peers in government schools. Notably, the literacy rate among Primary 3 pupils in private schools (33%) was almost triple the rate among students in government schools (12%). But this literacy gap appears to close substantially by the end of primary school. The data seem to indicate that private school children get a good head start in that they are able to read earlier, while those in public schools gain these skills later.

FIGURE 9: PERCENTAGE OF PRIMARY 3-7 PUPILS WHO WERE COMPETENT ON PRIMARY 2 ENGLISH READING TASKS, BY SCHOOL TYPE



4.3 NUMERACY

Almost three out of four (73%) of pupils in Primary 3 were unable to solve Primary 2 numeracy tasks, and close to 2 out of 10 (16.2%) pupils in Primary 7 were not able to do the same work. See **Table 10** and **Figure 10**.

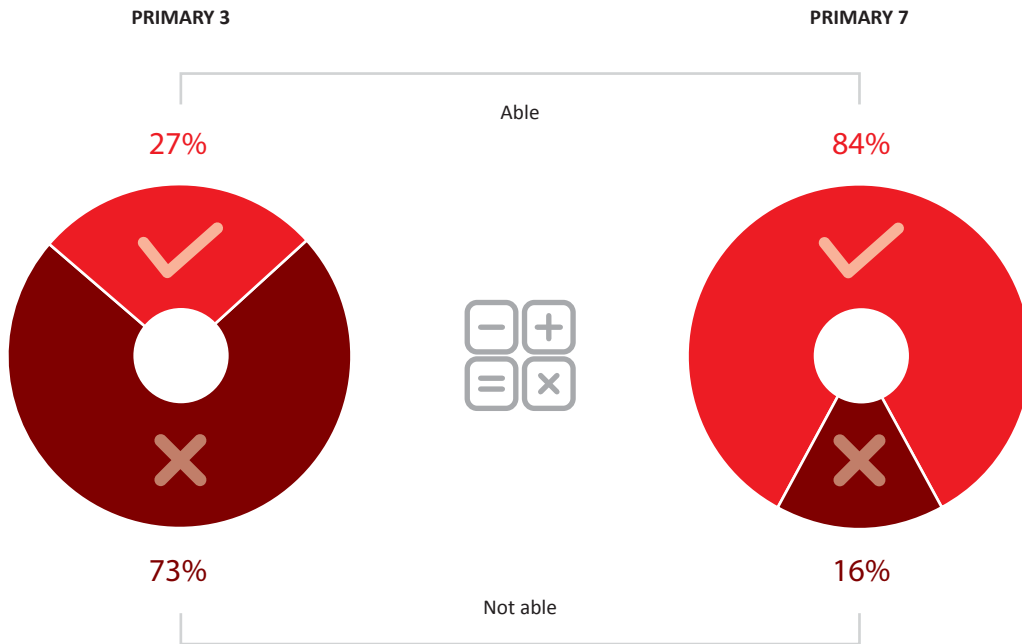
TABLE 10: PERCENTAGE DISTRIBUTION OF CHILDREN’S COMPETENCIES ON PRIMARY 2 LEVEL NUMERACY TASKS, BY GRADE

CLASS	NOTHING	COUNTING 0-9	IDENTIFY 10-99	ADDITION	SUBTRACTION	MULTIPLICATION	DIVISION	TOTAL
P1	21.1	41.5	11.8	7.7	5.7	2.1	10.1	100
P2	8.5	26.4	14.8	14.9	13.7	4.6	17.2	100
P3	4.0	13.1	10.2	18.3	19.1	8.7	26.7 ⁵	100
P4	2.1	6.5	5.4	14.9	19.9	12.2	39.0	100
P5	1.2	3.4	2.8	8.5	14.9	11.8	57.5	100
P6	0.5	2.3	1.6	5.4	7.4	10.0	72.9	100
P7	0.2	1.1	1.3	3.1	3.8	6.6	83.8 ⁶	100
TOTAL	7.0	17.2	8.2	11.5	12.9	7.6	35.7	100

⁵ 73% (almost 3 in 4) children in Primary 3 could not correctly complete Primary 2 level numeracy tasks.

⁶ 16% (1 out of 6) assessed children in Primary 7 could not correctly complete Primary 2 level numeracy tasks.

FIGURE 10: PERCENTAGE OF PRIMARY 3 AND PRIMARY 7 PUPILS WHO WERE ABLE/ NOT ABLE TO COMPLETE PRIMARY 2 LEVEL NUMERACY TASKS



4.3.1 REGIONAL DIFFERENCES IN NUMERACY RATES

Major disparities were found in rates of numeracy by region. **Figure 11** shows that the Central region had the highest proportion of P3-P7 pupils (58%) who successfully completed the numeracy test, compared with 43% of P3-P7 pupils in the Eastern region.

FIGURE 11: PERCENTAGE DISTRIBUTION OF PRIMARY 3-7 PUPILS WHO WERE ABLE / NOT ABLE TO COMPLETE PRIMARY 2 LEVEL NUMERACY TASKS, BY REGION



In terms of age, **Table 11** shows that only one out of three of children aged 6 to 16 years (34%) were competent in Primary 2 level numeracy tasks. Notably, almost three out of 10 children (27%) aged 16 years were unable to complete the Primary 2 level numeracy tasks.

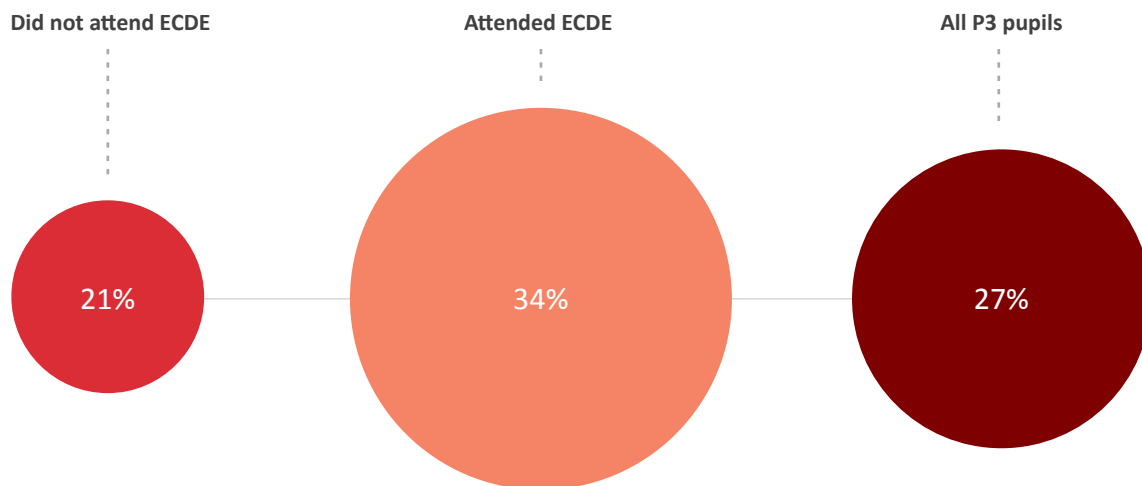
TABLE 11: PERCENTAGE DISTRIBUTION OF CHILDREN’S COMPETENCIES ON PRIMARY 2 NUMERACY TASKS, BY AGE

AGE	NOTHING	COUNTING 0-9	IDENTIFY 10-99	ADDITION	SUBTRACTION	MULTIPLICATION	DIVISION	TOTAL
6	29.7	43.2	11.4	6.8	4.4	1.7	2.9	100
7	18.4	39.7	12.9	9.8	9.2	3.4	6.7	100
8	13.4	30.1	13.0	13.3	12.3	5.1	12.8	100
9	8.7	22.1	11.5	15.6	15.0	6.7	20.4	100
10	6.3	16.3	9.6	15.8	16.2	7.9	28.0	100
11	3.7	10.6	7.7	13.5	16.4	9.7	38.4	100
12	3.0	8.5	5.7	12.7	16.3	10.2	43.6	100
13	2.5	5.8	4.4	10.2	13.7	9.7	53.7	100
14	1.6	4.1	3.4	7.9	11.3	10.2	61.6	100
15	1.8	3.6	2.3	5.7	7.6	8.3	70.7	100
16	2.0	3.1	2.1	5.7	7.3	7.4	72.6 ⁷	100
TOTAL	9.1	18.5	8.1	11.0	12.0	7.1	34.1	100

4.3.2 NUMERACY RATES AND EXPOSURE TO ECDE/NURSERY EDUCATION

Again, the findings indicate that Primary 3 children who had attended ECDE had higher rates of numeracy than their peers who hadn’t attended ECDE. The numeracy rate among Primary 3 pupils who had attended ECDE was 34% compared with 21% among Primary 3 students who had not attended ECDE. See **Figure 12**.

FIGURE 12: PERCENTAGE OF PRIMARY 3 PUPILS WHO WERE COMPETENT IN PRIMARY 2 LEVEL NUMERACY TASKS, BY ECDE ATTENDANCE

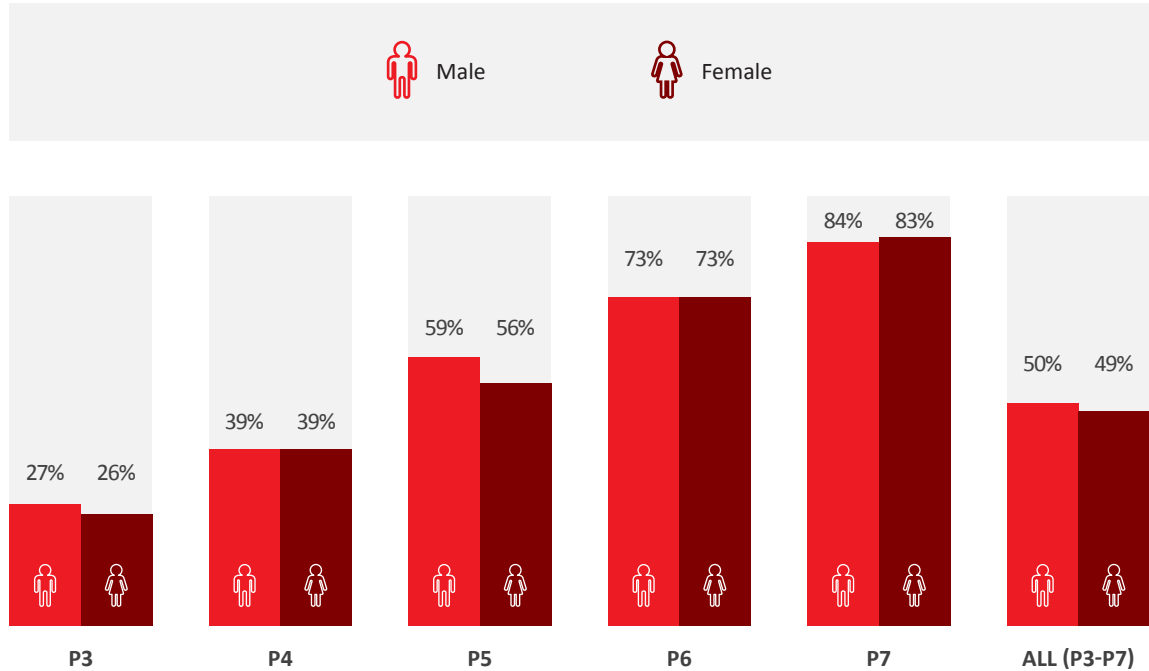


⁷ 27% (3 out of 10) assessed children aged 16 could not correctly complete Primary 2 level numeracy tasks.

4.3.3 NUMERACY RATES BY GENDER

Again, rates of basic numeracy by gender were almost the same. On average, half of all boys (50%) in Primary 3-7 and half of all girls (49%) successfully completed the Primary 2 level numeracy tasks. See **Figure 13**.

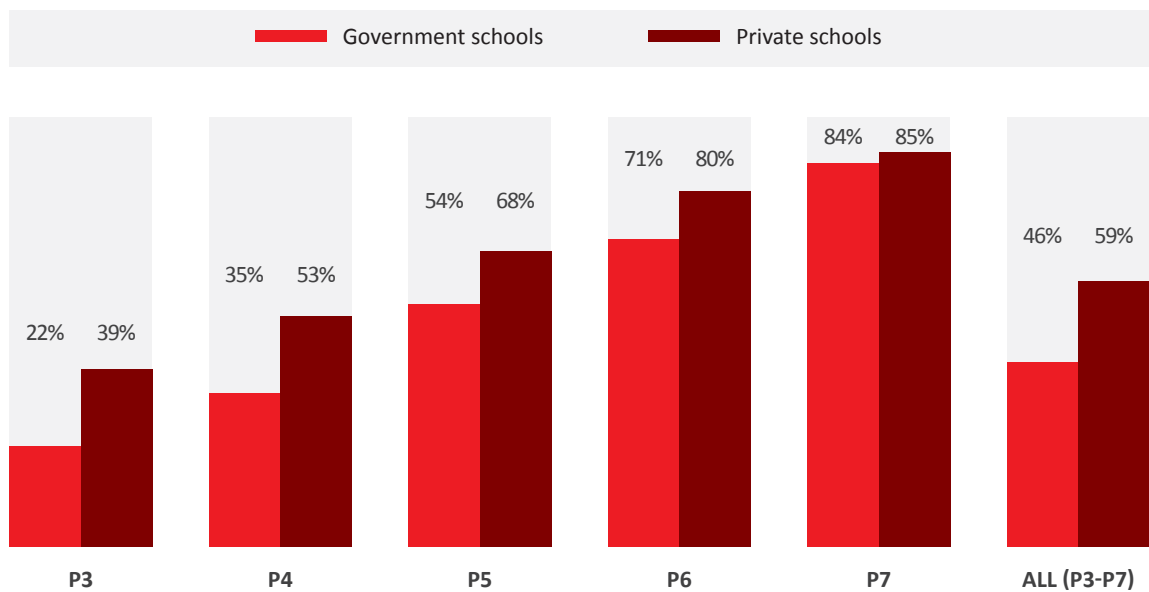
FIGURE 13: PERCENTAGE DISTRIBUTION OF PRIMARY 3-7 PUPILS WHO WERE COMPETENT ON PRIMARY 2 NUMERACY TASKS, BY GRADE AND GENDER



4.3.4 NUMERACY RATES BY SCHOOL TYPE

Similar to proficiency in basic English literacy, rates of basic numeracy in private schools, particularly in early primary, were higher than in government schools. Overall, 59% of Primary 3 to 7 pupils in private schools were competent on Primary 2 level numeracy tasks compared with 46% enrolled in government schools. See **Figure 14**. Notably, twice the percentage of Primary 3 pupils in private schools were able to complete the numeracy test compared with their peers in government schools (39% and 22%, respectively). This further indicates that private school children seem to gain a good head start compared with children in public schools. However, even in private schools, 15% of children in Primary 7 did not pass the numeracy assessment, compared with 16% of children attending government schools.

FIGURE 14: PERCENTAGE DISTRIBUTION OF CHILDREN WHO WERE COMPETENT IN PRIMARY 2 NUMERACY TASKS, BY CLASS AND SCHOOL TYPE



4.4 LITERACY IN LOCAL LANGUAGES

The data presented in this section are drawn from the local language assessment that was conducted in 13 districts. See **Table 12** for the list of districts. The assessment was conducted in four local languages: Luganda, Ateso, Leblango and Runyoro/Rutoro.

TABLE 12: DISTRICTS IN WHICH LITERACY IN LOCAL LANGUAGE WAS ASSESSED

REGION	LOCAL LANGUAGE	DISTRICT ASSESSED
CENTRAL	Luganda	Kiboga Masaka Mityana Mpigi
EASTERN	Ateso	Amuria Katakwi Kumi
NORTHERN	Leblango	Amolatar Dokolo Lira Oyam
WESTERN	Runyoro/Rutoro	Kabarole Kyenjojo

Nationally, only about 2 out of 10 (16.8%) pupils in Primary 3-7 could read and comprehend a Primary 2 level story in their local language. See **Table 13**.

TABLE 13: PERCENTAGE DISTRIBUTION OF PRIMARY 3-7 PUPILS' COMPETENCIES ON PRIMARY 2 LEVEL READING TASKS IN THEIR LOCAL LANGUAGE

REGION	NOTHING	LETTER	SYLLABLES	WORD	PARAGRAPH	STORY	COMPREHENSION	TOTAL
CENTRAL	8.5	11.0	13.3	13.2	38.8	0.4	14.9	100
EASTERN	25.0	21.5	12.0	11.6	15.3	0.7	13.9	100
NORTHERN	17.6	26.5	11.4	14.5	16.2	0.7	13.1	100
WESTERN	7.1	11.2	10.9	15.6	21.3	2.4	31.5	100
TOTAL	13.5	17.0	12.2	13.6	26.1	0.8	16.8	100

A stark regional difference in local language literacy rates was revealed by the assessment. More than double the percentage of children in the Western Region were able to read a story in Runyoro/Rutoro (32%) compared with the percentages of children in the other three regions reading stories in Luganda, Ateso or Leblango (15%, 14% and 13%, respectively).

By grade, only 1 out of 10 (8%) pupils in Primary 3 was able to read and comprehend a Primary 2 level local language story, and only 3 out of 10 (33%) pupils in Primary 7 were able to do so. See **Figure 15** and **Table 14**.



FIGURE 15: PERCENTAGE DISTRIBUTION OF PRIMARY 3 AND PRIMARY 7 PUPILS WHO WERE ABLE/ NOT ABLE TO READ AND COMPREHEND A PRIMARY 2 LEVEL STORY IN THEIR LOCAL LANGUAGE

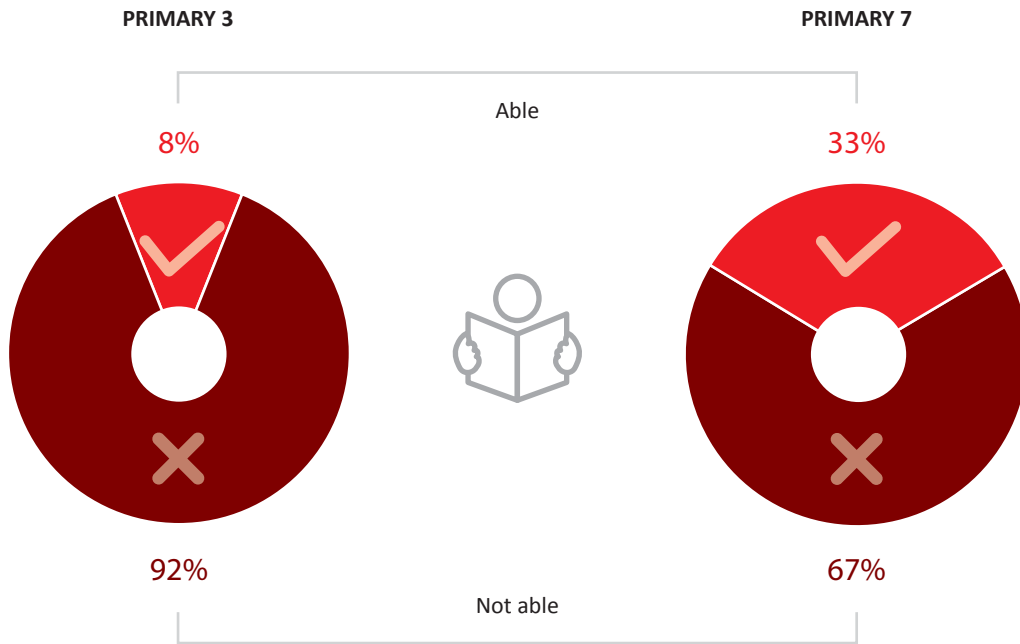


TABLE 14: PERCENTAGE DISTRIBUTION OF PRIMARY 3-7 PUPILS' COMPETENCIES ON PRIMARY 2 READING TASKS IN THEIR LOCAL LANGUAGE

GRADE	NOTHING	LETTER	SYLLABLES	WORD	PARAGRAPH	STORY	COMPREHEND	TOTAL
P3	21.7	26.9	16.3	14.0	12.2	0.9	8.1	100.0
P4	15.3	19.8	14.2	16.1	22.0	0.6	12.0	100.0
P5	9.7	12.9	11.0	14.5	31.4	1.1	19.5	100.0
P6	7.3	7.7	7.1	11.9	37.8	0.7	27.6	100.0
P7	2.8	3.9	5.3	5.7	47.8	1.1	33.3	100.0
TOTAL	13.5	17.0	12.2	13.6	26.1	0.8	16.8	100.0

4.5 LITERACY LEVELS IN ENGLISH AND LOCAL LANGUAGES

Overall, children who were assessed in both English and local language reading demonstrated higher competencies in reading English than their local languages. Almost 4 out of 10 (39%) children assessed in Primary 3-7 were able to read a Primary 2 English story compared with 2 out of 10 (17%) who were able to read a Primary 2 local language story. See **Table 15**.

TABLE 15: PERCENTAGE DISTRIBUTION OF PRIMARY 3-7 PUPILS' COMPETENCIES ON PRIMARY 2 LEVEL ENGLISH AND LOCAL LANGUAGE READING TASKS

		ENGLISH LITERACY					
		NOTHING	LETTER	WORD	PARAGRAPH	STORY	TOTAL
LOCAL LANGUAGE LITERACY	NOTHING	5.9	3.8	1.7	0.7	1.1	13.2
	LETTER	2.8	7.3	4.3	1.3	1.0	16.7
	SYLLABLES	0.6	3.1	5.1	1.9	1.3	11.9
	WORD	0.4	1.5	4.8	3.7	3.0	13.4
	PARAGRAPH	0.3	1.1	2.4	4.9	18.7	27.4
	STORY	0.3	0.5	0.9	2.0	13.7	17.4
	TOTAL	10.3	17.3	19.2	14.4	38.8	100.0

4.6 HOUSEHOLD INDICATORS

This section presents findings about children's literacy and numeracy in relation to selected characteristics of their households.

4.6.1 ENGLISH LITERACY AND NUMERACY IN RELATION TO MOTHER'S LEVEL OF EDUCATION AND ABILITY TO READ

The higher the mother's level of education the more likely it was for their child to read a Primary 2 level story. See **Table 16**. The percentage of Primary 3 to 7 children who were able to read a Primary 2 level story increased from 36% among children of mothers with no formal education to 59% among children of mothers with secondary education to 80% among children of mothers with post-secondary education.

TABLE 16: PRIMARY 3-7 CHILDREN'S COMPETENCE IN ENGLISH, BY MOTHER'S EDUCATION LEVEL

MOTHER'S LEVEL OF EDUCATION	LEVEL OF COMPETENCE IN ENGLISH					
	NOTHING	LETTER	WORD	PARAGRAPH	STORY	TOTAL
NONE	8.2	19.5	21.6	14.4	36.3	100
PRIMARY	6.4	16.5	18.9	14.7	43.5	100
SECONDARY	3.8	10.7	14.3	12.3	58.9	100
POST-SECONDARY	0.8	2.6	7.1	10.0	79.6	100
TOTAL	6.7	16.8	19.3	14.4	42.8	100

Similarly, the findings also indicate that three out of four (76%) pupils assessed in Primary 3 to 7 with mothers who had attained post-secondary education were able to do Primary 2 level numeracy tasks compared with 4 out of 10 (43%) pupils with mothers who had no formal education. See **Table 17**.

TABLE 17: PRIMARY 3-7 CHILDREN'S COMPETENCE IN NUMERACY, BY MOTHER'S EDUCATION LEVEL

MOTHER'S LEVEL OF EDUCATION	LEVEL OF COMPETENCE IN NUMERACY							TOTAL
	NOTHING	COUNTING 0-9	NUMBERS	ADDITION	SUBTRACTION	MULTIPLICATION	DIVISION	
NONE	2.7	8.0	5.7	13.6	16.6	10.1	43.4	100
PRIMARY	1.8	6.2	5.0	11.5	14.7	10.2	50.6	100
SECONDARY	1.3	4.1	4.2	9.2	12.0	10.3	58.8	100
POST-SECONDARY	0.2	0.1	1.3	6.6	4.3	12.0	75.6	100
TOTAL	2.0	6.5	5.1	11.9	15.0	10.2	49.3	100

Furthermore, there was a relationship between the mother's ability to read a Primary 2 story and a child's ability to read. **Figure 16** shows that 50% of children in Primary 3 to 7 with mothers who were able to read a Primary 2 story were also able to read the story compared with 36% of children with mothers who were unable to read the story.

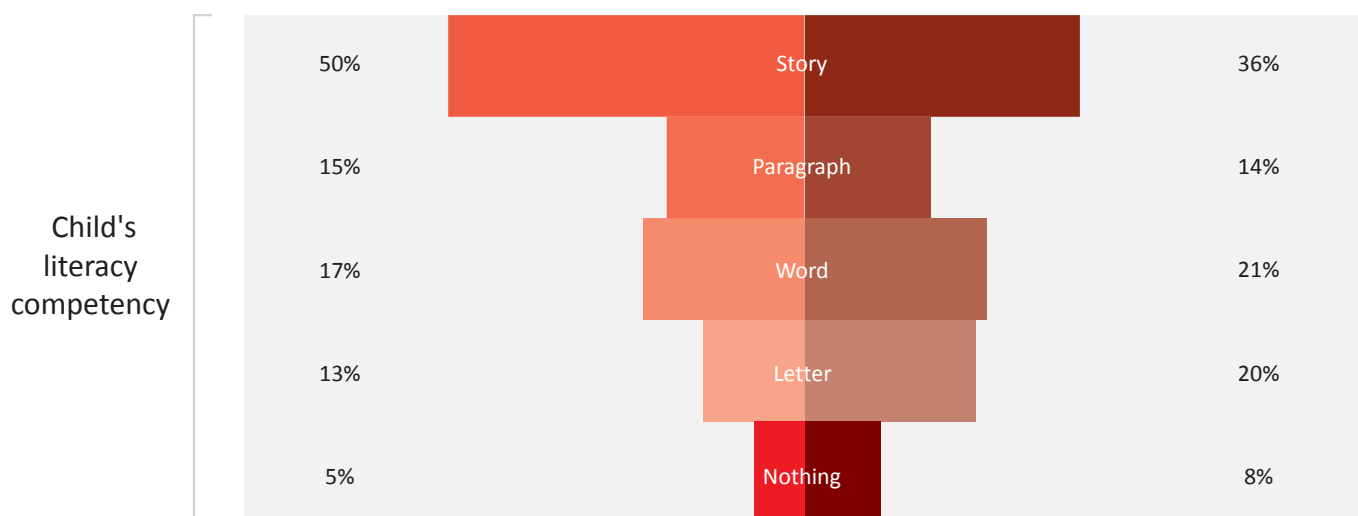
FIGURE 16: PERCENTAGE DISTRIBUTION OF PRIMARY 3-7 CHILDREN'S COMPETENCIES IN ENGLISH LITERACY, BY MOTHER'S ABILITY TO READ A PRIMARY 2 LEVEL STORY



Mother is able to read a story ✓



Mother is not able to read a story ✗



All of these results underscore the importance of mothers' literacy as a powerful influence on children's literacy. We are unable to statistically posit a causal effect but there does appear to be a relationship.

4.6.2 ENGLISH LITERACY AND NUMERACY BY HOUSEHOLD'S MAIN SOURCE OF LIGHTING

To examine the influence of socio-economic status, children's competencies in English literacy and numeracy tasks was cross-tabulated with data on the household's main source of lighting, which is one indicator of a household's socio-economic status. The better the main source of lighting for a household the more likely it was for children living in that household to read. This also implies that the poorer the household was (and therefore unable to afford better sources of light), the lower the literacy levels.

Table 18 indicates that almost 7 out of 10 pupils (68%) in Primary 3 to 7 who lived in households that used electricity as the main source of lighting were able to read a Primary 2 level story compared with just less than 4 out of 10 pupils (39%) who lived in households that used paraffin as the main source of lighting.

TABLE 18: PERCENTAGE DISTRIBUTION OF COMPETENCIES AMONG P3-P7 PUPILS IN PRIMARY 2 LEVEL ENGLISH LITERACY BY MAIN SOURCE OF LIGHTING IN HOUSEHOLD

HOUSEHOLD SOURCE OF LIGHTING	LEVEL OF COMPETENCE IN ENGLISH					
	NOTHING	LETTER	WORD	PARAGRAPH	STORY	TOTAL
PARAFFIN	7.5	18.8	20.5	14.6	38.7	100
GAS	8.7	18.0	14.8	13.2	45.4	100
SOLAR	4.3	12.9	17.9	14.4	50.7	100
ELECTRICITY	1.7	5.5	11.2	13.9	67.7	100
OTHER	8.0	16.9	19.5	14.1	41.6	100
TOTAL	6.7	16.8	19.2	14.5	43.0	100

Similarly, 7 out of 10 pupils (68%) assessed in Primary 3 to 7 who lived in households that used electricity for lighting were able to do Primary 2 numeracy tasks compared with less than 5 out of 10 pupils (46%) who lived in households that used paraffin as the main source of lighting. See **Table 19**.

TABLE 19: PERCENTAGE DISTRIBUTION OF COMPETENCIES AMONG P3-P7 PUPILS IN PRIMARY 2 LEVEL NUMERACY TASKS, BY SOURCE OF LIGHTING IN HOUSEHOLD

HOUSEHOLD SOURCE OF LIGHTING	LEVEL OF COMPETENCE IN NUMERACY							
	NOTHING	COUNTING 0-9	NUMBERS	ADDITION	SUBTRACTION	MULTIPLICATION	DIVISION	TOTAL
PARAFFIN	2.2	7.2	5.6	12.4	15.9	10.5	46.2	100
GAS	1.0	7.4	8.8	16.7	9.5	8.6	48.0	100
SOLAR	1.5	4.4	3.9	9.3	14.0	11.5	55.5	100
ELECTRICITY	0.7	1.9	2.6	8.3	9.9	8.6	68.0	100
OTHER	2.4	7.6	4.6	11.8	15.1	10.1	48.3	100
TOTAL	2.0	6.5	5.1	11.8	15.0	10.2	49.4	100

4.6.3 PARENTS' INVOLVEMENT IN CHILDREN'S LEARNING

Competency levels on Primary 2 English and numeracy tasks were higher for Primary 3-7 pupils whose parents were actively involved in their education, for example, checking their homework books or participating in school meetings. See **Figures 17 and 18**.

FIGURE 17: PERCENTAGE DISTRIBUTION OF PRIMARY 3-7 PUPILS COMPETENT IN ENGLISH AND NUMERACY TASKS, BY PARENT'S CHECKING OF HOMEWORK BOOK

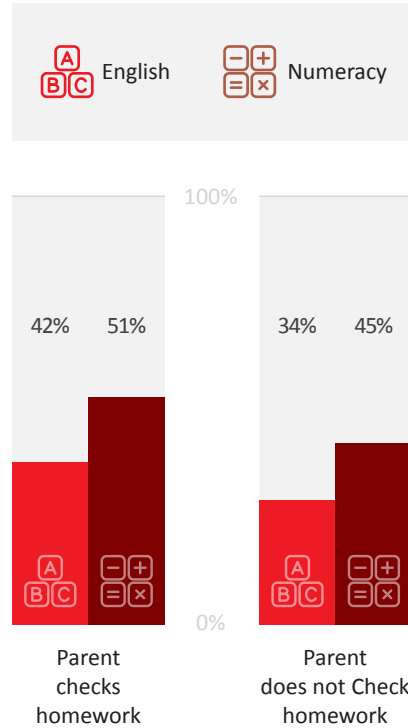
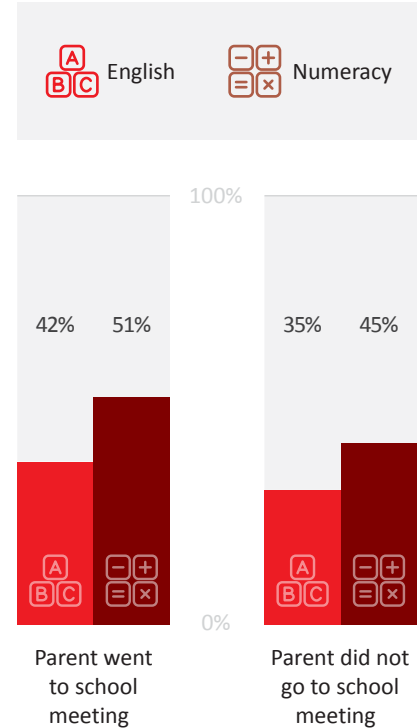


FIGURE 18: PERCENTAGE DISTRIBUTION OF PRIMARY 3-7 PUPILS COMPETENT IN ENGLISH AND NUMERACY TASKS, BY PARENT'S ATTENDANCE AT SCHOOL MEETING DURING 2012



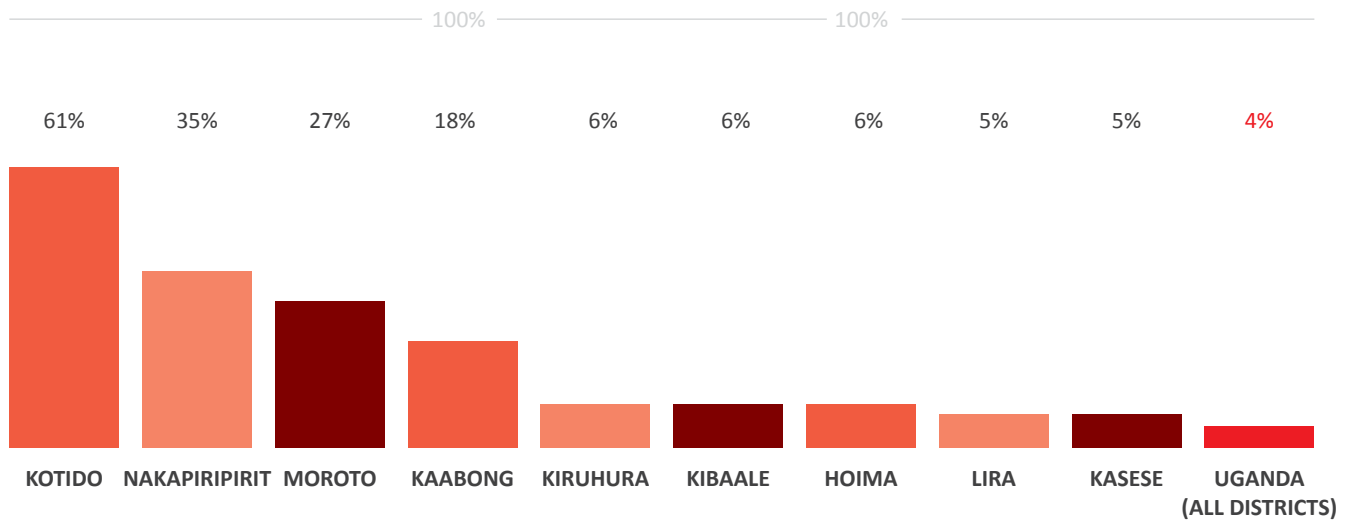
4.7 SELECTED SCHOOL INDICATORS

4.7.1 ACCESS TO PRIMARY EDUCATION

Education For All (EFA) Goal 2 states that governments should ensure that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, should have access to, and complete, free and compulsory primary education of good quality.

Access to primary education has almost been achieved in Uganda nationally, with only 4% of the children aged 9 to 16 years assessed by Uwezo 2013 having never enrolled in school. However, the assessment recorded stark regional disparities in access to primary education. For example, universal primary education is far from being achieved in the Karamoja region. **Figure 19** indicates that 61%, 35%, 27% and 18% of children aged 9-16 years in Kotido, Nakapiripirit, Moroto and Kaabong districts respectively have never been to school.

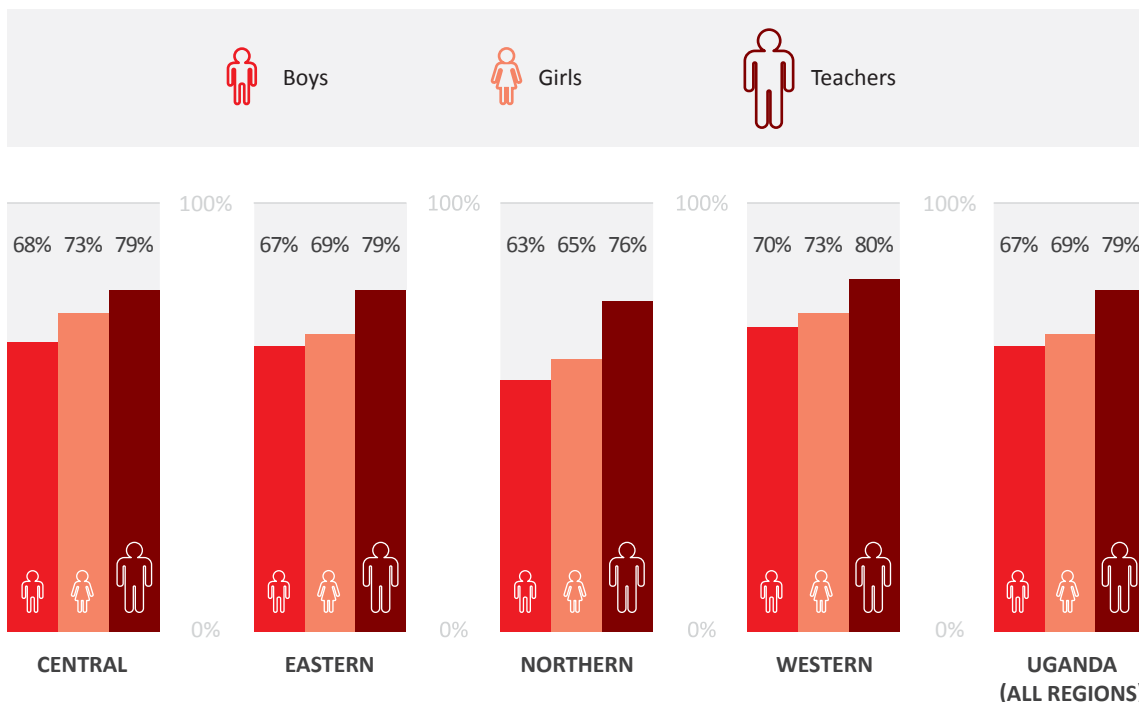
FIGURE 19: PERCENTAGE OF CHILDREN AGED 9-16 YEARS WHO HAVE NEVER BEEN TO SCHOOL, IN SELECTED DISTRICTS



4.7.2 ATTENDANCE OF PUPILS AND TEACHERS

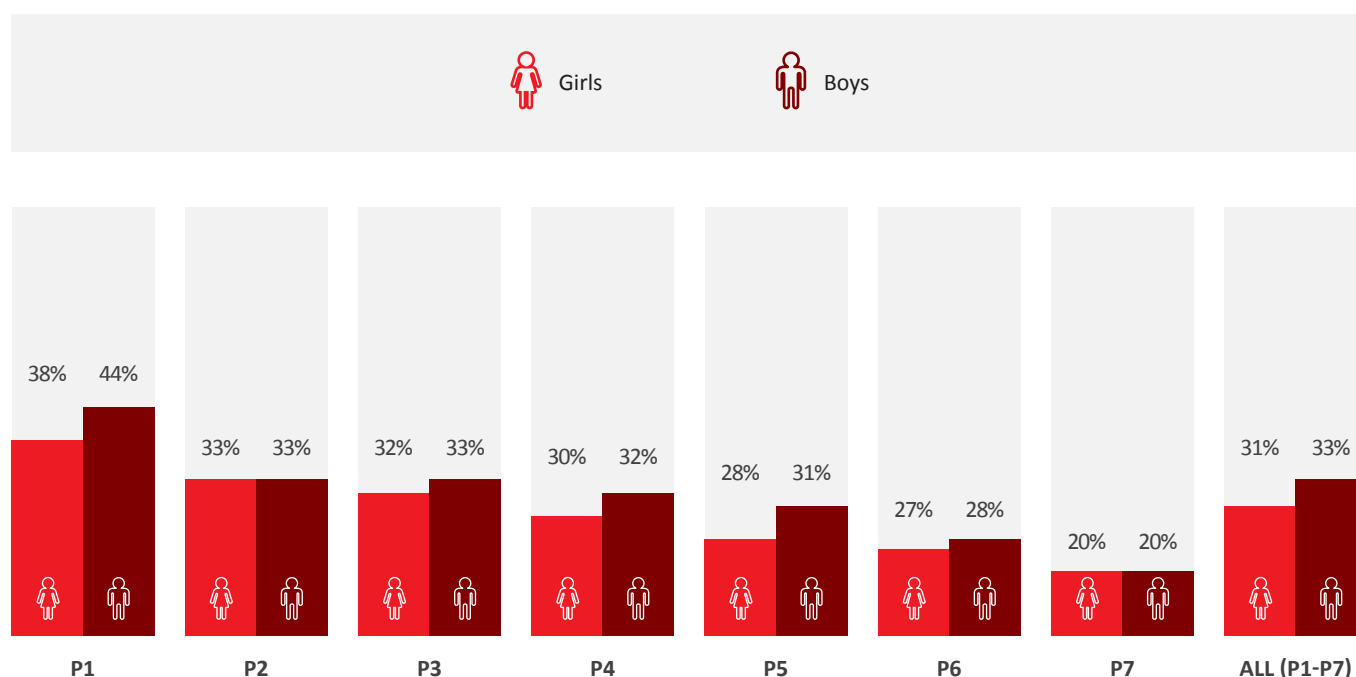
Data on school attendance show that approximately 3 out of every 10 pupils and 2 out of every 10 teachers were absent from school on the day of the Uwezo assessment. On a positive note, girls tended to have slightly higher school attendance rates than boys in all regions, an indication of achievements for the girl-child education agenda. Overall, school attendance was highest in the Western region and lowest in the Northern region. The rate of teacher attendance was similar across all regions, though attendance was slightly lower in the Northern region than in other regions. See **Figure 20**.

FIGURE 20: PERCENTAGE OF PUPILS AND TEACHERS PRESENT AT SCHOOL ON DAY OF UWEZO ASSESSMENT, BY REGION



Pupil absenteeism by grade was highest for Primary 1 and lowest for Primary 7, possibly because of the pressure of the Primary Leaving Examination (PLE) in the last year of school. More boys than girls were absent for all grades except for Primary 2 and Primary 7. See **Figure 21**.

FIGURE 21: PERCENTAGE OF PUPILS ABSENT FROM SCHOOL ON DAY OF ASSESSMENT, BY GRADE



4.7.3 OTHER SCHOOL INDICATORS

Other school indicators explored during the 2013 assessment included the availability of safe drinking water within the school, feeding programs, non-textbook instructional materials, continuing professional development programs (CPD) for teachers, and the language of instruction in lower primary. The data for these indicators is presented in **Table 20** and discussed in the sub-sections below.

TABLE 20: OTHER SELECTED SCHOOL INDICATORS

ITEM	PERCENTAGE OF SCHOOLS IN WHICH ITEM WAS AVAILABLE	TOTAL NUMBER OF SCHOOLS (N)
AVAILABILITY OF NON-TEXTBOOK INSTRUCTIONAL MATERIALS	69	2,287
LOCAL LANGUAGE INSTRUCTION IN LOWER PRIMARY	76	2,102
AVAILABILITY OF FEEDING PROGRAM	52	2,152
AVAILABILITY OF SAFE DRINKING WATER	61	2,102
PRIMARY 2 CLASS TEACHERS WHO ACCESSED CPD IN THE PAST TWO YEARS	49	2,054

4.7.3.1 AVAILABILITY OF NON-TEXTBOOK INSTRUCTIONAL MATERIALS

Close to 70% of the primary schools visited reported to have charts and other supplementary teaching materials.

4.7.3.2 LANGUAGE OF INSTRUCTION IN LOWER PRIMARY

Three out of four (76%) of the schools visited during the 2013 assessment reported to use local language as the language of instruction in lower primary with the aim of giving children a strong foundation for future learning in a second language. But, as reported in Section 4.4, less than 1 out of 10 (8%) of Primary 3 pupils and only 3 out of 10 (33%) of Primary 7 pupils who were assessed in their local language were able to read and comprehend a Primary 2 level story.

4.7.3.3 AVAILABILITY OF SCHOOL FEEDING PROGRAMS

All schools reported that children had some form of midday meal while at school. More than half of the schools surveyed (52%) reported having a school feeding programme through parents' contributions, whereby food was prepared and served at school. In the rest of the schools (48%), children carried cooked food from home.

4.7.3.4 AVAILABILITY OF DRINKING WATER WITHIN THE SCHOOL

The majority of the surveyed schools (61%) had a drinking water source within the school compound.

4.7.3.5 CONTINUING PROFESSIONAL DEVELOPMENT (CPD) PROGRAMS FOR TEACHERS

About 5 out of every 10 Primary 2 teachers (49%) surveyed had attended some form of in-service training in the past two years. Since contemporary research underscores the importance of continuing professional development for teachers and pedagogical interventions in improving learning outcomes, the number of teachers with opportunities for CPD is rather low.





5. CONCLUSION

Consistent with findings from previous Uwezo learning assessments, evidence from the fourth cycle shows that many of Uganda's children are unable to perform Primary 2 level literacy and numeracy tasks even after three or more years of schooling.

Just 1 out of 10 children assessed in Primary 3 was able to read and comprehend a Primary 2 level story and correctly solve Primary 2 level division. Even by the time they completed Primary 7, 1 out of 4 of children had not yet attained these basic competencies.

With the existence of a thematic curriculum in Uganda since 2007, which puts greater emphasis on teaching and learning in a child's mother tongue in the first three years of primary education (after Primary 3, pupils are expected to transition to English), one would have expected high literacy competencies at least in local languages. The contrary is true. Only 1 out of 10 pupils in Primary 3 and only 3 out of 10 children assessed in Primary 7 were able to read and comprehend a Primary 2 local language story.

These findings foretell a worrying future for Uganda. How shall prosperity for all as projected by Vision 2040 be achieved without literate and numerate citizens? How can the majority of Uganda's youth become confident, enterprising, innovative and competent for employment regionally and globally when they are completing education cycles without basics?

No doubt successes have been recorded in getting the majority of children into school and the gap in learning outcomes between boys and girls has nearly closed. Assessment data indicate only minor variation between genders in English literacy and numeracy competencies among Primary 3 to Primary 7 pupils. At least, one can celebrate that the learning achievements, albeit inadequate, are almost equally shared among boys and girls.

Worryingly though, major differences persist between government schools (where the majority of Uganda's children are enrolled) and private schools, particularly in the early formative years of primary education. The findings revealed that Primary 3 pupils in private schools were almost three times more likely to read a Primary 2



level story than their counterparts in government schools. The same disparity was uncovered by the 2010 National Assessment of Progress in Education (NAPE) results. It was established that the mean score in literacy of the pupils in government schools was 38%, much lower than the 54% for the pupils in private schools (UNEB, 2010). As poor children of the poor are denied quality education, inequality is being dyed into the very fabric of Ugandan society.

There are also stark regional disparities in learning outcomes. Pupils in the Central and Western regions displayed higher literacy and numeracy competencies than their counterparts in the Eastern and Northern regions, further widening national inequalities

How can we ensure that all children, regardless of socio-economic status or location receive the education they need to realise their potential and lead fulfilling lives?

Beyond policies and practices to get children into school, the government and key education partners need to also prioritise policies and practices that guarantee learning for every child. There is need to pause and reflect on where we have come, what we have done and what has worked to improve learning outcomes in the future.

Findings from the Uwezo assessment provide valuable pointers that can be pursued. For example, the 2013 assessment indicates that children who had attended early childhood development education (ECDE) tended to possess higher literacy and numeracy competencies than their peers without exposure to ECDE. Indeed, sufficient evidence in the literature the world over confirms that ECDE matters as a foundation to learning (Sylva et al., 2010). It is time that ECDE/nursery schools ceased to be a concern of Uganda's private sector only. It is pleasing that the 2014 Education and Sports Sector Review recommended the introduction of an ECDE section in all public schools (MOES, 2014b). But even in ECDE, a focus on learning outcomes must dominate policy priorities

Two out of every ten teachers were absent from school on the day of the assessment. For children to learn to read and count, teachers

must dedicate the allocated time to ensuring that teaching and learning happens. There is seminal research with conclusive evidence showing that time allocated to teaching and learning significantly correlates with reading and mathematics test scores/learning outcomes (Brown and Saks 1986). How do we get teachers to teach enough and to teach well? If indeed good use of instructional time improves learning outcomes, then Uganda should devise policies that incentivise teachers to be in class teaching well in every lesson throughout every school day. The advantages of instituting performance-based pay that is tied to how well teachers teach and how well children learn—commonly known as cash on delivery (COD) - ought to be explored.

Through its KiuFunza program Twaweza East Africa has experimented with a combination of direct capitation grants to schools together with paying teachers a bonus for performance in Tanzania, the combination of which yielded significant impact on learning outcomes [<http://twaweza.org/go/kiufunza-launch1>]. Such evidence should be studied by policy-makers in Uganda. Similarly the recently published World Bank-funded report on 'What really works to improve learning in developing countries?' (Evans and Popova, 2015) provides insightful suggestions on the key interventions with the potential to improve learning.

Finally, sustainable improvements in learning outcomes will come from homegrown creativity and effort. There are already schools and teachers who buck the trend by being change-makers and promoting learning against tremendous odds. Such schools and teachers must be identified and their unique practices studied, tested, celebrated and promoted to the wider society. There is need to rally behind such actors as STiR⁸ [<http://www.stireducation.org/>] that is empowering teachers to become change-makers. Twaweza's 'What Works in Education' is studying positive outlier schools and teachers. Such interventions are opening up space for unlocking community, school and teacher-driven initiatives for improving learning outcomes. This surely is the way to go in future, for change starts with us.

⁸ *Schools and Teachers Innovating for Results (STiR)*



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APPENDICES

APPENDIX 1: UWEZO UGANDA 2013 ANNUAL LEARNING ASSESSMENT SURVEY TOOL



Promoting Learning in East Africa

Uwezo Uganda at Twaizezo, Naguru Co-down, Suwara Road, Plot 77 Naguru-Kampala
Tel: +256312-112815 u ganda@uwezo.net www.uwezo.net

Uwezo Uganda National Learning Assessment 2013

Enumeration Area Name			
District:			
Volunteer	Name	SEX FEMALE MALE	Telephone Number.
1.			
2.			

FILLED BY THE RA					
EA Code :					

SURVEY BOOKLET

Contents

1. Enumeration Area Information Sheet	(1) Sheet
2. School DataSheet	(2) Pages
3. Household Survey Sheet	(21) Sheets
4. Enumeration Area Compilation	(1) Sheet

Received on Date: _____	Yes _____ No _____
Scrutinized by RA /DCP Sign: _____	
Received on Date: _____	Yes _____ No _____
Scrutinized by RC: Sign: _____	
Secretariat (For the Use at the Data Centre)	
Received on Date: _____	Yes _____ No _____
Scrutinized by _____	Sign: _____
Date of Entry	Sch () Vill () HH ()
Signature	Sch () Vill () HH ()
Cross Check Date	Sch () Vill () HH ()
Signature	Sch () Vill () HH ()



ENUMERATION AREA INFORMATION SHEET

Ask the LC Chairperson / Member or Village Elder

Name of Respondent		Position	LC Chairperson/Member	Village Elder
Telephone		Permission to use Tel:	Yes	No
District		Name of Volunteer 1		
Sub-county		Volunteer 2		
Parish				
Village Name				
Date				

V100. Electricity	Please tick the appropriate box	Yes	No
	V101. Does the EA have electricity connection?		
	V102. Observe if there are electricity wires and poles in the EA?		

V200. Are the following in the E.A.	V201. L.C 1 office?		
	V202. Trading / Shopping / market centre?		
	V203. Police post?		
	V204. Tarmac road?		
	V205. All weather road? (usable throughout the year)		
	V206. A protected public water point? (i.e shallow wells, boreholes, tap water)		
V300.	What is the main socio-economic activity in the EA	Males	Females

V400. Education Status	Write the actual number of services in the EA.	Number	<i>If none, write distance to the nearest facility</i>			<i>Did you see it / them?</i>			
	V401. Number of Government Primary Schools		KM	Metres	Miles	Yes	Number	No	
	V402. Number of private Primary Schools								
	V403. Number of ECDE / Nursery schools								
	V404. Number of Secondary Schools								
	V405. Number of Vocational training schools								
	V406. Is there a village education committee	Yes	No						

V500. Health Status	V501. Number of health facilities (hospitals, health centres, clinics, dispensaries) run by	Government	Religious Org.	Private Org. / Individuals	
	V502. Has any health worker visited the EA in the last 3 months?	Yes	No		
	V503. Is there a trained community health worker in the EA?	Yes	No		
V600. Village / community Meetings	V601. How long ago was the last village / community meeting held?	Less than 1 month	1 - 3 months	4 - 6 months	Over 6 months
	V602. Was anything to do with education and primary schools discussed at the meeting?	Yes	No	<i>(If No skip to V700)</i>	
	V603. Has anything been done in the village to improve education as a result of what was discussed?	Yes	No		

V700. Establishing Uwezo awareness	V701. Have you heard or read about Uwezo?	Yes	No <i>(If No, end the interview here)</i>			
	V702. How did you get to know about Uwezo? (tick all that apply)	Radio	T.V	Newspaper	Other (specify) _____	
	V703. Do you think Uwezo has done anything to improve education in this area?	Yes	No			

SCHOOL DATA SHEET

2013



INSTRUCTIONS:
 Visit one public primary school with classes 1-7.
 If there is no such school in the EA, choose the one that serves the community most.
 Meet the Headteacher of the school but in case he/she is absent meet the Deputy Head teacher or the teacher left in charge. Explain the purpose of the visit and request for the interview and documents if needed.

STEP 1 **GO TO THE HEAD TEACHER'S OFFICE**

Date: _____ Time of Arrival: _____

Position of Person Answering Questions: _____ Deputy Headteacher _____ Teacher left in-charge _____

School Name: _____ EIMS No.: _____

Postal Address: _____

Tel: _____

Headteacher's Name: _____ Sex: _____ M _____ F _____

Tel: _____ Permission to use telephone: Yes _____ No _____

Names of volunteers 1. _____ 2. _____

NOTE:
 Ask all questions to the Headteacher / Deputy Headteacher / Teacher left in charge.

\$200. Children's Enrollment 2013

Pre-Sch.	P.1	P.2	P.3	P.4	P.5	P.6	P.7																																								
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ii. Hearing																																															
iii. Physical																																															
iv. Mental																																															

\$400. Primary school teachers / staff

Teacher numbers, attendance qualification	Total	Male	Female
\$401. Total number of teachers			
\$402. Total number of teachers present on day of visit			
\$403. Number of teachers appointed by the Public Service Commission			
\$404. Number of teachers employed by parents, sponsors, donors etc.			
\$405. Other untrained teachers employed by parents, sponsors, donors etc.			
\$406. Number of teachers trained on special needs education			
\$407. Number of non-teaching staff			
\$408. What is the required teacher establishment (staff ceiling).			

\$100 School Detail

\$101. Type of school (tick one)	\$102. Number of streams	Yes	No
Mixed day	Pre sch		
Girls day	Ph		
Boys day	1		
Girls boarding	2		
Boys boarding	3		
Mixed boarding	4		
Mixed day and boarding	5		
Boys day and boarding	6		
Girls day and boarding	7		
Does this school have a special needs unit?			

\$500. Health and other Services

\$501. Is there a nurse?	Yes	No
\$502. Is there a first aid kit?	Yes	No
\$503. What is the biggest health problems that makes children miss school? (Malaria, Diarrhea, Cough & Flu, Other (Specify))		
\$504. Does the school issue sanitary towels/pads?	Yes	No
\$505. If YES how often? Once a month, Once a term, Once a year, When Needed		
\$506. When did the school last issue sanitary towels/pads? (Month and year)		
\$507. Is clean drinking water available in the school?	Yes	No
\$508. Is there a school feeding program?	Yes	No
\$509. Is there a library service?	Yes	No

\$600. School Meetings

\$601. How many parents attended the last parents general / PTA meeting?	
\$602. How many PTA / parents general meetings were held in 2012?	
\$603. How many open / academic days were held in 2012?	
\$604. How many parents have come to talk to you voluntarily about issues related to school during the last week?	

\$700. School Management Committee (SMC)

\$701. How many members do you have on your SMC?	Male	Female
\$702. How many SMC meetings were held in 2012?		
\$703. Who is the chairperson of your SMC in terms of:		
a) Sex	Male	Female
b) Age		
c) Highest academic level	Univ. degree	Diploma
\$704. When was the school last visited by the district inspector of schools? (Month / Year)	Certificate	Sec. Cert.
	Ph. Cert.	None
	Unknown	

\$800. Universal Primary Education Grant

\$801. In which months did you receive the last two UPE grants	1	2
\$802. How much did you receive?	UPE	

SCHOOL DATA SHEET



S900. Questions on Uwezo

S901 Have you received any information on Uwezo results after the past assessments? Yes No (If no, skip to 902)

S902 If so, through which channel? Radio TV In Headteacher meeting SMS Read Other (specify)

S903 Have you ever received sms from Uwezo through your phone? Yes No

S904 In your opinion, has Uwezo done anything to improve education in your area? Yes No

S905 Have Uwezo results helped you make any new decisions for your school? Yes No

S906 If so, what decision? Yes No

STEP 2 GO TO ONE PRIMARY TWO CLASSROOM/STREAM

Observe yourself and record in section S1000.

S1000. Classroom Observation and interactions (Primary Two)

S1001 Class and stream Sex of teacher in class teaching M F

S1002 Number of teachers Male Female

Tick the appropriate

S1002 Are there any children sitting on the floor? Yes No

S1003 Do the majority of children more than a half have a book to write on? (Ask them to show you their exercise books for that lesson)

S1004 Do the majority of children more than a half have a pencil or something to write with? (Ask them to show you)

S1005 Is there a usable writing board (chalkboard)?

S1006 Is the class timetable displayed in the classroom?

S1007 Is the timetable being followed in this particular lesson?

S1008 Are there charts and / or other supplementary materials like readers displayed in the classroom?

Ask the P 2 classteacher section S1100 and S1200 or to the teacher who regularly teaches this class.
If absent, skip section S1100 and S1200 and go to section S1300.

S1100. Teaching and Learning materials.

Total number of children in class

How many text books are available for the following subjects?

Local language

English

Maths

S1200. Class Two teacher's bio data (If the class teacher is not present skip to S1300) (tick where appropriate.)

S1201 Year of birth Sex Male Female

S1202 Highest academic level S.4 S.6 Other (specify)

S1203 Highest professional level Grade 3 Grade 5 / Dip. Degree Other (specify)

S1204 Years served as a teacher 1 - 2 years 3 - 6 years 7 - 10 years more than 10 yrs

S1205 Years as lower primary teacher (P.1-P.3) in current school 1 - 2 years 3 - 6 years 7 - 10 years more than 10 yrs

S1206 Have you attended any in-service training in the last 2 years? Yes No If no, skip to S1209

S1207 If yes in 2016, what was the duration of the training? Less than 1 week 1 week 2 weeks More than 3 weeks

S1208 Who organised the training? NGO/Private Org Local Government

S1209 How many parents have come to talk to you individually about their children's performance during the last one week?

S1210 What percentage of pupils in your class do you think would be able to read a Class 1 English sentence?

S1211 In which language do you instruct learners in lower primary?

STEP 3 DO THE HEAD COUNT AND OBSERVE TEACHER PRESENCE IN CLASS

S1300: Head Count

S1301: Children's head count. (Do a head count).

Stream	Sex	P.1	P.2	P.3	P.4	P.5	P.6	P.7
A	Boys							
A	Girls							
B	Boys							
B	Girls							
C	Boys							
C	Girls							
D	Boys							
D	Girls							
Count and add total								
Children with disabilities								
A								
B								
C								
D								

S1302: Was the teacher present in the classroom? If yes ✓ If no ✗

A B C D

STEP 4 OBSERVE THE SCHOOL

S1400. Primary School facilities.

S1401 Total number of Usable classrooms in the school?

S1402 Is the school connected to electricity? Yes No

S1403 Is there an administration building/block?

S1404 Is there a playfield/space for children in the school?

S1405 Is the school compound fenced?

S1406 Does the school have a talking compound? (observe)

S1406: State the number of Usable pupils' toilet stance in the school?

Female Male

Time of Departure:

HOUSEHOLD SURVEY SHEET



H1200. Ask the Household head / Spouse/other adult									
H1201	How many books other than exercise books do you have here at home? (If there are no children in the household skip to H1205)	none	less than 10	11 to 20	more than 20				
H1202	Did you discuss the performance of any of your children with their teacher last term?	Yes			No				
H1203	Have you checked the homework of any of your children this week?	Yes			No				
H1204	Did you attend any parents meeting last year at your child's school?	Yes			No				
H1205	Have you heard / read about Uwezo before? (If No skip to section H1300)	Yes			No				
H1206	If so through which channel?	Radio	Read	Heard from person	T.V				
H1207	In your opinion, has Uwezo done anything to improve education in your area?	Yes			No				
H1208	Have Uwezo results helped you make any new decisions for the learning of your children?	Yes			No				
H1209	What decision?								

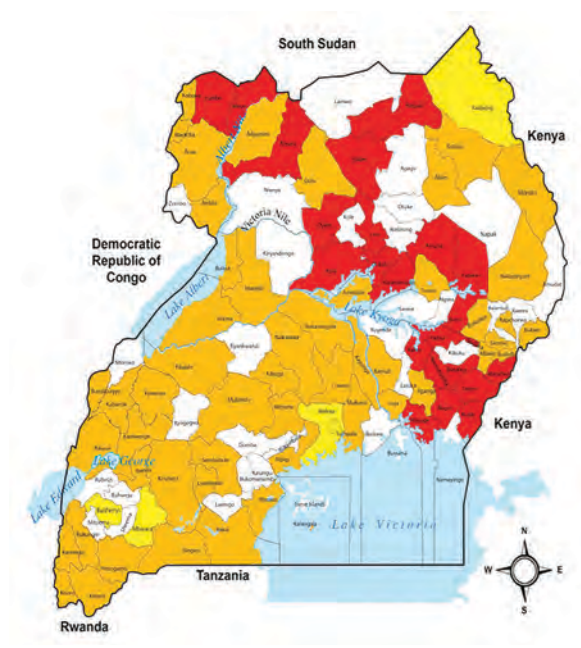
H1300 Seek opinion on the following questions:				
H1301	Do you think you have a say about what the government does in providing education to children?	Yes		No
H1302	Do you think you have a say about how schools provide education to children?	Yes		No
H1303	Do you think the headteacher would listen to you if you had any complaint about the school?	Yes		No
H1304	Do you think a local official / politician would listen to you if you had any complaint about your children's education?	Yes		No

H1400 In your opinion, what are the major issues facing your community? (tick responses as they come)			
	1st response	2nd response	3rd response
H1401	Economy/lack of jobs		
H1402	Hunger		
H1403	Education/Children's learning		
H1404	Roads/infrastructure		
H1405	Crime/Security		
H1406	Health		
H1407	Water		
H1408	Agriculture		
H1409	Other		

APPENDIX 2: RANKING OF DISTRICTS BASED ON PERCENTAGE OF PRIMARY 3-7 PUPILS WITH FULL COMPETENCE IN ENGLISH LITERACY AND NUMERACY TASKS AT PRIMARY 2 LEVEL

RANKING	DISTRICT NAME	REGION	FULL COMPETENCE (NUMERACY AND LITERACY COMBINED)	RANKING	DISTRICT NAME	REGION	FULL COMPETENCE (NUMERACY AND LITERACY COMBINED)
1	Mbarara	Western	65	29	Nebbi	Northern	34
2	Kampala	Central	61	30	Bundibugyo	Western	34
3	Kaabong	Northern	54	31	Ntungamo	Western	33
4	Wakiso	Central	53	32	Nakasongola	Central	33
5	Bushenyi	Western	51	33	Arua	Northern	33
6	Kotido	Northern	48	34	Kasese	Western	33
7	Moroto	Northern	48	35	Mubende	Central	33
8	Isingiro	Western	46	36	Masindi	Western	33
9	Ibanda	Western	46	37	Kibaale	Western	32
10	Kanungu	Western	43	38	Kiruhura	Western	32
11	Mukono	Central	40	39	Koboko	Northern	32
12	Mityana	Central	40	40	Buliisa	Western	31
13	Adjumani	Northern	39	41	Ssembabule	Central	31
14	Abim	Northern	39	42	Kamwenge	Western	31
15	Kabale	Western	38	42	Kyenjojo	Western	31
16	Bukwo	Eastern	38	44	Kisoro	Western	31
17	Rukungiri	Western	38	45	Soroti	Eastern	30
18	Mpigi	Central	38	46	Sironko	Eastern	30
19	Nakaseke	Central	37	47	Rakai	Central	30
20	Lyantonde	Central	37	48	Gulu	Northern	29
21	Luwero	Central	36	49	Bukedea	Eastern	29
22	Mbale	Eastern	36	50	Buduuda	Eastern	28
23	Amolatar	Northern	36	51	Kiboga	Central	28
24	Kabarole	Western	35	52	Kayunga	Central	28
25	Masaka	Central	35	53	Kamuli	Eastern	28
26	Kalangala	Central	34	54	Nakapiripirit	Northern	27
27	Jinja	Eastern	34	55	Iganga	Eastern	26
28	Hoima	Western	34	56	Kapchorwa	Eastern	26

RANKING	DISTRICT NAME	REGION	FULL COMPETENCE (NUMERACY AND LITERACY COMBINED)
57	Maracha	Northern	25
58	Kaliro	Eastern	25
59	Lira	Northern	24
60	Namutumba	Eastern	23
61	Kitgum	Northern	23
62	Pader	Northern	23
63	Kumi	Eastern	22
64	Tororo	Eastern	22
65	Moyo	Northern	22
66	Amuria	Eastern	22
67	Pallisa	Eastern	22
68	Kaberamaido	Eastern	22
69	Amuru	Northern	21
70	Mayuge	Eastern	21
71	Manafwa	Eastern	20
72	Butaleja	Eastern	20
73	Yumbe	Northern	20
74	Budaka	Eastern	18
75	Katakwi	Eastern	17
76	Busia	Eastern	16
77	Apac	Northern	16
78	Dokolo	Northern	14
79	Bugiri	Eastern	12
80	Oyam	Northern	11
	Uganda		33



APPENDIX 3: STATISTICAL TABLES WITH ESTIMATES OF STANDARD ERRORS AND COEFFICIENT OF VARIATION

PERCENTAGE OF PRIMARY 1-7 PUPILS COMPETENT ON READING A PRIMARY 2 LEVEL ENGLISH STORY

CLASS	ESTIMATE	STANDARD ERROR	LOWER INTERVAL	UPPER INTERVAL	COEFFICIENT OF VARIATION	NO. OF OBSERVATIONS
P1	8.8	0.8	7.7	9.9	4.5	1,009
P2	11.8	1.1	10.8	13.2	4.6	1,114
P3	17.8	1.3	16.5	19.4	3.7	1,656
P4	28.5	1.6	27.0	30.5	2.7	2,856
P5	49.8	1.8	48.1	51.7	1.8	4,207
P6	71.3	1.7	69.6	73.2	1.2	4,865
P7	85.9	1.8	84.1	87.8	1.0	3,340
ALL (P1-P7)	30.2	0.9	29.4	31.4	1.4	19,047

PERCENTAGE OF PRIMARY 3-7 PUPILS COMPETENT ON READING PRIMARY 2 LEVEL ENGLISH STORY BY REGION

REGION	ESTIMATE	STANDARD ERROR	LOWER INTERVAL	UPPER INTERVAL	COEFFICIENT OF VARIATION	NO. OF OBSERVATIONS
CENTRAL	54.5	2.6	51.8	57.1	2.5	3,535
EASTERN	32.3	1.6	30.8	33.9	2.5	5,064
NORTHERN	34.5	1.8	32.8	36.3	2.6	4,303
WESTERN	50.6	2.0	48.6	52.6	2.0	4,022
NATIONAL	43.0	1.1	41.9	44.0	1.3	16,924

PERCENTAGE OF FEMALE PUPILS COMPETENT ON READING A PRIMARY 2 LEVEL ENGLISH STORY

CLASS	ESTIMATE	STANDARD ERROR	LOWER INTERVAL	UPPER INTERVAL	COEFFICIENT OF VARIATION	NO. OF OBSERVATIONS
P3	18.2	1.7	16.5	20.4	4.7	802
P4	29.9	2.1	27.9	32.4	3.4	1,426
P5	49.8	2.2	47.7	52.1	2.2	2,081
P6	73.1	2.0	71.1	75.3	1.4	2,415
P7	86.4	2.2	84.1	88.6	1.3	1,605
ALL (P3-P7)	43.6	1.3	41.9	45.3	1.5	8,329

PERCENTAGE OF MALE PUPILS COMPETENT ON READING A PRIMARY 2 LEVEL ENGLISH STORY

CLASS	ESTIMATE	STANDARD ERROR	LOWER INTERVAL	UPPER INTERVAL	COEFFICIENT OF VARIATION	NO. OF OBSERVATIONS
P3	17.4	1.7	15.8	19.3	4.7	854
P4	27.2	1.9	25.4	29.4	3.5	1,430
P5	49.8	2.2	47.7	52.2	2.2	2,126
P6	69.5	2.3	67.2	72.0	1.7	2,450
P7	85.4	2.3	83.1	87.8	1.3	1,735
ALL (P3-P7)	41.5	1.2	40.3	43.1	1.4	8,595

PERCENTAGE OF GOVERNMENT SCHOOL PUPILS COMPETENT ON READING A PRIMARY 2 LEVEL ENGLISH STORY

CLASS	ESTIMATE	STANDARD ERROR	LOWER INTERVAL	UPPER INTERVAL	COEFFICIENT OF VARIATION	NO. OF OBSERVATIONS
P3	12.0	1.1	10.9	13.4	4.7	957
P4	22.9	1.5	21.5	24.7	3.2	2,006
P5	44.9	1.9	43.1	46.9	2.1	3,242
P6	68.9	1.8	67.1	71.0	1.3	3,994
P7	85.5	1.8	83.7	87.4	1.0	2,759
ALL (P3-P7)	38.6	1.1	37.6	40.0	1.4	12,958

PERCENTAGE OF PRIVATE SCHOOL PUPILS COMPETENT ON PRIMARY 2 LEVEL ENGLISH STORY READING TASKS

CLASS	ESTIMATE	STANDARD ERROR	LOWER INTERVAL	UPPER INTERVAL	COEFFICIENT OF VARIATION	NO. OF OBSERVATIONS
P3	32.6	3.2	29.6	36.2	4.8	689
P4	46.6	3.5	43.2	50.5	3.7	830
P5	66.1	3.7	62.5	69.8	2.7	938
P6	79.3	3.1	76.1	82.4	1.9	846
P7	88.0	4.0	83.6	91.7	2.2	562
ALL (P3-P7)	54.8	2.3	52.6	57.4	2.0	3,865

PERCENTAGE OF PRIMARY 1-7 PUPILS COMPETENT ON PRIMARY 2 LEVEL NUMERACY TASKS

CLASS	ESTIMATE	STANDARD ERROR	LOWER INTERVAL	UPPER INTERVAL	COEFFICIENT OF VARIATION	NO. OF OBSERVATIONS
P1	10.1	0.9	9.2	11.0	4.3	1,171
P2	17.2	1.3	16.0	18.5	3.8	1,631
P3	26.7	1.5	25.3	28.2	2.8	2,709
P4	39.0	1.7	37.4	40.7	2.1	4,040
P5	57.5	1.8	55.6	59.3	1.6	4,994
P6	72.9	1.8	71.1	74.6	1.2	4,909
P7	83.8	2.1	81.7	85.7	1.2	3,232
ALL (P1-P7)	35.7	0.9	34.7	36.6	1.3	22,686

PERCENTAGE OF PRIMARY 3-7 PUPILS COMPETENT ON PRIMARY 2 LEVEL NUMERACY TASKS BY REGION

REGION	ESTIMATE	STANDARD ERROR	LOWER INTERVAL	UPPER INTERVAL	COEFFICIENT OF VARIATION	NO. OF OBSERVATIONS
CENTRAL	58.1	2.8	55.2	60.8	2.5	3,739
EASTERN	42.7	1.8	40.9	44.5	2.2	6,605
NORTHERN	44.8	2.2	42.7	46.8	2.4	5,309
WESTERN	52.0	2.2	49.9	54.2	2.1	4,231
NATIONAL	49.4	1.2	48.3	50.6	1.2	19,884

PERCENTAGE OF FEMALE PUPILS COMPETENT ON PRIMARY 2 LEVEL NUMERACY TASKS

CLASS	ESTIMATE	STANDARD ERROR	LOWER INTERVAL	UPPER INTERVAL	COEFFICIENT OF VARIATION	NO. OF OBSERVATIONS
P3	26.4	1.9	24.6	28.3	3.5	1,270
P4	39.0	2.1	37.0	41.0	2.7	1,969
P5	56.2	2.3	53.9	58.4	2.0	2,418
P6	72.9	2.2	70.7	75.0	1.5	2,388
P7	83.2	2.7	80.4	85.7	1.6	1,535
ALL (P3-P7)	49.2	1.3	47.9	50.5	1.4	9,580

PERCENTAGE OF MALE PUPILS COMPETENT ON PRIMARY 2 LEVEL NUMERACY TASKS

CLASS	ESTIMATE	STANDARD ERROR	LOWER INTERVAL	UPPER INTERVAL	COEFFICIENT OF VARIATION	NO. OF OBSERVATIONS
P3	27.1	1.8	25.3	28.9	3.4	1,439
P4	39.0	2.1	37.0	41.1	2.7	2,071
P5	58.8	2.3	56.6	61.0	1.9	2,576
P6	72.9	2.3	70.6	75.1	1.6	2,521
P7	84.4	2.4	81.9	86.5	1.4	1,697
ALL (P3-P7)	49.7	1.4	48.3	51.0	1.4	10,304

PERCENTAGE OF GOVERNMENT SCHOOL PUPILS COMPETENT ON PRIMARY 2 LEVEL NUMERACY TASKS

CLASS	ESTIMATE	STANDARD ERROR	LOWER INTERVAL	UPPER INTERVAL	COEFFICIENT OF VARIATION	NO. OF OBSERVATIONS
P3	21.8	1.4	20.5	23.2	3.2	1,835
P4	34.7	1.7	33.0	36.3	2.4	3,062
P5	54.2	2.0	52.3	56.1	1.8	3,987
P6	71.0	1.9	69.1	72.9	1.4	4,050
P7	83.7	2.0	81.6	85.6	1.2	2,665
ALL (P3-P7)	46.5	1.2	45.3	47.6	1.3	15,599

PERCENTAGE OF PRIVATE SCHOOL PUPILS COMPETENT ON PRIMARY 2 LEVEL NUMERACY TASKS

CLASS	ESTIMATE	STANDARD ERROR	LOWER INTERVAL	UPPER INTERVAL	COEFFICIENT OF VARIATION	NO. OF OBSERVATIONS
P3	39.2	3.0	36.4	42.2	3.8	859
P4	52.6	3.4	49.2	56.0	3.3	951
P5	68.3	3.7	64.5	71.8	2.7	982
P6	79.6	3.2	76.2	82.6	2.0	838
P7	84.7	5.1	79.0	89.1	3.0	551
ALL (P3-P7)	58.6	2.3	56.3	60.8	2.0	4,181



PERCENTAGE OF PRIMARY 3-7 PUPILS COMPETENT ON READING A PRIMARY 2 LEVEL LOCAL LANGUAGE STORY BY REGION

REGION	ESTIMATE	STANDARD ERROR	LOWER INTERVAL	UPPER INTERVAL	COEFFICIENT OF VARIATION	NO. OF OBSERVATIONS
CENTRAL	15.4	6.6	9.9	23.0	21.5	226
EASTERN	14.6	3.2	11.7	18.1	11.1	272
NORTHERN	13.8	4.0	10.3	18.3	14.6	312
WESTERN	33.6	7.6	26.6	41.5	11.3	281
NATIONAL	17.6	3.2	14.7	21.0	9.0	1,091

APPENDIX 4: UWEZO 2013 PARTNERS

ADVISORY COMMITTEE

1	Prof. Deborah Kasente	Makerere University
2	Dr Akim Okuni	Aga Khan Foundation
3	Mr James Muwonge	Uganda Bureau of Statistics
4	Mr Zachary Kasirye	Save the Children
5	Dr Daniel Nkaada	Ministry of Education, Science, Technology and sports
6	Mr Richard Ssewakiryanga	Uganda National NGO Forum
7	Dr Yovani M. Lubaale	Makerere University
8	Prof JC Ssekamwa	Nkumba University
9	Mr James Tweheyo	Uganda National Teachers Union
10	Mr Gabriel Obbo-Katandi	National Curriculum Development Centre

UWEZO SECRETARIANT

1	Dr. Mary Goretti Nakabugo	Country Coordinator, Uwezo Uganda
2	Faridah Nassereka	Program Officer Research
3	Ismail Sentamu	Assistant Program Officer, Research
4	David Mugurusi	Program Assistant, Uwezo
5	Judith N. Tumusiime	Program Assistant Communications
6	Martha Chemutai	Assistant Program Officer, Communications

UWEZO - ASER COMMUNITY

1	Rakesh Rajani	Former Head, Twaweza East Africa
2	Dr Sara Ruto	Regional Manager, Uwezo East Africa
3	Dr John Mugo	Country Coordinator, Uwezo Kenya
4	Zaida Mgalla	Country Coordinator, Uwezo Tanzania
5	Dr Rukmini Banerji	ASER, India
6	ASER Center, India	
7	All staff and associates in Kenya and Tanzania	

LIST OF TEST DEVELOPERS

1	Katherine Akello	Kyambogo University
2	Hussein K. Male	Mathematics Textbooks Author and retired educationalist
3	Gertrude Namubiru	National Curriculum Development Centre
4	Eunice Omonyokol	Head Teacher, Akumuriei Primary School, Amuria District
5	Elizabeth Bakahuuna	Nakaseke Teachers' College
6	Ejoku Alex	Amukurat Primary School, Amuria District
7	Egadu Francis	Retired Educationalist
8	Winnie Nakkazi	Ndejje University
9	Emmanuel Otim	Kyambogo University
10	Elly Musana	National Curriculum Development Centre
11	Gerald Bukenya	National Curriculum Development Centre

DISTRICT COORDINATORS

1	Arua	Andama Martin	Participatory Initiative for Rural Development (PIRD)
2	Bukwo	Sakajja Jacob	Kapchorwa /Bukwo Women in Peace Initiative
3	Butaleja	Matovu John Mary	Multi Community Based Development initiative
4	Mbarara	Kwishima William	Mbarara Archdiocese
5	Ntungamo	Joash Tushangomujuni	South Ankole Diocese
6	Oyam	Amot Job	Concerned Parents' Association
7	Pallisa	Fred Ejautene	PACONET
8	Sironko	Magomu Mubarak	Sironko Civil Society Network (SICINET)
9	Soroti	Arugu Julius	Public Affairs Centre (PAC)
10	Abim	Rev. Fr. John Bosco Sire	Uganda Joint Christian Council (UJCC)
11	Adjumani	Limio Roselily Alule	Adjumani district NGO-Forum
12	Amolatar	Ayo Anthony	Lango Samaritan Initiative Organisation (LASIO)
13	Amuria	Olinga Francis	Link Community development
14	Amuru	Otara Steven White	Gwokke Ber Two Pe Yero CBO
15	Apac	Thomas Opio Okene	Campaign Against Domestic Violence
16	Budaka	Micheal Kirya	Budaka Local Government
17	Buduuda	Jackline Waneloba	Buduuda Child Development Centre
18	Bugiri	Jackie Naigaga	Bugiri NGO Forum
19	Bukedea	Moses Aisia Happy	Apoolo Na Angor
20	Buliisa	Happy Rogers	Build Africa Uganda
21	Bundibugyo	Aguma Ignatius	Self-care Rural Education Support Association
22	Bushenyi	Apollo Kakonge	Western Ankole Civil Society Forum
23	Busia	Nsonga Rosette	Organisation for capacity building Initiative
24	Dokolo	Mr James Acar	Apyen-nyang Child and Family Support project
25	Gulu	Zipporah Jean	Gulu NGO Forum
26	Hoima	Kato Adolf	Link Community Development
27	Ibanda	Kwesiga Matsiya	Ankole Diocese
28	Iganga	Eyiiga Mudhasi Abbey	LIDI Uganda
29	Isingiro	Rev. Ronald Kakye Aremwaki	Ankole Diocese
30	Jinja	Chandiru Harriet	YMCA Jinja Branch
31	Kaabong	Immaculate Apolot	Uganda Joint Christian Council
32	Kabale	Bernard kahigi	Kick Corruption out of Kigezi
33	Kabarole	Hyeroba Geofrey	Kabarole Research and Resource Centre
34	Kaberamaido	Roselinda Oyuu	Kaberamaido District NGO Forum (KADINGOF)
35	Kalangala	Ssenyanja Peter	Kalangala District Education Forum
36	Kaliro	Harriet Atiibwa	Community Development Office

DISTRICT COORDINATORS

37	Kampala	Kiranda Kizito Richard	Uganda National NGO Forum
38	Kamuli	Leo Mmerewooma Waibi	AIDS Education Group for the youth
39	Kamwenge	Sabiiti Fenekasi	Parents Concerned
40	Kanungu	James Kaberuka	Kanungu NGO/CBO Forum
41	Kapchorwa	Chebet Lona	Kapchorwa Civil Society Organization Alliance
42	Kasese	Bwambale Christopher	Uganda Change Agent Association
43	Katakwi	Aguti Hellen	Link Community development
44	Kayunga	Shekh Idris Kabali	Youth and Persons with Disability Intergrated Devt
45	Kibaale	Mulindwa Paul	kibaale District Civil society organisation Network
46	Kiboga	Robert Misigi	kiboga NGO Forum
47	Kiruhura	Atamba Apollo	Local Government
48	Kisoro	Rev Emmanuel Mfitumukiza	Kisoro District NGO Forum
49	Kitgum	Okot Moses	Kitgum District NGO Forum
50	Koboko	Bongo Patrick	Koboko Youth in Development (KOYID)
51	Kotido	Aporu Jean Mark	Uganda Joint Christian council
52	Kumi	Jennifer Amodat	Pentecostal Assemblies of God
53	Kyenjonjo	Kato John Nyakubiiha	Development Foundation for Rural Areas
54	Lira	Daniel Okello	Lira District NGO Forum
55	Luweero	Mutumba Charles	Kikyusa Development Foundation
56	Lyantonde	Ndyabahika Elias	Rakai Community Based AIDS Organization
57	Manafwa	Manghali Joel	Manafwa (ARDI)
58	Maracha	Esubo James	Arua Rural Community Development (ARCOD)
59	Masaka	Fausta Nnalugwa	Planning Unit(Masaka Local Government)
60	Masindi	Tumwesigye Walter	Masindi District Education Network
61	Mayuge	Mugoya Paul	CIDA
62	Mbale	Wanibwa Richard	Mbale NGO Forum
63	Mityana	Buwuule Emmanuel	Education Dep't, Kiyinda Mityana Diocese
64	Moroto	Rev. David Pedo	UJCC
65	Moyo	Vuziga William	Moyo District NGO Forum
66	Mpigi	Mayanja Jimmy	Mpigi NGO Forum
67	Mubende	Namatovu Mary	Children and wives of disabled soldiers
66	Mukono	Lubowa Frank	Madak integrated community health initiative
69	Nakapiripirit	Francis Lokiru	Building Communities Initiatives
70	Nakaseke	Rogers Musiza	Nakaseke District Local Government
71	Nakasongola	Kasibante Herbert	Nakasongola Local Government
72	Namutumba	Stephen Mubetera	Namutumba NGO Forum

DISTRICT COORDINATORS

73	Nebbi	Nam Eddy	Nebbi district NGO Forum
74	Pader	Odong George	Pader District NGO Network
75	Rakai	Bwetunge Gerald	Orphan Community Based organisation skills
76	Rukungiri	Tukamuhebwa Robert	Rukungiri Gender and Devt Assoc.
77	Sembabule	Juuko William	Lutheran World Federation- WF
78	Tororo	Silas Eilu	TOCINET
79	Wakiso	Kiranda Kizito Richard	Kiyita Family Alliance for Development
80	Yumbe	Aluma Swali	Needy kids-Uganda

REGIONAL COORDINATORS

1	Winnie Babirye
2	Paul Denya
3	Sseruyange Evelyn
4	Peter Iranya
5	Sendyose Godfrey
6	Atria Jackson
7	Amongin Joseline
8	Mugambwa Robert
9	Onyiru Sarah

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The first part of the document discusses the importance of maintaining accurate records of all transactions. It emphasizes that every entry, no matter how small, should be recorded to ensure the integrity of the financial data. This includes not only sales and purchases but also expenses and income. The text suggests that a consistent and thorough record-keeping system is essential for identifying trends and making informed decisions.

Next, the document addresses the issue of budgeting. It states that a well-defined budget is crucial for controlling costs and maximizing profit. By setting clear financial goals and allocating resources accordingly, businesses can avoid overspending and ensure that they are on track to meet their objectives. The text provides several tips for creating an effective budget, such as reviewing it regularly and adjusting it as needed.

The third section focuses on the importance of cash flow management. It explains that maintaining a healthy cash flow is vital for the long-term survival of a business. This involves monitoring the timing of payments and receipts, as well as ensuring that there is always enough cash on hand to cover operational needs. The document offers strategies for improving cash flow, such as offering discounts for early payments and negotiating better terms with suppliers.

Finally, the document discusses the role of financial reporting. It highlights that regular reporting is necessary to provide a clear picture of the company's financial performance to stakeholders. This includes preparing financial statements such as the balance sheet, income statement, and cash flow statement. The text also mentions the importance of seeking professional advice from accountants or financial advisors to ensure that all reporting is done correctly and in compliance with relevant regulations.

