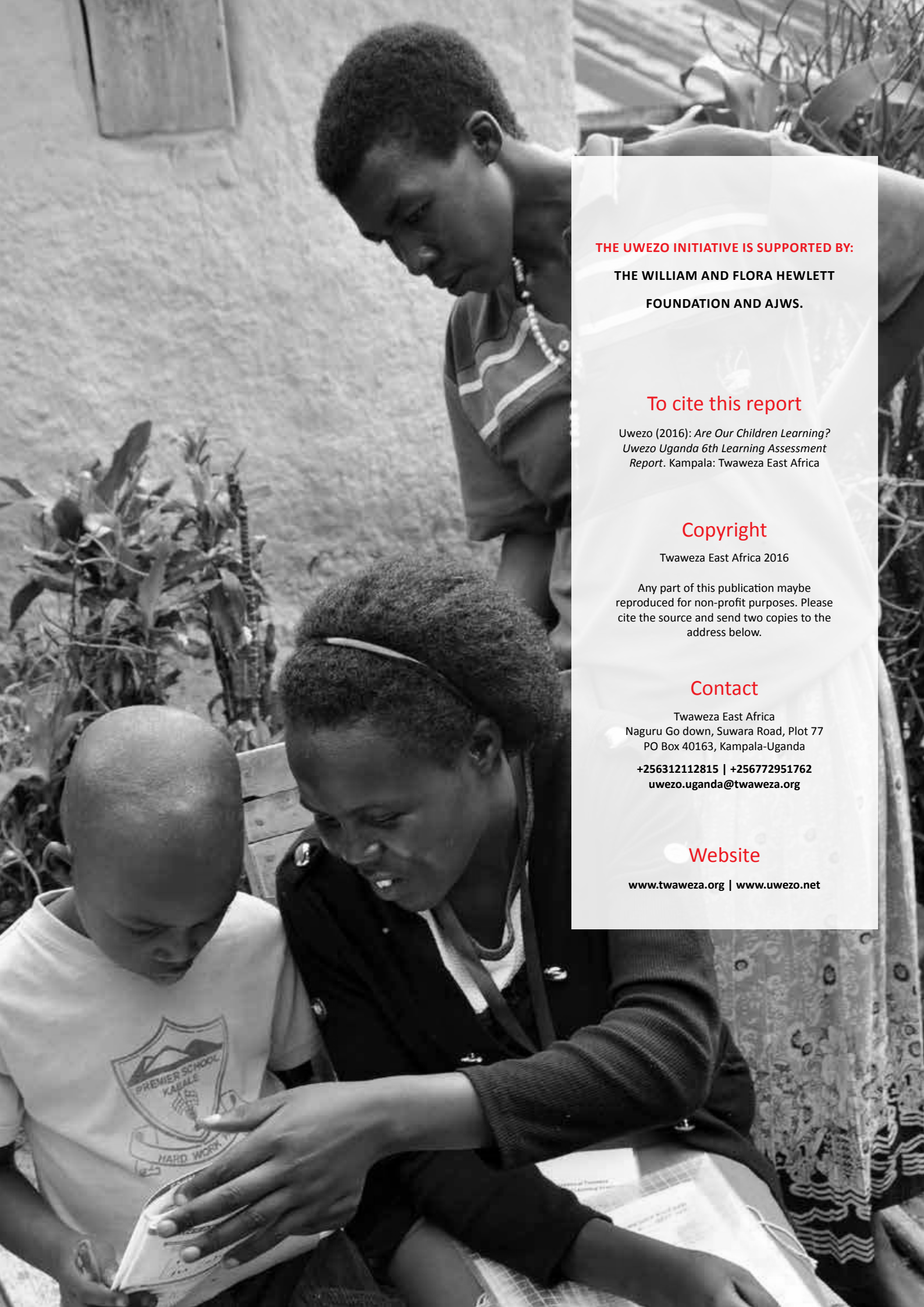


ARE OUR CHILDREN LEARNING?

Uwezo Uganda Sixth Learning Assessment Report 2016





THE UWEZO INITIATIVE IS SUPPORTED BY:

**THE WILLIAM AND FLORA HEWLETT
FOUNDATION AND AJWS.**

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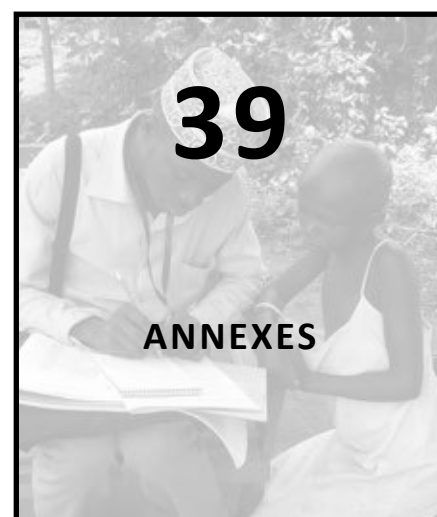
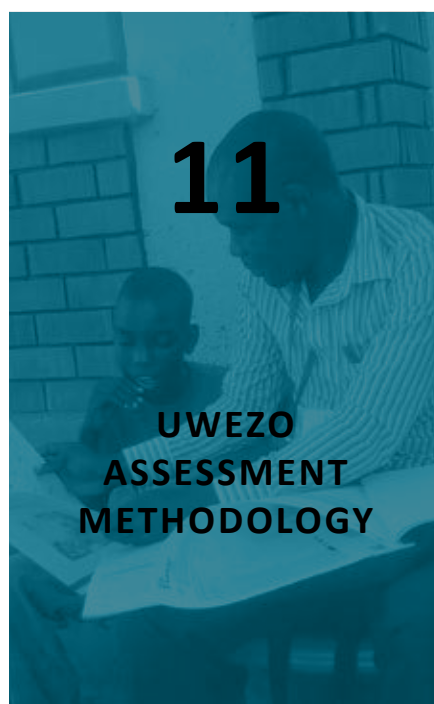
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ABBREVIATIONS

ASER	Annual Status of Education Report
ERIC	Educational Research and Information Centre
GPE	Global Partnership for Education
IIEP	International Institute of Educational Planning
LARA	Learning and Retention Activity
MoES	Ministry of Education and Sports
MoESTS	Ministry of Education, Science, Technology and Sports
MoPS	Ministry of Public Service
NCDC	National Curriculum Development Centre
PAL	People's Action for Learning
P3-7	Primary Grades 3 to 7
SACMEQ	Southern and Eastern Africa Consortium for Monitoring Educational Quality
SHRP	School Health and Reading Programme
UBOS	Uganda Bureau of Statistics
USAID	United States Agency for International Development
UTSEP	Uganda Teacher and School Effectiveness Programme

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We thank Uwezo Uganda research and communications team including Faridah Nassereka, Ismail Sentamu, David Mugurusi, Judith Tumusiime and Judith Nakayima, that oversaw the 2015 training and data collection process. We appreciate Amos Kaburu for the test quality supervision, Walter Kwena for coordinating data management, Jane Yoyeta Magoola for the statistical support and James Ciera for overseeing the data entry process, preparing the first set of tables and providing overall data quality oversight. Research World International supported the data entry process.

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We are deeply indebted to the 6585 Uwezo volunteers and 336 Village Coordinators who visited 42,058 households and assessed 99,617 children in 3,347 villages to get a true picture on learning. We thank the head teachers of the 3,347 primary schools and Local Council leaders of the villages we visited for granting us entry into their communities. Thanks to the heads of the households that we visited for welcoming us into their homes and allowing us to assess their children. Their hospitality and warmth made our work a great joy!

The Heads and District Coordinators of the 112 Uwezo District Partner organisations worked tirelessly to recruit volunteers, attend trainings, and coordinate the assessment and communication activities. A team of

3 East African Trainers, 3 National Trainers, 20 Regional Coordinators and 56 Research Associates coordinated the training of volunteers and supported the secretariat in monitoring the assessment process.

We wish to recognize the tremendous contribution made by our test development panellists and curriculum experts. These have over the years ensured that our literacy and numeracy tests are at the right level and of good quality.

Our National Advisory Committee members including Professor Albert James Lutalo-Bosa, Mr James Tweheyo, Dr Daniel Nkaada, Mr James Muwonge, Mr Patrick Kaboyo, Dr Ronald Bisaso, Dr Sarah N. Ssewanyana, Associate Professor Joyce Ayikoru Asiimwe and Ms Grace Kanyiginya Baguma guided us selflessly through the 2015 assessment cycle. Their generosity in sharing expertise and keeping us grounded is highly appreciated.

We are grateful for the support we received from the leadership of Ministry of Education and Sports (MoES). In a special way we thank the former Permanent Secretary Dr Rose Nassali Lukwago, the former Director of Basic and Secondary Education Dr Yusuf K. Nsubuga, and the official ministry representative to the Uwezo Advisory Committee Dr Daniel Nkaada (Commissioner for Basic Education) for their unwavering support.

Pulling off the Uwezo national learning assessment is a major undertaking which requires collective effort. To everyone who contributed in one way or another to concluding the 2015 learning assessment cycle and report, accept our heartfelt gratitude. Twaweza and Uwezo take full responsibility for the content of this report.

Dr Mary Goretti Nakabugo, Twaweza Country Lead and Manager, Uwezo

FOREWORD

In May 2015, the world met in Incheon and resolved that, by 2030, we shall achieve inclusive and equitable quality education and lifelong learning for all. A year later, the Global Education Monitoring Report of 2016 makes the sobering claim that the world is 50 years behind in meeting its global education commitments. So what do we make of the Incheon ambition? Is it looking to reach goals in 2030 that ought to have been achieved by 1980? Are we playing catch-up or making real progress?

Timing notwithstanding, Uwezo assessments across Kenya, Tanzania and Uganda have highlighted the learning crisis since 2010. The key observation has been that budgets and other inputs to learning have been increasing steadily, but learning outcomes have remained essentially stagnant. In this sixth Uwezo report, we pose the question yet again, Are our children learning? This is in no way meant to demean, discredit or ignore what our governments are doing to improve learning and bridge inequality. Our aim is to argue, again, for a holistic approach to education that makes learning the barometer of success in the education sector and that helps to ensure that East African countries achieve the Sustainable Development Goals.

In November 2016, the Technical Cooperation Group (TCG) for SDG 4 approved a set of 43 thematic indicators that should be monitored into 2030. The indicator that took pole-position (4.1.1) is that reading and numeracy shall be measured at the following three milestones: the end of lower primary; the end of primary education cycle, and [the end of] lower secondary. This report uses the Uwezo assessment data collected in October 2015, to present evidence on the outcomes of reading and numeracy at lower primary (based on Grade 2). It reports on the basic competence of children at Grade 3 (end of lower primary) and the extent to which they have achieved the basics at Grade 2 level.

The Uwezo assessment is household-based. This is inclusive in that data presented in the report incorporate all children, including those not attending school. In addition, Uwezo makes the link between learning outcomes and other upstream indicators, especially those touching on pre-school attendance and teacher presence.

The evidence is rich, but unpleasant. Learning outcomes are low and extremely inequitably distributed across geographic areas, socio-economic strata and types of schools. A significant proportion of children in Grade 3 cannot read a single word or correctly identify numbers.

We hope that the evidence and insights contained in this report will focus public debate on the learning crisis, and guide policy decisions towards deliberate efforts to address it.

John Mugo
Director of Data & Voice
Twaweza East Africa

Aidan Eyakuze
Executive Director
Twaweza East Africa

5

Key findings about children's learning in Uganda

FACT 1

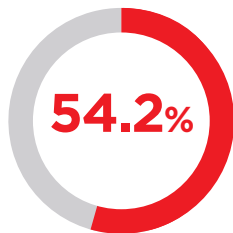
Learning outcomes are consistently low nationally

Pupils who could do Primary 2 level work:



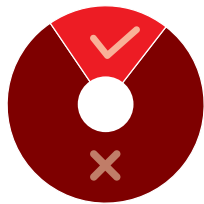
P3-P7 pupils: 3 out of 10 pupils could read an English story and do division

Just over half of the children



have received competence in local language at P2 level by the time they are in P6.

P3
2 out of 10 could read and understand an English story



3 out of 10 could do division



P7
2 out of 10 could not read and understand an English story



2 out of 10 could not do division

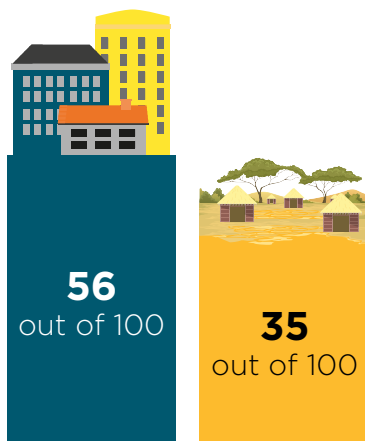


FACT 2

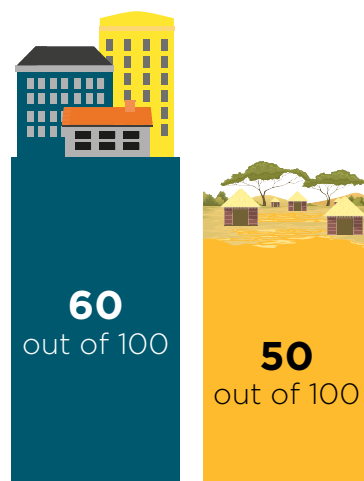
Literacy and numeracy competencies are consistently better for urban pupils

P3-P7 pupils who could do P2 level work

Read and understand an English story:



Do division:

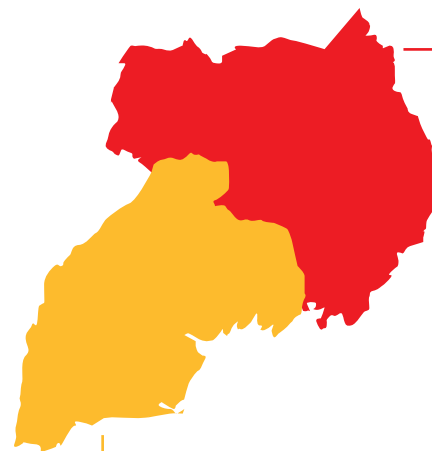


Urban areas Rural areas Urban areas Rural areas

FACT 3

There are stark variations in learning outcomes across regions

P3-P7 pupils who could read a P2 level English story and do P2 division



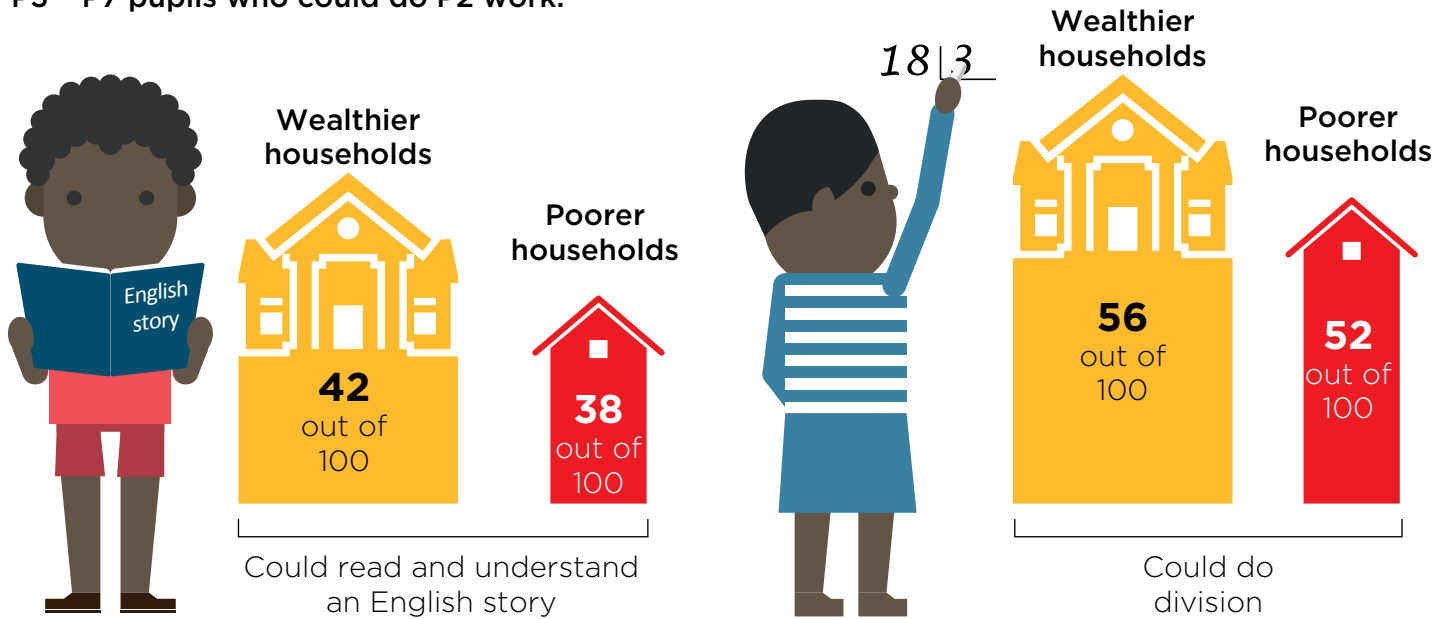
Bottom 20 districts were all in northern and eastern regions

Top 20 districts were all in western and central regions

FACT 4

There are slight differences in learning outcomes between children from high and low socio-economic status households

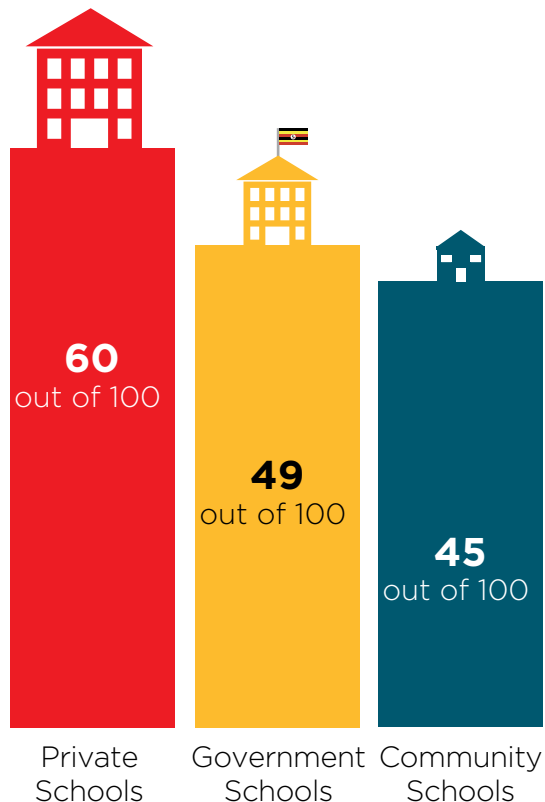
P3 - P7 pupils who could do P2 work:



FACT 5

There are major differences in learning outcomes between children receiving private education / privately paid remedial and those who do not

P3 - P7 pupils who could read and understand a P2 English story and P2 division:

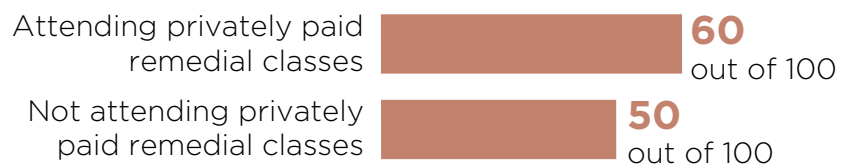


P3-P7 pupils who could do P2 work

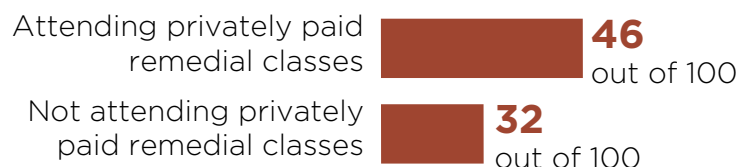
Read and understand an English story



Do division



Read and understand a local language story



5

Key findings about pre- and primary education in Uganda



FACT 1

Pupils with pre-primary education were more likely to be able to read a P2 level story

Children aged 3-5 attending pre-primary education

23%

2011

27%

2015

P3-P7 pupils who can read a P2 level story

47%

Attended pre-primary

32%

Not attended pre-primary

FACT 2

Non-participation, late entry and delayed progression are still challenges in primary education in Uganda

Pupils aged 6 to 12 aged



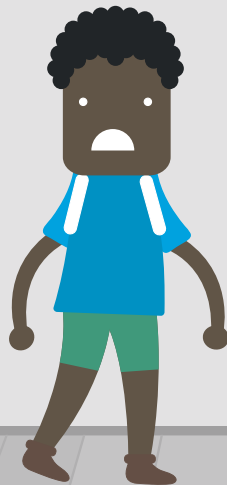
are out of school



Primary education should begin at age 6



P1



3 out of 10 pupils were aged 8



P3



3 out of 10 pupils were aged 11



P3-P6 pupils repetition

12%-14%



(despite automatic promotion policy)

P2-P7 pupils repetition:

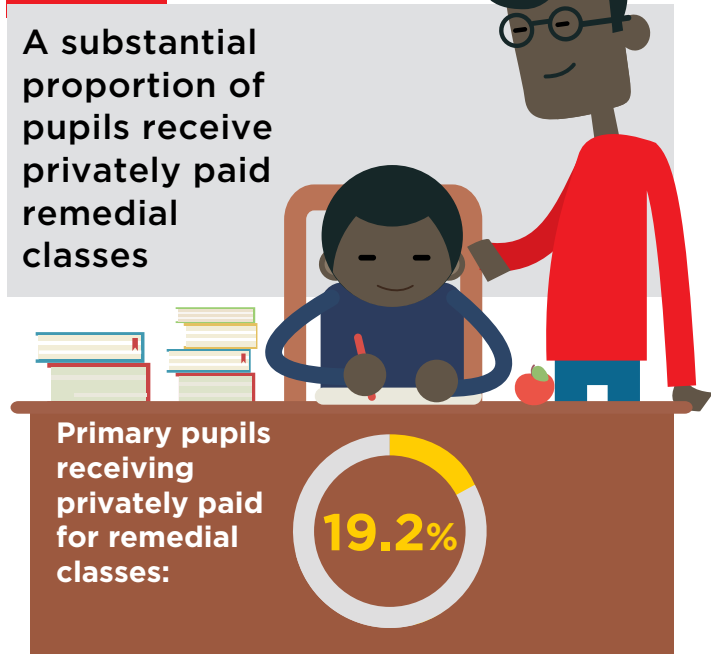
14.4%

Children with disabilities

11.8%

Other children

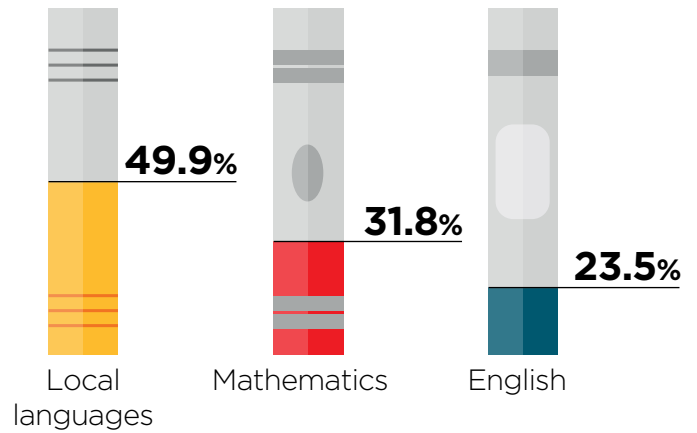
FACT 3



FACT 4

Absence of textbooks is a major challenge.

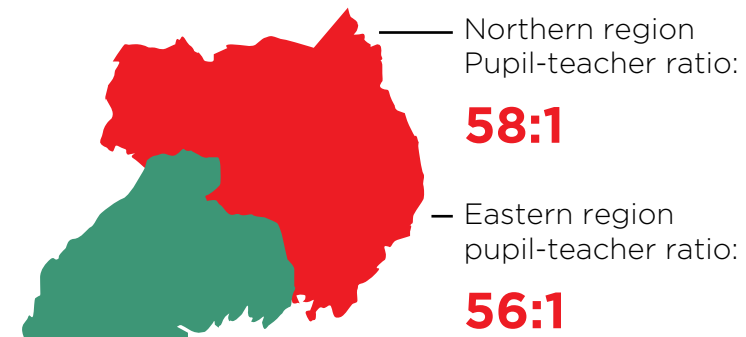
P2 classrooms with no text books or just one copy for the teacher



FACT 5

Though not extreme, there are still challenges to meeting acceptable standards of important indicators of teaching staff quality such as pupil-teacher ratio, proportion of trained teachers and teacher presence

Pupil-teacher ratio is **46:1**



Teacher presence

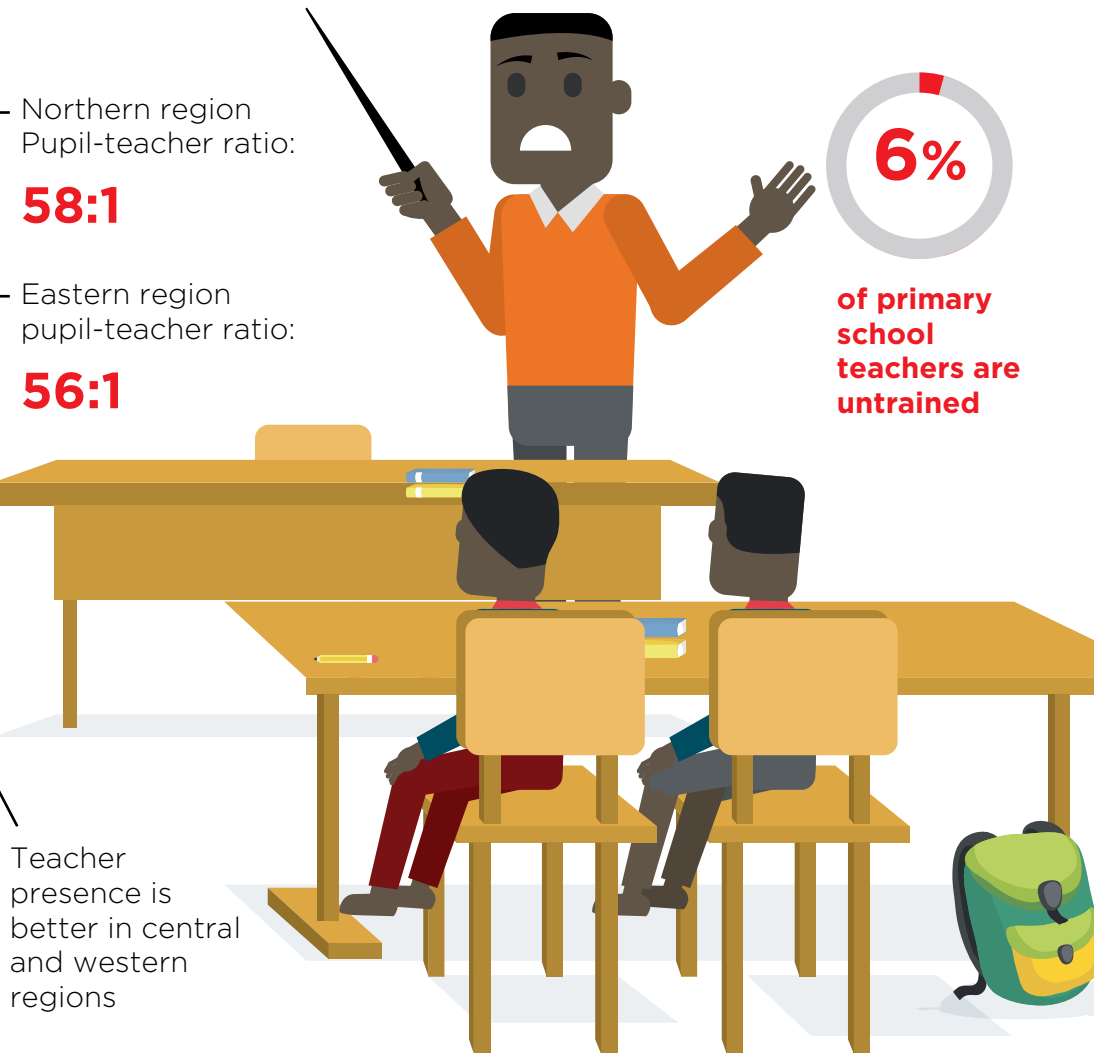


2014



2015

Teacher presence in private schools





INTRODUCTION

UWEZO LEARNING ASSESSMENTS

This report presents findings from Uwezo's sixth household-based survey and assessment of children's learning in Uganda that was conducted between September and October 2015. Uwezo (Swahili word meaning 'capability') is the assessment arm of Twaweza East Africa, a regional organisation that works on enabling children to learn, citizens to exercise agency and governments to be more open and responsive in Uganda, Kenya and Tanzania. Twaweza pursues the three ideals of children learning, active citizens and responsive authorities through the generation, analysis and communication of data, ideas and stories. In Uganda, the inaugural Uwezo assessment was conducted in 2010, and the first report launched in 2011. Today in its seventh year, the Uwezo assessment is part of the People's Action for Learning (PAL) network, which links (so far) thirteen countries in three continents to measure the basic literacy and numeracy competencies of children, at the household.

In conducting the Uwezo assessment, Twaweza engages civil society directly in the assessment process and depends on a large team of citizen volunteers for its data collection. Twaweza is currently working on strengthening its volunteer outreach capacity in Uganda, to facilitate public agency in which citizens and local leaders use Uwezo learning assessment data as a trigger for dialogue and actions to improving learning outcomes.

THE SIXTH UWEZO ASSESSMENT

The sixth Uwezo report provides the usual annual monitoring of children's literacy and numeracy competencies, with some emphasis on the roles of household and local community environments in supporting their education. It gives attention to the links between children's learning and the social and physical environment in which they live. The objectives of the report can be summarised as follows:

1. To provide continued monitoring of young children's progress in basic literacy and numeracy.
2. To illustrate the extent of inequalities among children in their levels of literacy and numeracy, relating to their locations and local communities, schooling experience, households and individual characteristics.
3. To help identify institutional factors and physical circumstances that may account for these inequalities of outcomes.



UWEZO ASSESSMENT METHODOLOGY

Children aged 6-16 were assessed in the household setting and other data were obtained through related surveys of the households, their local communities and selected local schools where majority of the children in the community were enrolled. Household characteristics were recorded by interviewing the heads or representatives of the households where assessments were conducted. Basic indicators on the local communities (Enumeration Areas) were obtained through interviews with local council leaders. School indicators were obtained from school heads and by direct observation. Overall, 3,347 Enumeration Areas, 3,347 schools and 51,835 households were visited.

SAMPLING

The recently concluded Uganda population and housing census of 2014 was used as the sampling frame. In the census frame Uganda is divided into four regions and 112 districts. Each district is divided into sub-counties which are further divided into parishes. For statistical purposes, the parishes are subdivided into EAs. The census has information on the number of households in each EA as well as cartographic maps of the area.

The sample for the sixth Uwezo assessment allows for estimates of learning indicators (literacy and numeracy competence) among children aged 6-16 years at national, regional and district levels. A representative sample of 3,360 Enumeration Areas (EAs) was drawn and 67,200 households targeted for the survey. The district served as the stratum, and all 112 districts were included in the sample.

A two stage cluster sampling design was adopted in the assessment within the 112 districts, with households as the elements and EAs as the clusters. In the first stage, 30 EAs were selected per district using the probability proportional to size (PPS) methodology. Thus, EAs with larger numbers of households had a greater chance of being selected. The second and ultimate stage was the simple random selection of 20 households from each of the selected 30 EAs in each district. This provides a sample of households that is self-weighting up to the district level. Within the selected households, however, all available children in the age range 6-16 were assessed and relevant information both on the children and on their households was obtained.

Due to the lack of reliable updated listings of all households within the EAs, Uwezo partners, with the support of local council leadership, visited and listed all the households in selected EAs physically, and then sampled them.



The 2015 Uwezo Uganda survey recorded data on 164,129 children up to the age of 16. The assessments were limited, as in previous years, to children aged 6-16 who regularly resided in the selected households. 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 and were aged 6-16 were assessed in basic literacy (English and local language) and numeracy. English literacy (reading) assessments were obtained for 94,248 children and numeracy assessments for 94,747 children¹. Assessments in local language literacy, however, were conducted in 58 districts, were limited to seven languages² and were obtained for 47,495 children only (see Annex I for the list of districts in which literacy in local language was assessed).

As mentioned, one primary school per EA was selected for a survey of school resources. The school selected was the one attended by the largest proportion of children residing in the EA, whatever its type of ownership (government, private or community) and irrespective of whether it was located within or outside the EA. The selection of the school was done with the help of local council leaders.

THE SURVEY INSTRUMENT AND LITERACY AND NUMERACY TESTS

Data were collected at enumeration area, school and household levels using a structured survey tool (www.uwezo.net) Each child aged 6-16 in each of the sampled households was assessed on basic English literacy and numeracy, and children in 58 districts were also assessed in literacy in one of seven local languages.

The four tests sets used in the assessment were the product of a carefully designed process of test development resulting into four samples of tests with the same level of difficulty for each subject. Test developers 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, which were extensively pre-tested (three times) in both rural and urban areas. A full district pilot study was also conducted within a mock assessment process to refine the survey items and provide training for the volunteer trainers. (Examples of the tests are included in Annex II)

¹The difference in number of children assessed in math and English resulted from volunteers who in some instances assessed only one of the two subjects instead of both.

²Ateso, Luganda, Lusoga, Runyoro-Rutooro, Runyankore-Rukiga, Leb-Acoli and Leb-lango



ANALYSIS AND PRESENTATION OF FINDINGS

The analysis and presentation of findings is divided into four parts:

Part I uses the general sample of children to show how schooling status – non-attendance, pre-primary enrolment and enrolment in the various primary grades – is distributed for each one-year age group. This distribution provides some useful insights about participation in education in Uganda and lays the context for understanding findings related to learning outcomes. In Part II of the analysis, findings on learning outcomes in literacy and numeracy are presented. In Part III inequalities in learning outcomes and related factors are analysed. Further analysis is presented on the characteristics of schools that form part of the context for children’s learning (Part IV).

PART I: OVERVIEW OF PARTICIPATION IN PRE-PRIMARY AND PRIMARY EDUCATION

A. SCHOOLING STATUS BY AGE

Table 1 shows the distribution of schooling status by age in the sample, for children between the ages of 3 and 12 (unweighted percentages). Children below the age of 3 are not included, as very few of them attend child care centres with an educational function. Children above the age of 12 are not included, as some children, who were attending secondary boarding schools and therefore not present in the household, were not assessed or recorded in the survey.

The percentages in the table show the proportions of each one-year age group that were not enrolled, in pre-primary education and in each grade from P1 to S1.

TABLE 1: SCHOOLING STATUS BY AGE IN THE 2015 SAMPLE* (PERCENTAGES OF THE AGE GROUP)

AGE	NOT ENROLLED	PRE-PRIMARY	P1	P2	P3	P4	P5	P6	P7	S1	TOTAL
3	88	12	-	-	-	-	-	-	-	-	100
4	71	29	-	-	-	-	-	-	-	-	100
5	57	39	3	-	-	-	-	-	-	-	100
6	36	11	43	8	2	-	-	-	-	-	100
7	20	5	45	24	5	4	1	-	-	-	100
8	14	2	31	34	15	4	1	-	-	-	100
9	10	1	18	32	26	10	2	-	-	-	100
10	9	2	9	22	30	21	7	2	-	-	100
11	7	0	4	13	25	29	15	5	1	-	100
12	8	0	2	7	19	29	22	11	3	-	100

* Number of cases in the table = 112,417

The rate at which children should progress through school

The sub-sections which follow discuss various matters to which Table 1 is relevant.



B. CURRENT AND PAST PRE-PRIMARY ENROLMENT

Table 1 has provided some evidence about current participation in pre-primary education, the importance of which was emphasised in the Fifth Uwezo Report on Uganda which was launched in June 2016. It is encouraging that 39% of those aged 5 are attending some kind of early childhood development (ECD) centre or class. The proportion for children aged 3-5 in combination was 27%, indicating some growth of the sub-sector since 2011, when the net attendance ratio was estimated at 23.4% (UBOS 2012).

The present survey also obtained the number of years for which the children who were assessed had received pre-primary education, as reported by their parents. Table 2 summarises the findings for those in the sample who are currently in primary education.

TABLE 2: PRIMARY PUPILS IN THE 2015 SAMPLE BY REPORTED YEARS OF PRE-PRIMARY EDUCATION RECEIVED

LENGTH OF PRE-PRIMARY EDUCATION:	NONE	1 YEAR	2 YEARS	3 YEARS	4 YEARS	TOTAL
COUNT	36196	10210	12624	15966	1091	76087
PERCENTAGE	47.6	13.4	16.6	21.0	1.4	100.0

The table shows that a majority of children were reported to have received some pre-primary education, but that a much smaller proportion received the expected two years of pre-primary education. This pattern was fairly consistent through the primary grades.

C. EVIDENCE OF DELAYED PROGRESSION IN PRIMARY EDUCATION

The fifth Uwezo Report gave much attention to the problems of late entry and delayed progression in primary schools and Table 1 provides further evidence on these. Primary education should begin at the age of 6, but Table 1 shows P1 to be the median grade for age 7 as well as age 6 and P2 to be the median grade for age 9 as well as age 8. Late entry, grade repetition and dropout all play a part in this situation.

A new feature of the sixth Uwezo survey is some evidence about the extent of repetition. By relating the child's report of his or her grade in 2014 to the parent's report of his or her grade in 2015, we obtained plausible frequencies of promotion and repeating for children in grades P2 to P7³. The percentages based on these frequencies are shown in Table 3: however, small percentages of the responses were invalid as shown.

³In order to measure the extent of grade repetition, for every child assessed we asked the parent/guardian to state the child's current grade (in 2015) and at the same time we interviewed each assessed child on the class in which they were in the previous year (2014) and compared the responses.



TABLE 3: PROMOTED AND REPEATING PUPILS IN THE SAMPLE ATTENDING P2-7 (PERCENTAGES)

GRADE:	P2	P3	P4	P5	P6	P7
PROMOTED	87.9	85.5	83.3	83.6	86.3	90.5
REPEATING	9.4	11.9	14.2	14.2	12.1	7.8
INVALID RESPONSES	2.6	2.7	2.5	2.2	1.6	1.7
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0

The high levels of class repetition indicated in P3-P6 are of particular concern. From the SACMEQ III studies of the literacy and numeracy of P6 pupils in 2007, the shocking finding emerged, for Uganda and four other countries, that more than half of P6 pupils had repeated a grade at least once (Hungu 2011b, 6).

We do not suggest that class repetition is never necessary: children sometimes miss part of a school year because of illness or other emergencies. But research indicates that schools are greatly over-using repetition as a response to low achievement (Brophy 2006; Hungu and Thuku 2010). Uganda's Ministry of Education and Sports (MoESTS) has a goal of reducing the use of repetition.

D. NON-PARTICIPATION

Table 1 also shows that there is a small but significant proportion of children out of school. Even at the ages of highest participation in education, the proportion is 7% or more in the sample. In order to identify this group more clearly, the survey sought to establish whether a child had dropped out or never attended school. Of 11,269 children aged between 6 and 12 who were out of school, 7,990 (70.9%) were reported never to have attended and 1,411 (12.5%) were reported to have dropped out. There are no data for the remaining 1,868 (16.6%). In the future, we will try to explore data collection for these out-of-school children to ascertain what proportions attend non-formal programs that may impact their literacy and numeracy skills.

An important question is how far disabilities impede children's access to the early stages of education. Table 4 compares enrolment rates among children (aged 4 to 7) with and without disabilities.

The table indicates that children with disabilities are somewhat less likely than others to receive pre-primary education and to start primary education at the correct age. The differences are consistent, although not extreme. The implications are that some progress has been made, but more effort is needed to enrol and provide for children with disabilities at pre-primary and primary levels.

In cases of vision impairment or poor visual acuity, early intervention can make a great difference to children's prospects. In this survey, 2.0% of the sample of all children assessed reported uncorrected problems with both eyes, while 1.1% reported a problem with one eye. Schools can assist in the recognition of cases where children need diagnosis of their sight problems.

TABLE 4: SCHOOLING STATUSES OF CHILDREN IN THE SAMPLE AGED 4-7 WITH AND WITHOUT A DISABILITY (PERCENTAGES)

AGE	DISABILITY (YES/NO)	NOT ENROLLED	PRE-PRIMARY	P1-4	TOTAL	n*
4	Yes	74.9	25.1	0.0	100.0	610
	No	70.1	29.9	0.0	100.0	12500
5	Yes	62.1	34.5	3.4	100.0	730
	No	56.4	40.0	3.6	100.0	12657
6	Yes	42.4	8.9	48.7	100.0	686
	No	35.4	10.7	53.8	100.0	11134
7	Yes	24.4	5.6	69.6	100.0	713
	No	19.7	4.9	75.2	100.0	10419

* n = Number of cases

PART II: THE LEVELS OF LITERACY AND NUMERACY OF CHILDREN IN P3-7, BY GRADE

The main focus of analysis in this section is on the children who were assessed and were attending Primary 3 to 7 (P3-7). This is because the highest levels of literacy and numeracy that were assessed correspond to educational targets for Primary 2 (P2). The numbers of children in the sample that were assessed and attending P3-7 are shown in Table 5.

TABLE 5: CHILDREN ASSESSED AND ATTENDING P3-7

SKILL ASSESSED	CHILDREN IN SAMPLE	NO. OF DISTRICTS INCLUDED
READING IN ENGLISH	45,999	112
READING IN A LOCAL LANGUAGE	24,132	58
SIMPLE ARITHMETIC	45,990	112

The assumption is that, in an effective educational system, nearly all these children would be able to successfully perform all the reading and numerical tasks assessed.

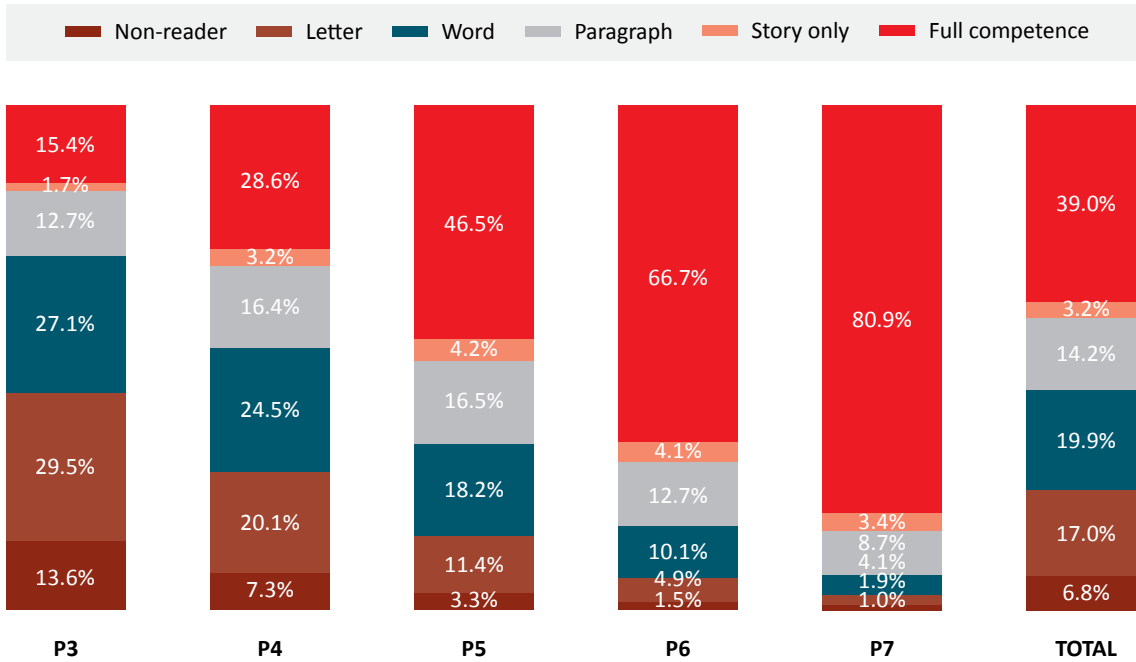
A. THE LEVELS OF READING IN ENGLISH

Through the reading assessment, children were placed on one of five levels, ranging from 'non-reader' to ability to read a short story. In addition, those who successfully read the story were asked two comprehension questions based on the content. If the child answered at least one of these questions correctly, he or she is considered to have achieved full competence in English literacy at the P2 level. Previous Uwezo Uganda Assessments have used the same approach to measurement.

In Figure 1 we present national estimates (weighted) of the proportions of children who had reached each level of reading, in each of the grades, P3 to P7. For these and subsequent national estimates, the sample data are weighted by the method described in Annex 3.

The general implication of the figure is that children enrolled in primary schools are developing the intended reading skills relatively late. It is only by P5 that about half can read and understand a short P2 level story in English. Encouragingly, of those who had reached full competence, the majority (84%) answered both comprehension questions correctly – meaning that they read with understanding.

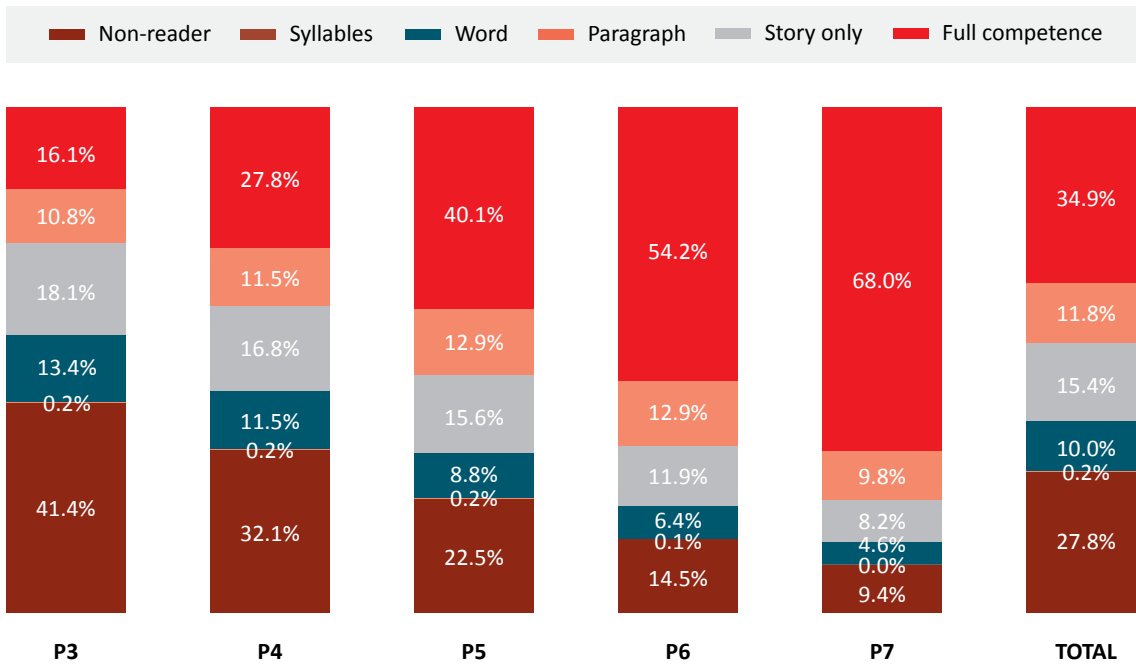
FIGURE 1: LEVELS OF READING IN ENGLISH, BY GRADE (PERCENTAGES)



B. THE LEVELS OF READING IN A LOCAL LANGUAGE

Figure 2 shows equivalent national findings from the assessment of reading in a local language, conducted in 58 districts. Local-language literacy at P2 level is defined, in the same way as for English, as the ability to read the story and to answer at least one of the comprehension questions correctly. For local language reading, the ‘syllables’ level replaces ‘letter’.

FIGURE 2: LEVELS OF READING IN THE LOCAL LANGUAGE, BY GRADE (PERCENTAGES)



The figure shows that reading achievement in local languages has a generally bimodal distribution, with some mastering the skill relatively early and a significant minority not mastering it at all. About half of the children have achieved competence



at P2 level by the time they reach P6. This delay occurs even though all assessed children are assumed to have gone through the thematic curriculum that was rolled out nationally between 2007 and 2009. This curriculum requires teaching around themes that are familiar to the learners and using predominant local language as the medium of instruction, while teaching English as a subject right from P1.

C. THE LEVELS OF NUMERACY

Children were assessed on number recognition and in the four basic arithmetic operations, as illustrated in Annex II. The tasks were given in the assumed order of difficulty and those unable to perform a task were placed at the previous level in the sequence and not assessed further. Therefore, those who were assessed on 'division' had already performed the addition, subtraction and multiplication tasks successfully. Successful performance of division was treated as the indicator of full numeracy competence at P2 level. The addition and subtraction tasks did not involve carrying or 'borrowing' and the tasks in general correspond to the 'pre-numeracy' and 'emergent numeracy' levels identified in the SACMEQ studies.

Figure 3 shows the national estimates of the proportions of children who reached each level in the assessment, by grade. The general implication is that children develop these basic skills late: it is only by P5 that most perform the P2 division tasks successfully. As with literacy, the late acquisition of these basic skills reduces the benefits that many children can gain from other aspects of the primary curriculum.

In addition to the main assessment of numeracy, children were given two simple arithmetic tasks, the first involving addition and the second subtraction, set in a familiar social context. These are described in the assessment design as 'ethno-maths' questions. Table 6 provides national estimates of the proportions of children in P3-7 who were able to perform these tasks successfully, by grade.

The performance on the addition task is very similar to the result from the main assessment of numeracy: Figure 3 shows that about 86% of pupils in P3-7 are at addition level or above, whereas, from Table 6, 88% are successful in Ethno-maths Task 1 which involved addition. For subtraction, however, the ethno-maths task gives a better performance. On the main assessment, 75.0% of P3-7 pupils are at subtraction level or above, whereas 85.5% are successful in Ethno-maths Task 2.

Overall, between 10% and 15% had a problem with these ethno-maths questions, but this proportion falls to below 5% in P7. A particular challenge for schools is to identify and assist these extreme cases of late numeracy development.

FIGURE 3: LEVELS OF NUMERACY BY GRADE (PERCENTAGES)

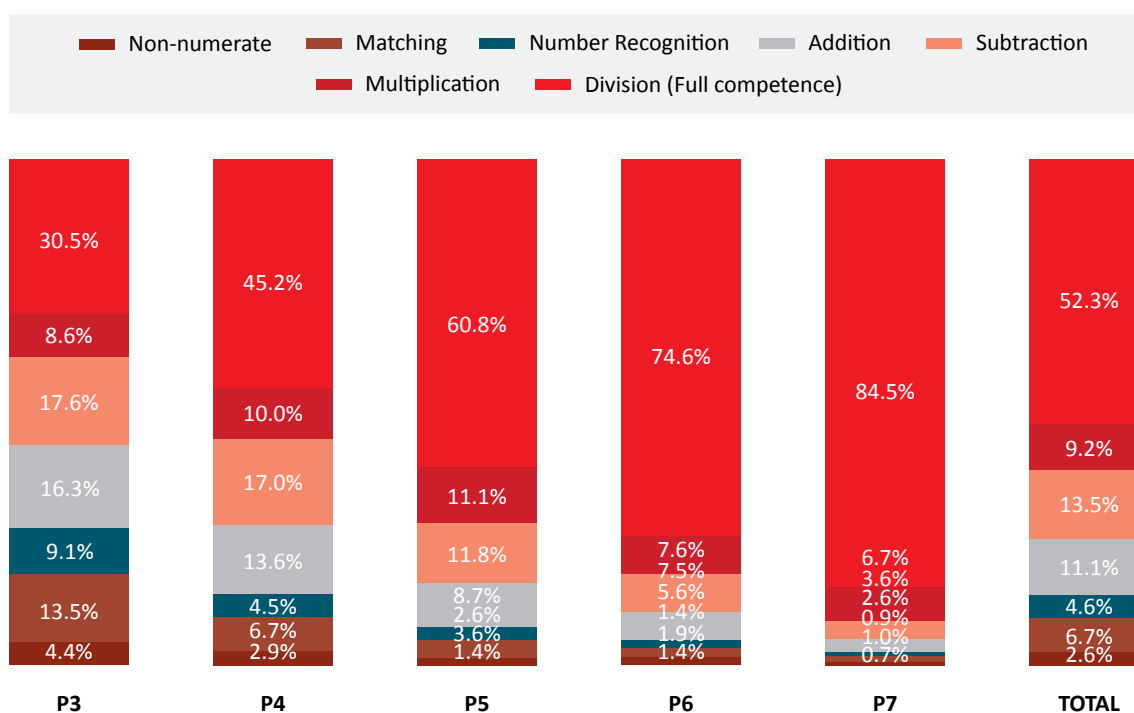


TABLE 6: PERFORMANCE OF ETHNO-MATHS TASKS, BY GRADE (PERCENTAGES)

GRADE	ETHNO-MATHS TASK 1 (ADDITION)			ETHNO-MATHS TASK 2 (SUBTRACTION)		
	SUCCESSFUL	UNSUCCESSFUL	TOTAL	SUCCESSFUL	UNSUCCESSFUL	TOTAL
P3	78.9	21.1	100.0	75.6	24.4	100.0
P4	87.0	13.0	100.0	83.8	16.2	100.0
P5	92.5	7.5	100.0	90.7	9.3	100.0
P6	94.6	5.4	100.0	93.1	6.9	100.0
P7	97.0	3.0	100.0	95.8	4.2	100.0
TOTAL	88.0	12.0	100.0	85.5	14.5	100.0

n = 45,990

PART III. INEQUALITIES OF LEARNING OUTCOMES AND RELATED FACTORS

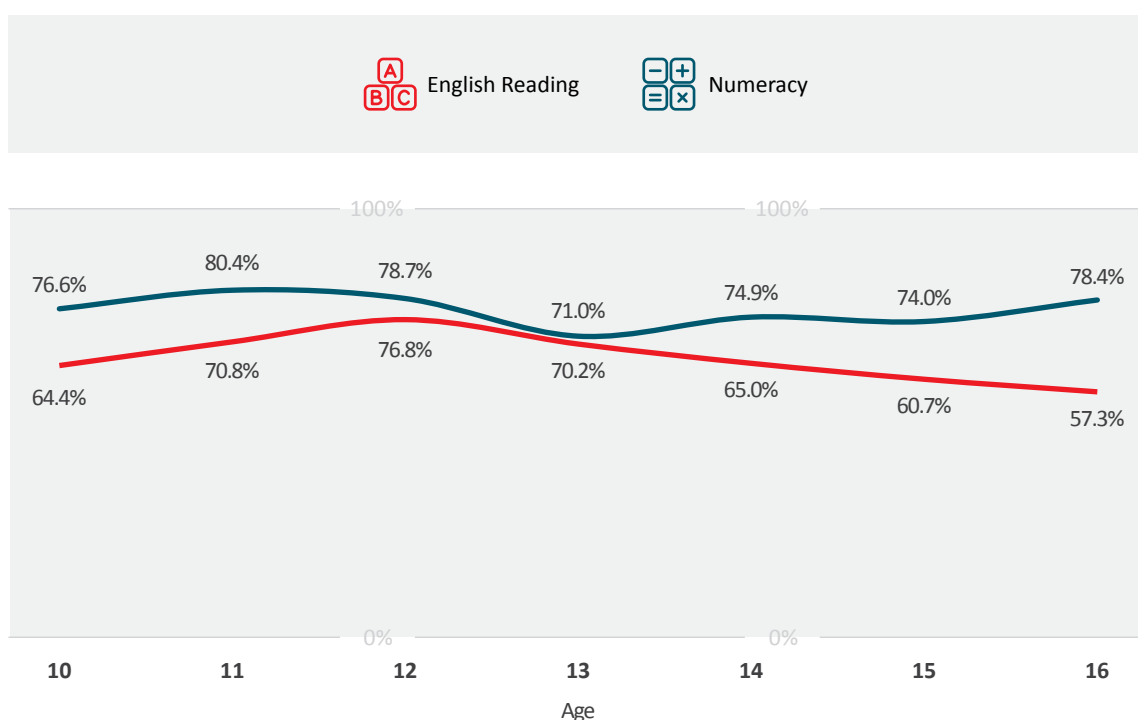
In this section of the report we illustrate the extent of inequalities among children in P3-7 in their levels of literacy and numeracy, according to various factors ranging from the individual to the locational. We focus particularly on the proportions of children who achieve competence according to the criteria used. In considering many possible influences on learning outcomes, we follow a clear sequence of (a) individual, (b) household, (c) educational and (d) locational factors. It is recognised, however, that in certain areas (e.g. the provision of learning materials) schools and households have joint responsibilities.

A. INDIVIDUAL FACTORS

The survey obtained data on children’s age in whole years, their sex and whether they were considered to have a disability. Girls are estimated to have been 51.1% of the P3-7 population, while those with a disability are estimated to have been 6.2%.

In the case of age, we expect that, in spite of its maturation effects, the older children in a given grade tend to perform less well than the average, being more likely to have started school late or to have repeated a grade at some stage. In Figure 4 we take P6 as an example and show the estimated percentages (weighted) of children who have achieved competence in English reading and in numeracy, by age within the grade. The findings show the effects both of maturation and of delayed progression, in that the age-appropriate pupils (11-12 years) are the most successful in both subjects. However, the effect of delayed progression seems less in the case of numeracy.

FIGURE 4: ENGLISH READING AND NUMERACY COMPETENCE BY AGE, WITHIN P6 (PERCENTAGES COMPETENT)



The effects of gender on literacy and numeracy outcomes are not expected to be large at the primary level, although gender stereotyping is thought to have adversely affected girls’ numeracy in the past, as suggested by some of the SACMEQ findings (Hungu 2011a). Figure 5 provides a comparison of the estimated proportions (weighted) of boys and girls achieving competence in English and local language literacy and in numeracy. It shows the proportion of girls with English and local language reading competence to be slightly higher than boys (a difference which is consistent through P3-P6). It is encouraging that the data do not show any notable gender-related difference in numeracy at the national level, even though the general level of numeracy remains very low.

Figure 6 provides a similar overview of the relationship between rates of competence and disability. The rates in literacy are lower for pupils with a disability than for other pupils and the difference is largest in the case of local language reading.’ There is no difference in numeracy rates (both are at 52%).

Although all types of disability are in principle included in the data for Figure 6, in practice some children with disabilities are out of school and some with severe

disabilities could not be assessed for technical reasons. In addition, parents are more likely to have recognised and reported physical disabilities than mental or behavioural ones. Thus the real differences in rates of competence are likely to be larger than those shown.

FIGURE 5: LITERACY AND NUMERACY COMPETENCE OF P3-7 PUPILS BY GENDER (PERCENTAGES COMPETENT)

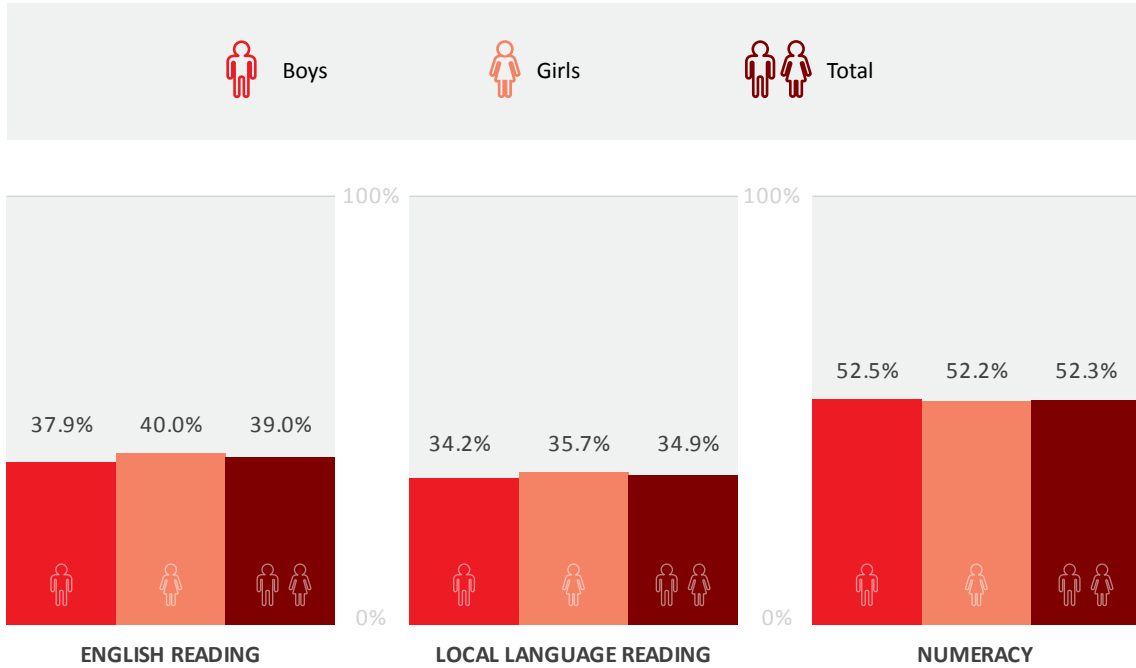
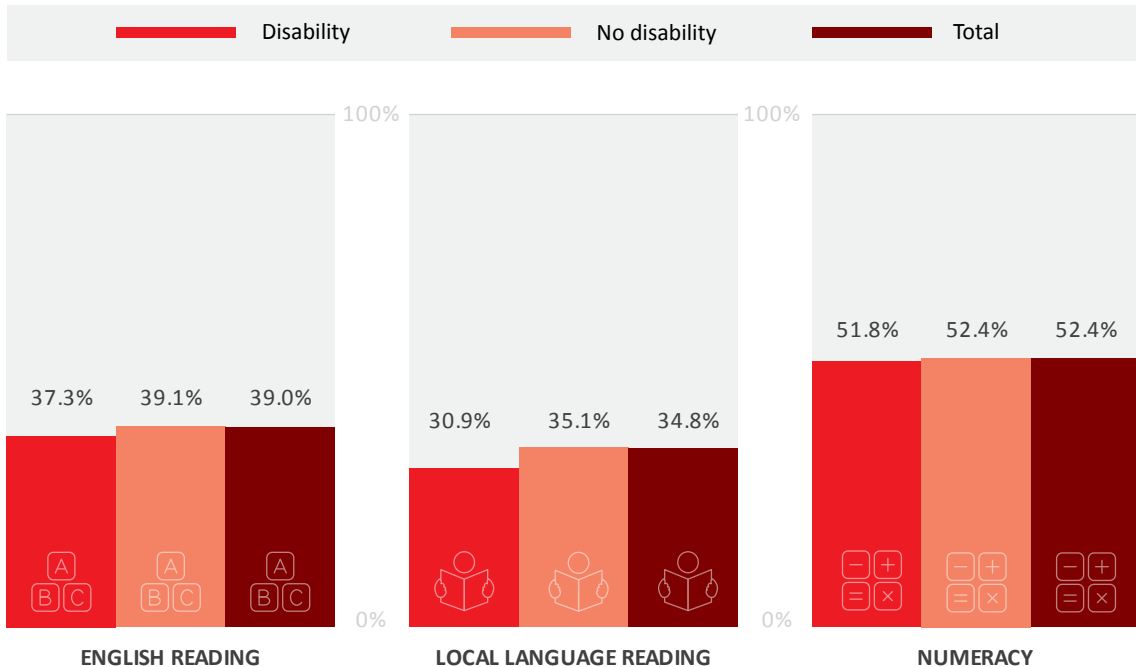


FIGURE 6: LITERACY AND NUMERACY COMPETENCE OF P3-7 PUPILS WITH AND WITHOUT DISABILITIES (PERCENTAGES COMPETENT)



* The numbers of cases with a disability, before weighting, are 2,962 for English reading, 1,610 for local language reading and 2,945 for numeracy.

B. HOUSEHOLD FACTORS

The survey obtained data on a wide range of household characteristics, many of which relate to the concept of socio-economic status. Although there was no direct

measurement of income, data were obtained on housing structures and the utilities available, on household possessions and on the educational levels of the household head and the child's mother. The data also contain indicators relating to health and nutrition in the home: the availability and quality of water, meal frequency and aspects of diet. It is expected that these different aspects of the child's home environment are interrelated, because of the underlying importance of parents' income and knowledge, and that they have some relationship with the child's levels of literacy and numeracy.

In order to provide an overview of different dimensions of the home environment, we have constructed three indices, after screening the various measures, in the following manner:



- 1. Building and utilities index:** The household has a minimum score of 1 and receives one point if the walls are constructed of stone, brick or timber and one point for each of the following: an electricity supply; direct access to water; a toilet of any kind. The range of possible scores is 1-5.



- 2. Household possessions index:** The household has a minimum score of 1 and receives one point for possession of any of the following: a television, a computer, a radio, a telephone of any kind, a motor vehicle, a motor bike, a bicycle, cattle and sheep or goats. The range of possible scores is 1-10.



- 3. Water and food quality index:** Within this index, water and food each account for four points. The household has a minimum score of 1 point and receives one point if it uses one of the types of water source that are generally less risky – a borehole, well, pipe, protected spring or tank – and not a dam, river or rain water. One point is also awarded if the source can be reached in less than 20 minutes. Two points are awarded if the water is treated in some way. If the child receives three meals a day (as opposed to one or two), one point is awarded. If he or she consumes vegetables at least 4-6 times a week, one point is awarded; the same applies to fruit (one point) and milk (one point). The range of possible scores is 1-9.

In order to provide an overview of the relationships between the learning outcomes, parental education and these three special indexes of household characteristics, we present a matrix of rank-order correlation coefficients (Spearman's rho) in Table 7. For this purpose, we use the unweighted sample data for all children who were assessed and these are not formal national estimates. Rank-order correlation is used because the literacy and numeracy scores are ordinal measures and the independent (X) variables can also be treated as ordinal.

TABLE 7: RANK-ORDER CORRELATION MATRIX OF LEARNING AND HOUSEHOLD VARIABLES (SAMPLE DATA FOR ALL CHILDREN ASSESSED)

	Y1	Y2	X1	X2	X3	X4
Y1. ENGLISH READING SCORE						
Y2. NUMERACY SCORE	.738					
X1. HEAD OF HOUSEHOLD'S LEVEL OF EDUCATION	.154	.132				
X2. MOTHER'S LEVEL OF EDUCATION	.148	.114	.528			
X3. BUILDING & UTILITIES INDEX	.147	.135	.247	.212		
X4. HOUSEHOLD POSSESSIONS INDEX	.138	.140	.232	.171	.285	
X5. WATER & FOOD QUALITY INDEX	.199	.136	.184	.223	.228	.187

Note: The values are those of Spearman's rho. All would be significant at 1% in the context of a simple random sample. The number of cases is fixed list-wise at 75,187.

The matrix shows that the indexes of material household characteristics are positively correlated with each other and with learning outcomes. It confirms that the relationships between these household characteristics and the learning outcomes are potentially important. Among the household variables, the household possessions index is a consistent predictor of the levels of literacy and numeracy (its correlation coefficients with Y1 and Y2 both being of similar size). We therefore conclude this sub-section by presenting, in Table 8 national weighted estimates of the proportions of P3-7 pupils with high and low scores on household possessions who have achieved competence in English reading and in numeracy.

The table supports the assumption that learning outcomes, both for English reading competence and for numeracy, are moderately affected by socio-economic status, of which household possessions are one aspect. A factor specific to household possessions may be that children in homes with more access to the mass media, the internet, telephones and transport have greater exposure to written and spoken English and to situations where numerical skills are needed.

TABLE 8: LITERACY AND NUMERACY COMPETENCE OF P3-7 PUPILS BY HIGH AND LOW SCORE ON HOUSEHOLD POSSESSIONS INDEX (PERCENTAGES COMPETENT)

TYPE OF COMPETENCE	LOW SCORE (1-5)	HIGH SCORE (6-10)	TOTAL
ENGLISH READING	38.3	42.4	39.0
LOCAL LANGUAGE READING	34.5	36.8	34.9
NUMERACY	51.7	56.3	52.3

C. SCHOOLING FACTORS

Although the assessment was household-based, information was obtained for every child assessed on certain educational circumstances that have the potential to influence learning outcomes. Here we report on measures representing the amount of pre-primary education (ECD) received by the child, whether the child attends a private, government or community school and whether he or she receives any extra tuition outside school.

Pre-primary education is here treated as a dummy variable, distinguishing between those who received two years or more and those who received one year or none. Figures 7 to 9 provide national estimates (weighted) of rates of literacy and numeracy competence differentiated according to these factors.

Since pre-primary education is rarely free in Uganda and of widely varying quality, the differences shown in Figure 7 are attributable to socio-economic status as well as the developmental effects of pre-primary education itself. The same applies to the differences shown in Figures 8 and 9: they reflect the costs of private schooling and tuition and are therefore partly attributable to socio-economic status.

The inequality in the provision of pre-primary education may be reduced with the implementation of the recently launched National Integrated ECD policy, which promises equitable ECD programmes 'directed to all children irrespective of gender, geographical location, race, tribe among others' (Ministry of Gender, Labour and Social Development 2016, 15).

FIGURE 7: LITERACY AND NUMERACY COMPETENCE OF P3-7 PUPILS BY LENGTH OF PRE-PRIMARY EDUCATION RECEIVED (PERCENTAGES COMPETENT)

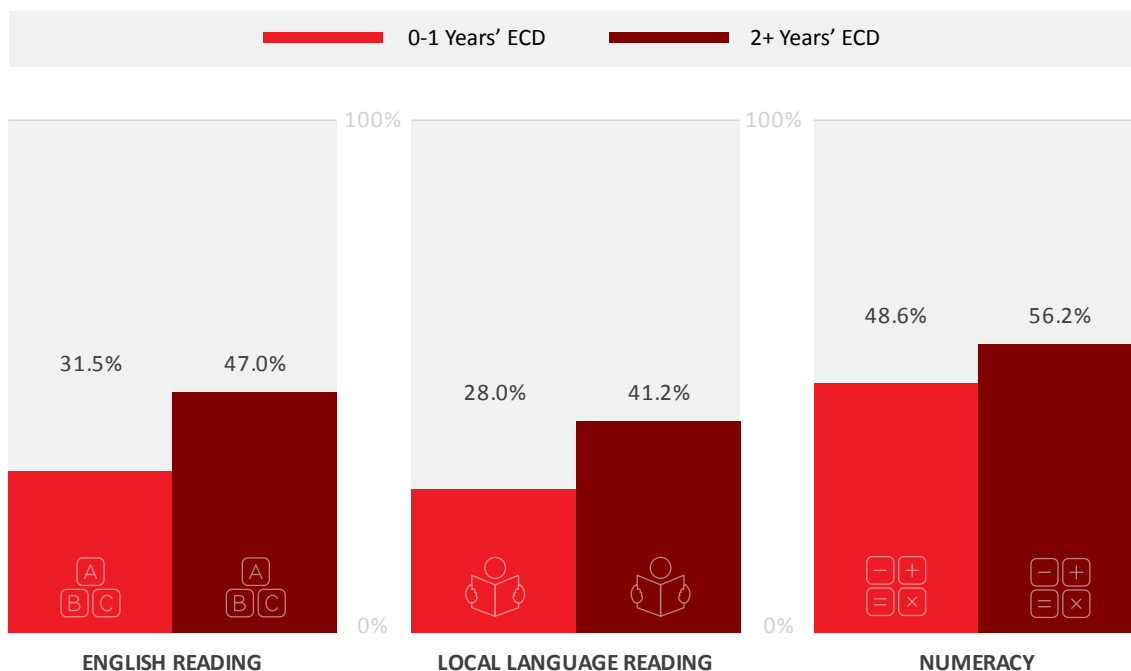
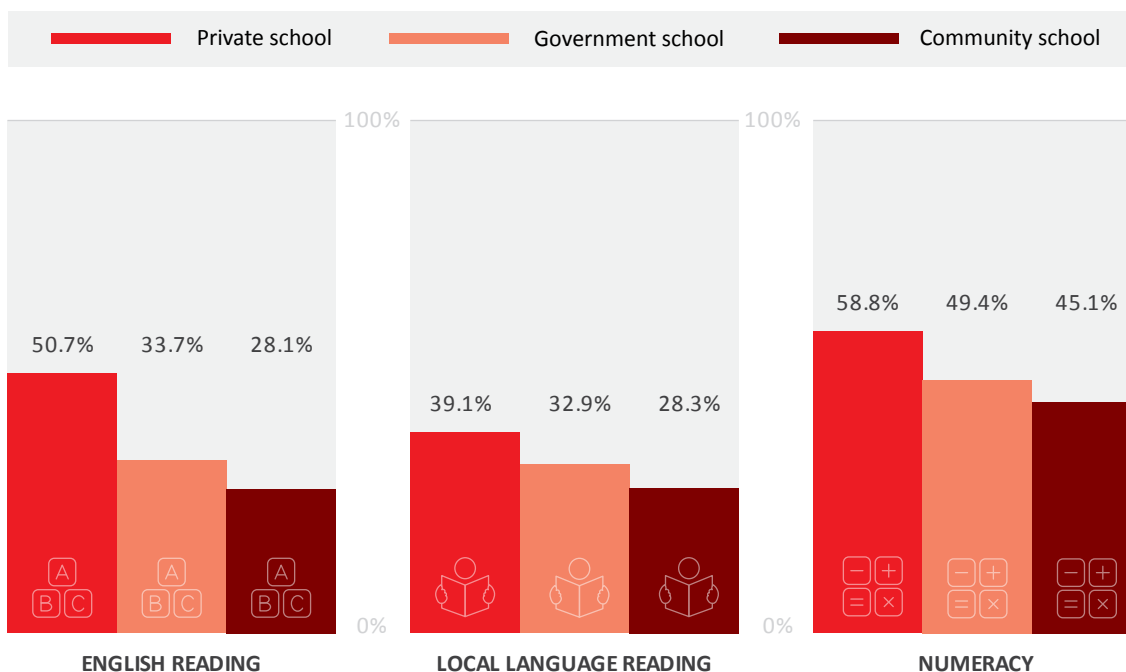


FIGURE 8: LITERACY AND NUMERACY COMPETENCE OF P3-7 PUPILS BY TYPE OF SCHOOL ATTENDED (PERCENTAGES COMPETENT)

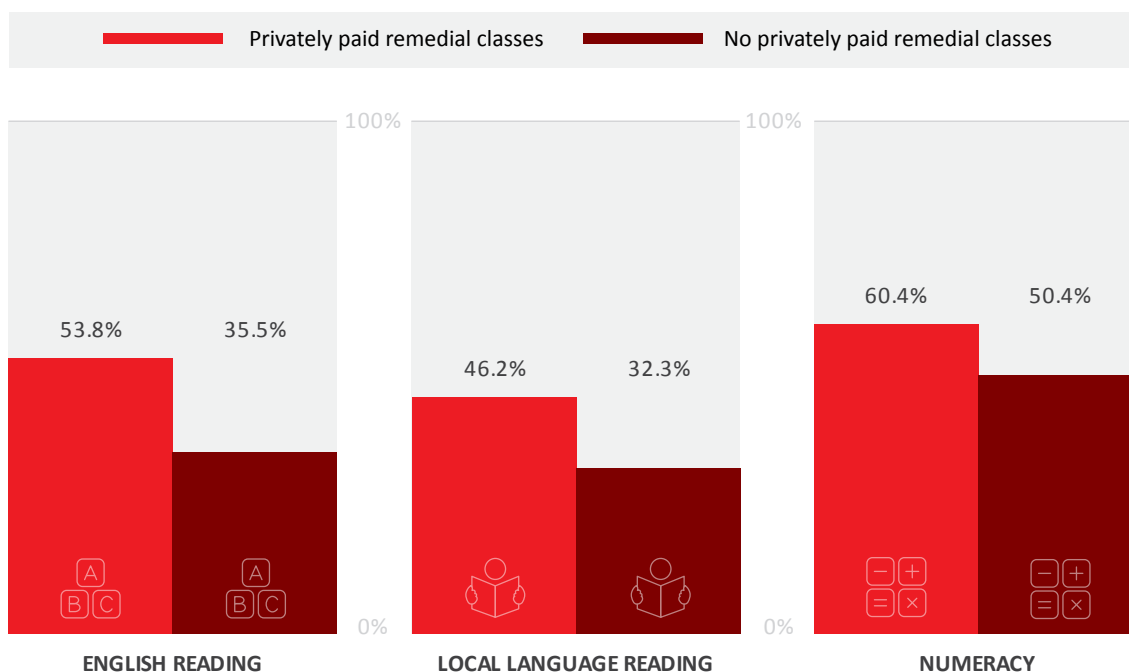


Private school pupils are 31.8% of the total population nationally in P3-7 and Figure 8 shows that their rates of competence are considerably higher than those of pupils in the public sector (government and community schools). These findings are consistent with those of previous Uwezo assessments in Uganda.

In addition to showing the advantage of private schooling (stretching to 17 percentage points over government schools in English literacy), Figure 8 shows that pupils at community primary schools, though estimated as only 2.3% of the total population, are at a further disadvantage.

Primary pupils receiving extra lessons at a fee are estimated as 19.2% nationally and Figure 9 shows the expected advantage associated with privately paid remedial classes, which is especially strong in the case of English reading.

FIGURE 9: LITERACY AND NUMERACY COMPETENCE OF P3-7 PUPILS, BY PRIVATELY PAID REMEDIAL CLASSES (PERCENTAGES)



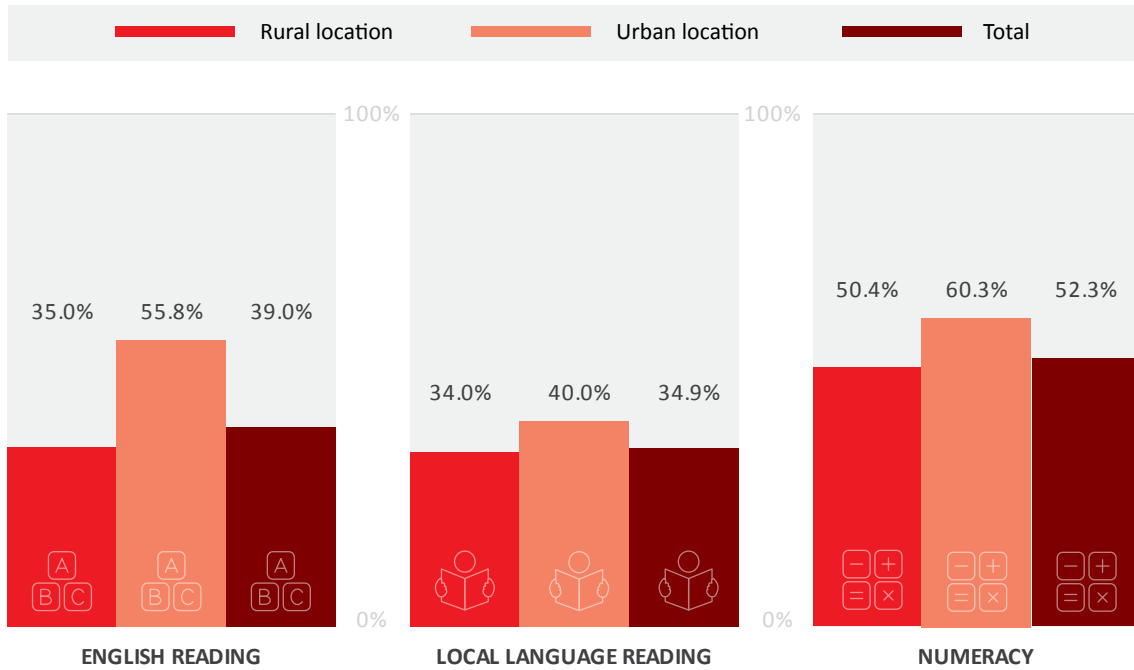
The privately paid remedial classes are generally given privately on a fee-paying basis. International research on this practice has shown that it often represents an element of privatisation in the work of teachers, with considerable risks for the equity and efficiency of public education (Bray 1999). The main risks are that teachers will neglect their regular work and put pressure on pupils to attend privately paid remedial classes. Control of the practice is an important issue in Uganda and elsewhere.

D. LOCATIONAL FACTORS

In Uganda as in other developing countries, the quality of services is influenced by the location of communities on the rural-urban continuum and also by differences between sub-national regions. In their capacity to support learning, schools and households are influenced by both of these aspects of location. Figure 10 and Figures 11 and 12 provide national estimates of the rates of literacy and numeracy competence among P3-7 pupils, differentiated according to rural or urban location and according to ten statistical sub-regions of Uganda (clustered according to similar social characteristics) that have been used for the analysis of social indicators. Annex IV lists the districts under each statistical sub-region. Local language literacy is not included in the sub-regional comparison, as for this, comparison of language groups is more relevant.

As Figure 10 shows, the rates of competence are consistently better for urban locations, the advantage being largest in English reading. Level of urbanisation also influences the findings for sub-regions, in that Kampala Sub-region and Wakiso District (within the Central I Sub-region) are the most urbanised parts of Uganda (Refer to Annex V for a full ranking of districts).

FIGURE 10: LITERACY AND NUMERACY COMPETENCE OF P3-7 PUPILS BY RURAL OR URBAN LOCATION (PERCENTAGES)



Figures 11 and 12 show the central and western sub-regions to be at an advantage both in English reading and in numeracy. However, the differences between the sub-regions are larger for English reading than for numeracy. Children in West Nile (one of the northern sub-regions) perform relatively well in numeracy with results close to the national average. This is encouraging, in view of West Nile’s remote location and historic disadvantages.

The long-term problems of northern and parts of eastern Uganda include poor communications and the legacy of civil conflict. The disparities in the provision of teachers and classrooms, as shown by the school survey (Part IV) are likely to be a further reason for the general differences in outcomes.

FIGURE 11: ENGLISH READING COMPETENCE OF P3-7 PUPILS BY SUB-REGION (PERCENTAGES)

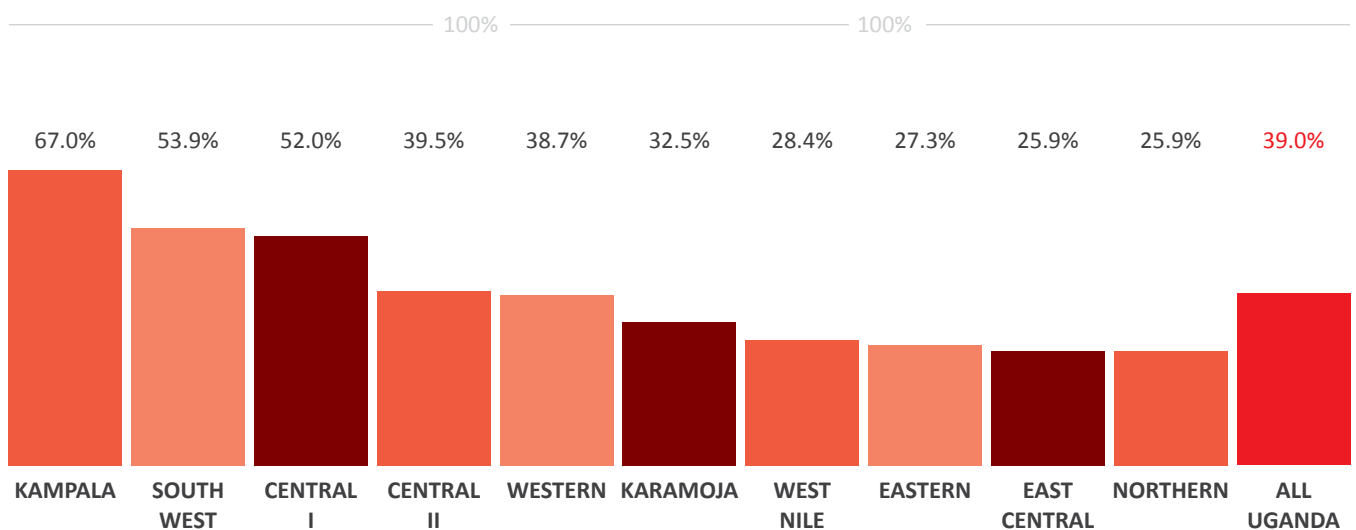
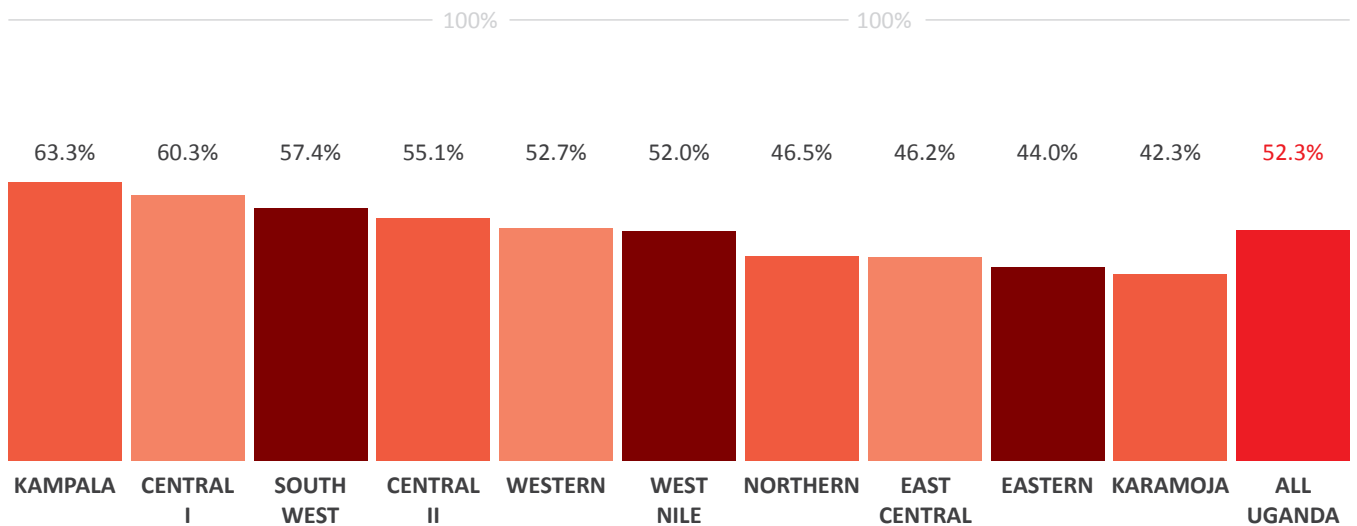




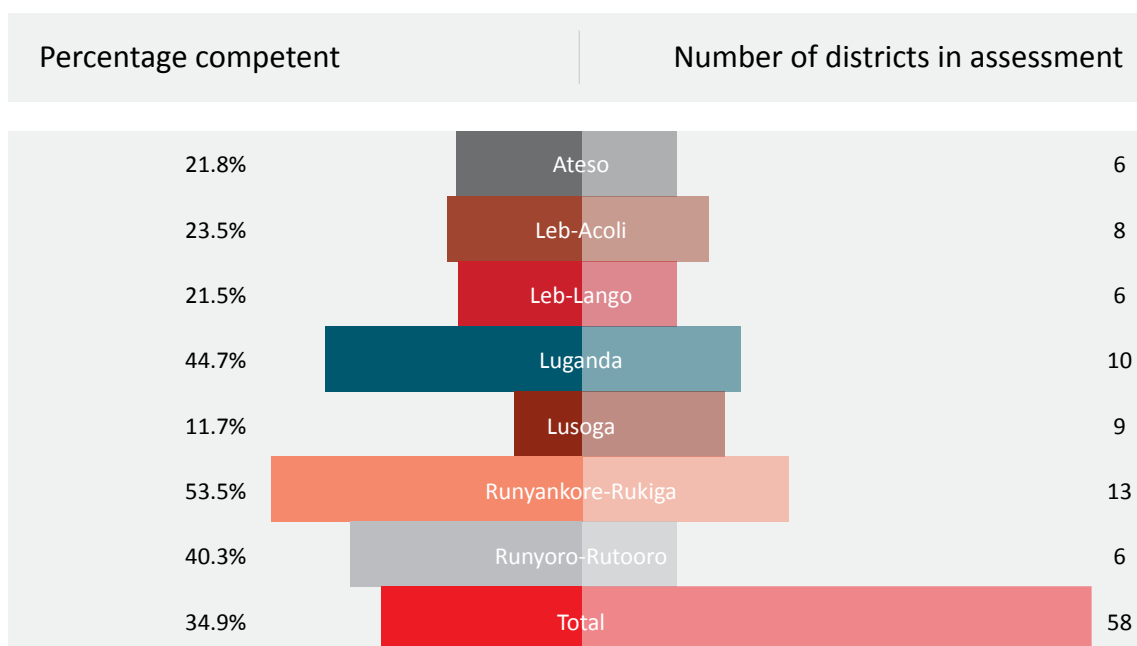
FIGURE 12: NUMERACY COMPETENCE OF P3-7 PUPILS BY SUB-REGION (PERCENTAGES)



The assessment of children’s local language literacy obtained data on reading in seven major local languages. As we have mentioned earlier, the curriculum policy for Uganda’s primary schools in principle requires the use of a local language (the child’s mother tongue as far as possible) as the medium of instruction in the lower primary grades. In general, the language that is most widely spoken in the district is the one used. Figure 13 provides an overview of the proportions of P3-7 pupils who have achieved reading competence in the seven languages.

The greater progress made in Runyankore-Rukiga and Runyoro-Rutooro (languages of the Western Region) and in Luganda (mainly in the Central Region) is immediately obvious. The low literacy competencies in Lusoga are also evident. Although these disparities can be explained partly by the general differences of development between regions, they do raise a question about the viability of the curriculum policy on use of local languages, which has been in place since 2009. If the policy is to be equitable, the disadvantaged languages need particular support. It remains to be seen whether the new training programmes, referenced in the conclusion, will provide remedies.

FIGURE 13: LOCAL LANGUAGE LITERACY COMPETENCE OF P3-7 PUPILS



PART IV. THE QUALITY OF PRIMARY SCHOOL RESOURCES

While the main focus of the Sixth Uwezo Assessment is on children’s learning in the context of households and local communities, it also seeks to provide an overview of the primary schools that children typically attend. The purpose is to provide an independent review of the resources available in these schools, in order to monitor the provision of educational inputs and to give a fuller account of the context of children’s learning. Attention is given both to the general levels of resources and to important variations.

As stated earlier in Part I, in every enumeration area (EA) selected for the household survey, information was obtained on the primary school that was deemed to serve the largest number of pupils in the area, irrespective of ownership (3347 schools were surveyed in total). With the help of the head teacher, a record was compiled of the school’s ownership, enrolment by grade, stream and gender, numbers of teaching and non-teaching staff, academic support services, provision for health and safety, and physical facilities of all kinds. In addition, a sample P2 classroom was observed, for which a record was made of the learning resources and facilities in the classroom. The P2 class teacher was also interviewed on his/her qualifications and experience.

A. THE PROVISION OF TEACHING STAFF

Three important indicators of teaching quality are the school’s pupil-teacher ratio, its proportion of trained teachers and the proportion of the teachers who were present on the day of the research visit (absenteeism being a problem noted in the Fifth Uwezo Report). In constructing these indicators, we have included pre-primary (nursery) classes in cases where these existed in the primary school, as primary and pre-primary teachers were not recorded separately. In the case of ‘percentage of teachers present’, there were six schools where none were said to be present, but these are excluded as invalid cases.



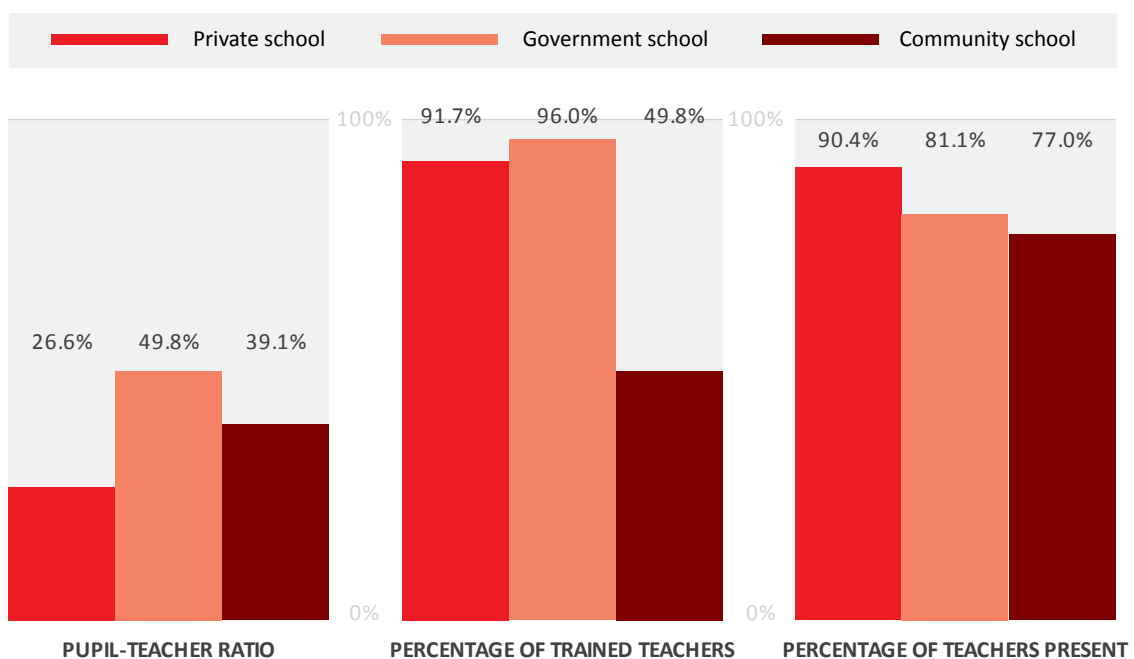
In Table 9 and Figure 14, weighted averages are presented for these three teacher indicators, as national estimates, first by region within Uganda and then by type of school ownership. The national average pupil-teacher ratio of 45.8 (Table 9) is worse than the ratio recommended by government of 40:1, though not unusual within tropical Africa. The relative shortage of teachers that Table 9 shows in the Northern and Eastern Regions remains a major challenge to the Government of Uganda. In addition, the recent *National Service Delivery Survey* shows that class sizes tend to be much larger in the lower primary grades than in the upper grades (MoPS 2015, 30). This is a potential factor in delayed learning.

Figure 14 shows that private schools have a major advantage in pupil-teacher ratio and that community schools (which are only 3.1% of the sample) have a low proportion of trained teachers. The percentage of teachers present on the day of the visit is much better in private than in other schools and somewhat better in the Central and Western Regions than elsewhere. The general level of teacher presence estimate at 82.4% is better than that which was recorded at 71% in the fifth Report (Uwezo 2015, 32).

TABLE 9: TEACHING QUALITY BY REGION (AVERAGES)

INDICATOR FROM SCHOOL SURVEY	CENTRAL REGION	EASTERN REGION	NORTHERN REGION	WESTERN REGION	ALL UGANDA
PUPIL-TEACHER RATIO	35.9	56.2	57.6	40.6	45.8
PERCENTAGE OF TRAINED TEACHERS	95.0	96.5	94.2	90.7	94.1
PERCENTAGE OF TEACHERS PRESENT	87.5	79.5	76.7	83.0	82.4

FIGURE 14: TEACHER QUALITY BY TYPE OF SCHOOL OWNERSHIP (AVERAGES)





B. THE PROVISION OF BUILDINGS AND GROUNDS

Uwezo volunteers were asked to observe and enumerate the number of ‘safe and usable’ classrooms and the toilets for pupils and staff in the school. The survey also recorded whether the school had an administrative building/section⁴. Table 10 provides a summary of the provision of these facilities by region.

Table 10 shows that the shortage of classrooms continues to be most serious in the Eastern and Northern Regions. The Government of Uganda faces a crisis in these regions with regard to school buildings, even more than teachers. Although teachers have been encouraged to adapt to large classes, extreme shortages of teachers and classrooms necessarily reduce learning opportunities. The classroom situation is more serious than indicated by the limited evidence from official sources (MoESTS 2015, 44). The classroom shortage is a problem in government and community schools: the estimated average pupil-classroom ratio for private schools is much lower, at 47.8, compared with 92.1 for government schools. The shortage of pupils’ toilets has the same pattern as for classrooms; it is most acute in the Eastern and Northern Regions. These findings are broadly consistent with those of the National Service Delivery Survey (MoPS 2015, 30-33), which uses different categories.

The position is generally better with regard to the provision of an administrative block/section, staff toilets and a playing field: but only a minority of primary schools have fenced grounds. The lack of fencing could lead to encroachment on school land by farmers and by livestock and (in urban areas especially) reduced safety for children.

TABLE 10: INDICATORS OF PHYSICAL FACILITIES, BY REGION (AVERAGES AND PROPORTIONS)

INDICATOR FROM SCHOOL SURVEY	CENTRAL REGION	EASTERN REGION	NORTHERN REGION	WESTERN REGION	ALL UGANDA
PUPIL-CLASSROOM RATIO (AVERAGE)	67.8	103.9	105.2	72.2	84.2
PUPIL-TOILET RATIO (AVERAGE)	75.8	111.0	132.5	69.3	92.7
PERCENTAGES OF SCHOOLS WITH:					
(A) ADMINISTRATIVE BUILDING/SECTION	90.4	88.2	84.8	87.2	88.0
(B) STAFF TOILETS	92.2	84.8	74.6	92.3	87.3
(C) FENCE	49.1	21.1	13.7	47.7	35.8
(D) PLAYING FIELD	85.6	93.4	95.4	91.9	90.9

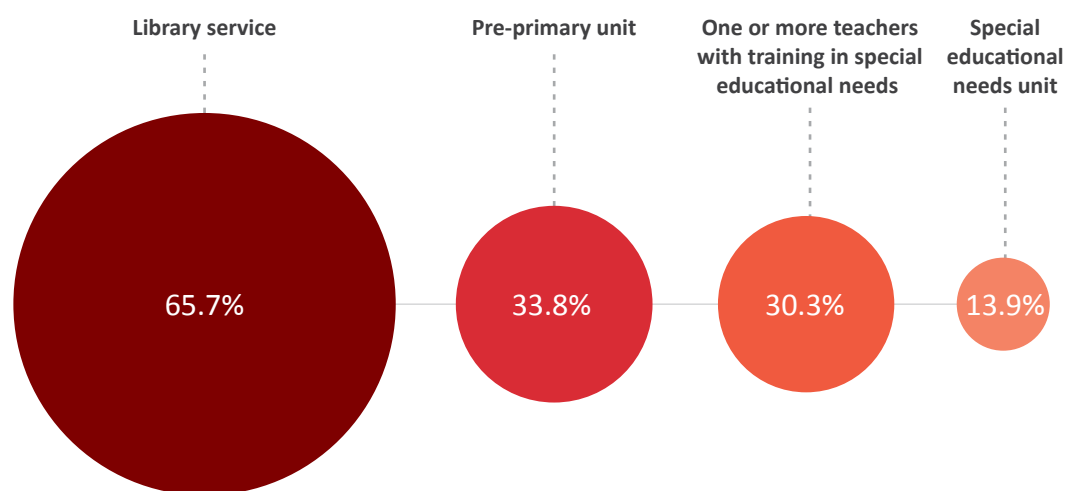
⁴ Administrative building was defined to mean a full building or section for administration

C. ACADEMIC SUPPORT SERVICES AND FACILITIES

Through the efforts of the government, school proprietors and local communities, some primary schools develop additional services that enhance learning opportunities. Here some evidence is presented about the provision of pre-primary units, special educational needs (SEN) units and teachers and school libraries. A pre-primary class or unit attached to the school is useful in places where ECD centres are insufficient or of poor quality. A unit for SEN is important especially in schools where, for reasons of economy, some concentration of children with special needs is possible. At least one teacher with responsibility for SEN (and some training in this area) is needed in every large primary school or cluster of small primary schools. A library service is highly desirable, for the benefit of teachers as well as pupils.

Figure 15 provides a brief overview of the estimated national levels of provision for these support services.

FIGURE 15: PROVISION OF ACADEMIC SUPPORT SERVICES (PERCENTAGES)



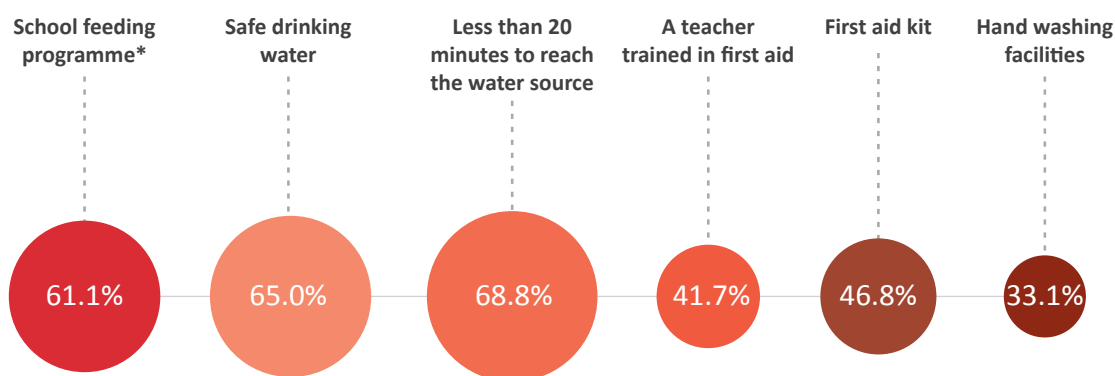
The proportion of schools with pre-primary units, as shown in Figure 15 is quite encouraging. However, not enough schools have any teachers with SEN training. A network of such teachers is essential if mainstreamed support for pupils with special needs is to be effective. The findings suggest that library service provision is at quite an encouraging level; however, the scope of the service has not been assessed and another source reports a much lower level of library provision (MoPS 2015, 36).

D. HEALTH, NUTRITION, HYGIENE AND SAFETY

The survey also sought evidence on the extent to which primary schools are organising support for children's physical welfare. On the positive side, we have already seen that most schools have playing fields. Other important issues in terms of school environments are water supply, feeding, treatment of injuries and prevention of disease. Figure 16 gives estimates of the proportions of schools, at national level, that have required resources.

This summary table shows a very varied situation and there is scope for further analysis that would help to determine priorities for improvement. School representatives were also asked to identify the disease that most commonly accounted for children's absence from school. By far the most common response was malaria (an estimated 89.9%), followed by 'cough and flu' (8.0%) and diarrhoea (1.5%). Among other reasons given for pupil absence, hunger and food shortage were mentioned a few times.

FIGURE 16: PROVISION FOR HEALTH AND NUTRITION (PERCENTAGES)



*Note: This service is unlikely to be provided free, except in areas receiving food aid.

E. CLASSROOM FACILITIES AND LEARNING MATERIALS

As far as possible, one P2 classroom was observed in every school visited and the class teacher interviewed, so as to provide an illustration of the resources available at classroom level. This data provides evidence about the teacher’s training (both pre-service and in-service), the provision of furniture, textbooks and writing materials and the state of the chalkboard and other learning aids. These inputs help us to understand the environment in which children learn and what tools and resources are available to them.

Table 11 provides a summary of the conditions observed in P2 classrooms, estimating the proportions of schools at the national level which meet various criteria of quality. The criteria are limited to those of the most basic importance.

TABLE 11: CONDITIONS IN P2 CLASSROOMS (PERCENTAGES)

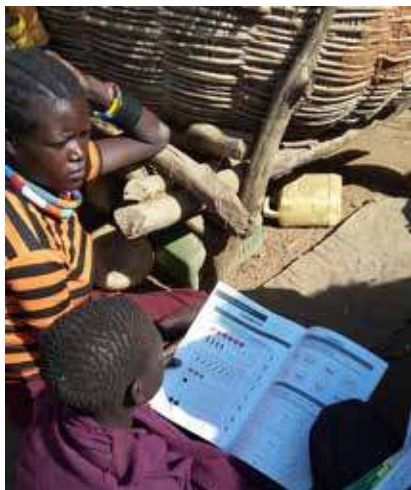
CRITERION OF QUALITY	PERCENTAGE OF SCHOOLS MEETING THE CRITERION
THE TEACHER HAS PRE-SERVICE TRAINING	90.5
THE TEACHER HAS ATTENDED IN-SERVICE TRAINING WITHIN THE LAST TWO YEARS	53.5
NO PUPILS HAVE TO SIT ON THE FLOOR BECAUSE OF FURNITURE SHORTAGE	78.5
MOST PUPILS HAVE AN EXERCISE BOOK	96.6
MOST PUPILS HAVE A PENCIL	96.9
THERE IS A USABLE CHALK BOARD	96.6
THE TIME TABLE IS BEING FOLLOWED IN THIS LESSON	68.8
VISUAL AIDS ARE DISPLAYED IN THE CLASSROOM	69.7
THE TEXTBOOK-PUPIL RATIO FOR ENGLISH IS MORE THAN 1: 2	22.6
THE TEXTBOOK-PUPIL RATIO FOR THE LOCAL LANGUAGE IS MORE THAN 1: 2	21.9
THE TEXTBOOK-PUPIL RATIO FOR MATHEMATICS IS MORE THAN 1: 2	14.4

In the case of textbook provision, the statistics apply to the whole of P2 rather than a single classroom, but in many cases there were either no textbooks at all or just one for the teacher. These two categories together account for 23.5% of classrooms in the case of English, 49.9% in the case of the local language and 31.8% in the case of mathematics (national estimates).

While the provision of writing materials was generally satisfactory, that of textbooks was clearly not. The problem of inadequate textbook supply is well known in Uganda, having been reported through the World Bank's service delivery indicators (Wane and Martin 2013) and also mentioned in the Fifth Uwezo Report. The SACMEQ III studies have provided further evidence of textbook availability as a predictor of learning outcomes, especially in mathematics (Hungu 2011a, 16-17). Yet no solution to the problem appears to be in prospect.

The observers also enquired about the main language used for teaching in P2. From the responses, the estimated proportions at national level are 64.5% for the local language, 34.0% for English and 1.5% for Kiswahili. These statistics suggest that the official policy of local-language instruction in the lower primary grades is not being followed strictly, even in government schools.





CONCLUSIONS AND POLICY RECOMMENDATIONS

1. IMPROVING LEARNING MUST BE A POLICY PRIORITY

Children in Uganda continue to acquire basic skills of literacy in English and of numeracy rather late. It is only in P5 and above that a majority of pupils are fully successful at the P2 level reading and arithmetic tasks that Uwezo assesses. Even at P7, the final year of the primary education cycle, at least 2 out of 10 children are unable to complete reading and arithmetic tasks at P2 level. This implies that a substantial number of children continue to complete primary education without ever having acquired the basic numeracy and literacy competencies critical to further learning and independent and social living. This is a social and economic loss to the individual learners, their families and the nation at large. It must be a policy priority to ensure children are in school and learning.

2. PROVIDE MORE SUPPORT TO DISADVANTAGED POPULATIONS TO REDUCE INEQUALITY IN BASIC EDUCATION OUTCOMES

The sixth Uwezo report has highlighted the inequalities in learning outcomes. These are largely associated with socio-economic status including household resources, the length of pre-primary attendance, whether children attend public or private school, and the geographic locations where children live. Children in poorer families, in rural settings and those in the Northern and Eastern regions continue to underperform relative to their peers in wealthier, urban households or in the southern and western regions of Uganda. Successful learning should not be constrained by the circumstances in which children are born. When all children are able to learn, the whole nation succeeds. Government should ensure that its priorities and resource allocation in the education sector serve to mitigate inequalities of basic education outcomes rather than reinforcing them. This is why the National Integrated Early Childhood Development Policy initiative that aims to make preschool education more accessible and affordable for poorer families is an important step forward.

3. ELIMINATE THE SHORTAGE OF CLASSROOMS AND TEACHERS IN THE EASTERN AND NORTHERN REGIONS.

Not only do Uganda's Eastern and Northern regions register the lowest learning outcomes, but they also lag behind in terms of the provision of teachers and

classrooms in government primary schools. Learning outcomes go hand in hand with a conducive learning environment. Recent research indicates that students in smaller classes are likely to learn more than their counterparts in larger classes since their teachers can easily adapt their teaching to individual students' needs and levels of understanding (OECD, 2016: 10). This individual attention is also likely to increase children's enjoyment of learning and retention. More adequate provision of school resources including classrooms and other incentives could in fact encourage teachers to accept appointments in regions and schools that have been disadvantaged, and may in the long run reduce regional inequalities in learning outcomes.

4. MAINTAIN AND ENHANCE TARGETED SUPPORT TO THE TEACHING OF LITERACY IN LOCAL LANGUAGES.

There is ample evidence in international literature that shows that competence in your mother tongue affects second language acquisition and learning. In Uganda the acquisition of reading skills in the local language is on average slower than for English. For example, while two out of ten P7 pupils are unable to read and comprehend a P2 level story, three out of ten P7 pupils are unable to read and understand a P2 level story in a local language. Learning outcomes are lowest for Ateso, Leb-Acoli, Leb-Lango and Lusoga languages. Teaching literacy in these languages needs targeted support through the special early grade reading and teacher development programmes that have been initiated - the School Health and Reading Programme (SHRP), the Learning and Retention Activity (LARA) and the Uganda Teacher and School Effectiveness Programme (UTSEP). These currently cover 86 districts in total and are intended, among other things, to improve the teaching of literacy skills using the mother tongue in the lower primary grades and to make books in local languages accessible to children.

5. ACCESS TO TEXTBOOKS FOR INDIVIDUAL LEARNING AND PRACTICE IS CRITICAL TO FAST-TRACKING PROGRESS IN LITERACY AND NUMERACY.

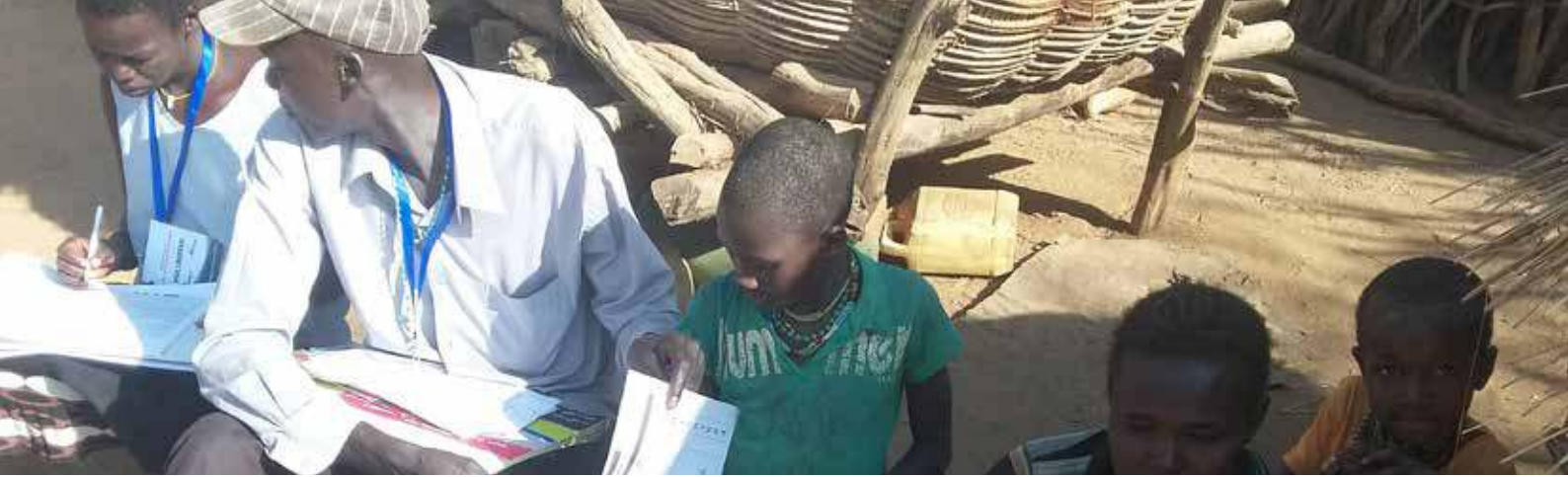
The observation of P2 classrooms in the school survey shows that few pupils have a textbook for their individual use, for English, local languages or mathematics. Prioritising textbooks as a critical input for education could help children to make faster progress in literacy and numeracy.

6. CLARIFY POLICY ON AUTOMATIC PROMOTION AND CLASS REPETITION

Despite the existence of the automatic promotion policy, class repetition remains prevalent in Uganda. Making children who have not acquired the expected competencies repeat classes or automatically promoting them to the next level are both undesirable. Class repetition wastes resources and leads to children being over-age for their grade level which further demoralizes them. Part of the solution lies in making teaching more effective at the appropriate grade level through lower pupil-teacher ratios that would facilitate attention to the needs of individual learners, and the use of remedial teaching for children who may have been promoted to a higher class without some of the required foundational competencies.

7. TEACHER ACCOUNTABILITY SEEMS TO MAKE A DIFFERENCE

Although private schools had a lower proportion of trained teachers than government-aided schools, they had a lower pupil-teacher ratio, higher rates of teacher presence and higher learning outcomes than government schools. Although further research can help to establish the extent to which different factors affecting teaching including accountability, incentives and skills matter, the indication here is that even when teachers do not possess the full range of teaching skills, they can deliver. What matters is the environment in which they work, and the pressure to perform which keeps them in class and teaching.



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ANNEXES

ANNEX I: LIST OF THE 58 DISTRICTS IN WHICH LOCAL LANGUAGE LITERACY WAS ASSESSED

LOCAL LANGUAGE ASSESSMENT DISTRICTS – UGANDA

LUSOGA	LEB LANGO	ATESO	RUNYORO-RUTOORO	RUNYANKORE-RUKIGA	LUGANDA	LEB-ACOLI
10 DISTRICTS	6 DISTRICTS	6 DISTRICTS	6 DISTRICTS	13 DISTRICTS	10 DISTRICTS	8 DISTRICTS
Bugiri	Alebtong	Amuria	Kabarole	Ibanda	Buvuma	Agago
Buyende	Amolatar	Bukedea	Kyegegwa	Isingiro	Luweero	Amuru
Iganga	Apac	Katakwi	Kyenjojo	Kabale	Mityana	Gulu
Jinja	Dokolo	Kumi	Masindi	Kiruhura	Mpigi	Kitgum
Kaliro	Kole	Ngora	Hoima	Mbarara	Mukono	Lamwo
Kamuli	Lira	Serere	Buliisa	Mitooma	Wakiso	Nwoya
Luuka				Ntungamo	Kalungu	Otuke
Mayuge				Rubirizi	Bukomansimbi	Pader
Namutumba				Rukungiri	Masaka	
Namayingo				Sheema	Butambala	
				Bushenyi		
				Buhweju		
				Kanungu		



**Uwezo Reading Assessment
Runyankore/Rukiga**

1. Okushoma enginga

re	ni	nyu
da	mpo	ju
sha	pi	mbe
	ya	

* A baana boona abari omu myaka 6-16 batandikiye aha.
* Omwa na ashome en ginga 5. Haakiri atungemu 4 ezihikiye.

2. Okushoma ebigambo

zina	kama	tema
gura	yata	etaara
okuju		enhoni
shuka	enyungu	

* Ebi nibishomwa omwana ab aasize kushoma enginga.
* Omwana ashome 5. Haakiri atungemu ebigambo 4 ebihikire

3. Okushoma sentensi

Nyina Aheebwa naakunda munonga kuhinga. Naakunda kuhinga empoca atamu ebicoori. Ishe Aheebwa naakunda munonga epoca. Reero ebicoori babitwara omu katere Babiguza baihamu esente nyingi.

* Omwana atooraneho paragaraafu 1 ahari ezo 2 agishome.
* Omwana ku araagishome gye omutware aha kushoma omugane.

4. Okushoma omugane

Obugyenyi owa Tatento

Obwire obuhwaire tatanto akaba aine obugyenyi. Akeeta abantu bataano baashatura enku nyingi. Akashigisha obushera burimu obwoki bwingi munonga. Akabaagira abantu abo embuzi ibiri. Byona ebyo akabikora kushemeza abantu abo. Omu kasheeshe akabaaga ente ibiri.

Abantu bakakora munonga kuboneza obugyenyo obu. Enku ezi baashatwire zitateeka haasigara enshaagi. Ebyokurya bikaba biri bingi kandi binuzire. Abantu bakarya baanywa obushera bwingi munonga. Obushera bwabo bukaba bunuzire munonga, bakanywa baashemererwa. Nangwa bakataagurira baasima munonga tatento. Obugyenyi bwa tatento bukabonera munonga.

Ebibuuzo:

1. Tatento akeeta abantu bangahe kushatura enku?
2. Ahabwenk abantu baigi baizire owa tatento?

* Omugane nigushomwa abo bonika abaashoma kurungi paragaraafu.
* Omwana ku araaremwe kushoma omugane (akoramamu enshobe ziririkura ahari 4) omubarire aha rugyero rwa paragaraafu.
* Omwana ku araashome kurungi omugane omubarire aha rugyero rw'omugane.
* Ebibuuzo ebyo bibiri bibuuzibwe ogwe wenka owaabaasa kuhika aha rugyero rw'omugane.

NUMERACY

Matching and counting

- Start here for all children aged 6-16 years
- Let the child attempt any FIVE sets and match with the number
- At least FOUR pairs must be correct to move to NUMBER RECOGNITION
- If the child does not get at least four right, mark him/her at NON-NUMERATE LEVEL



6



3



4



1



2



0



7



9

Uwezo Numeracy Assessment

1. Number recognition 10 - 99

41	59	25	72
18	67	93	36

* Let the child choose and read any of the 5 numbers.
 * Atleast 4 must be correct to move to ADDITION

2. Addition

1 2	2 2	
+ 1 6	+ 2 5	
3 7	4 3	
+ 3 1	+ 5 5	
5 2	6 5	
+ 4 7	+ 3 0	

* Let the child choose and DO any three.
 * Atleast 2 must be correct to move to SUBTRACTION

3. Subtraction

2 1	3 6	
- 1 1	- 2 4	
4 8	5 8	
- 3 5	- 4 8	
6 9	7 2	
- 5 7	- 3 2	

* Let the child choose and DO any three.
 * Atleast 2 must be correct to move to MULTIPLICATION

4. Multiplication

4 x 1 =		5 x 9 =	
3 x 8 =		2 x 6 =	
2 x 7 =		4 x 4 =	

* Let the child choose and DO any three.
 * Atleast 2 must be correct to move to DIVISION

5. Division

9 ÷ 3 =		4 ÷ 2 =		3 ÷ 3 =	
12 ÷ 3 =		22 ÷ 2 =		16 ÷ 2 =	

* Let the child choose and DO any three.

* Atleast 2 must be correct and mark the child at DIVISION level

Ethno - Math

- Give these questions to all children 6-16 years
- Questions may be asked and responded to in any language that the child understands
- The child can answer orally or write

1. Look at the list below. How much money would you spend altogether if you buy a comb and a piece of soap?

Items	Cost per Item
	Sh. 100
	Sh. 400
	Sh. 200 each
	Sh 500
	Sh. 500

2. A tailor had 28 dresses. He sold 13 dresses. How many dresses remained?

Did you assess the previous child using this sample? If so please use the next sample.

Uwezo Reading Test Sample

Letter

i n o d k l x
g f w

* The child should read any 5 letters/sounds. At least 4 should be read correctly.
* If the child reads the letters/sounds take him/her to words. If not mark the child at NON-READER LEVEL

Word

red egg help
come water wall
buy tree dig
dig play

* The child should read any 5 words. At least 4 should be read correctly.
* If the child reads the WORDS take him/her to PARAGRAPH. If can not mark the child at LETTER LEVEL

Paragraph

Bananas are on a table. They are yellow and big. Apples are on a clean table. These are fresh and green.

A zebra has a big head. An elephant has large ears. A giraffe has long legs. These are wild animals.

* Let the child choose to read any of the 2two paragraphs.
* If the child reads the paragraph, take him/her to story. If can not mark the child at WORD LEVEL

Story

My Country Uganda

I love my motherland Uganda. We have a national flag. Our flag has three colours. These colours are black, yellow and red. It has a crested crane in the middle. The crested crane stands on one leg.

I like staying in Uganda. It is good for crops. People grow different types of crops. There is enough rain for the whole year. This makes crops green all the time. Our country is a good place to stay in.

Questions:

- What are the colours of the Uganda flag?
- Why are crops in Uganda green all the time?

* Only give the story to children who have read the paragraph
* If the child can not read the story (makes more than 4 mistakes), mark him/her at PARAGRAPH level.
* If can read the story mark the child at STORY LEVEL.
* The two questions should only be given to a child who is at STORY level.

ANNEX III: THE USE OF WEIGHTS FOR NATIONAL ESTIMATES

In order to provide national estimates, the findings about the learning levels of P3-7 pupils, in Part II, are necessarily weighted according to the size of districts. The districts vary greatly in size, but approximately equal numbers of households were selected per district. Thus the weight attached to each case is the population of households in the district, divided by the number of sampled households in the district. The number of sampled households is restricted to those with children who were attending P3-7 and were assessed. The weight may be stated as:

$$1 / P_k \text{ for } P_k = \alpha_{jk} / S_k$$

Where:

- α_{jk} = the number of households sampled across all EAs in the district, with assessed children in P3-7.
- S_k = the total number of households in the district.
- P_k = sampling fraction of the district.

In this approach to weighting, the district's share of households is assumed to be a proxy for its share of children. EA weights are not used because the sample of households is in principle self-weighting up to the district level.

The school sample used in Part IV is similarly stratified by district (the schools being based on EAs). In this case the weight used for national estimates is the population of households in the district, divided by the number of schools in the district that is used for analysis. This approach has the advantage of avoiding bias towards small rural schools.

ANNEX IV: THE 10 STATISTICAL SUB-REGIONS OF UGANDA

CLUSTER	DISTRICTS	NUMBER OF DISTRICTS
1. CENTRAL 1	Kalangala, Lyantonde, Masaka, Mpigi, Rakai, Ssembabule, Wakiso, Bukomansimbi, Kalungu, Butambala, Gomba, Lwengo	12
2. CENTRAL 2	Kayunga, Kiboga, Luwero, Mityana, Mubende, Mukono, Nakaseke, Nakasongola, Kyankwanzi, Buikwe, Buvuma	11
3. KAMPALA	Kampala	1
4. EAST CENTRAL	Bugiri, Busia, Buyende, Iganga, Jinja, Kaliro, Kamuli, Mayuge, Namutumba, Luuka, Namayingo	11
5. EASTERN	Amuria, Budaka, Buduuda, Bukedea, Bukwo, Butaleja, Kaberamaido, Kapchorwa, Katakwi, Kumi, Kibuku, Manafwa, Mbale, Pallisa, Sironko, Soroti, Tororo, Kween, Bulambuli, Ngora, Serere	21
6. KARAMOJA	Abim, Kaabong, Kotido, Moroto, Nakapiripirit, Amudat, Napak	7
7. NORTH	Amolatar, Amuru, Apac, Dokolo, Gulu, Kitgum, Lira, Oyam, Pader, Kole, Lamwo, Agago, Otuke, Nwoya, Alebtong	15
8. WEST NILE	Adjumani, Arua, Koboko, Moyo, Nebbi, Yumbe, Zombo, Maracha.	8
9. WESTERN	Buliisa, Bundibugyo, Hoima, Kabarole, Kamwenge, Kasese, Kibaale, Kyenjojo, Masindi, Kyegegwa, Kiryandongo, Ntoroko	12
10. SOUTH WEST	Bushenyi, Ibanda, Isingiro, Kabale, Kanungu, Kiruhura, Kisoro, Mbarara, Ntungamo, Rukungiri, Sheema, Rubirizi, Mitooma, Buhweju	14

ANNEX V: PERCENTAGE OF P3-7 PUPILS WITH FULL COMPETENCE IN ENGLISH AND NUMERACY TASKS AT PRIMARY 2 LEVEL, BY DISTRICT

National Average

32.1

RANK	DISTRICT	STATISTICAL SUB-REGION	% OF P3-7 PUPILS COMPETENT IN P2 ENGLISH READING AND NUMERACY
1	Mbarara	South West	56.5
2	Wakiso	Central 1	54.3
3	Sheema	South West	52.8
4	Isingiro	South West	52.4
5	Bushenyi	South West	51.7
6	Kampala	Kampala	51.2
7	Kalangala	Central 1	48.2
8	Luweero	Central 2	46.9
9	Lyantonde	Central 1	46.4
10	Masaka	Central 1	45.6
11	Masindi	Western	45.0
12	Mukono	Central 2	44.7
13	Kyenjojo	Western	44.5
14	Ibanda	South West	43.6
15	Mitooma	South West	43.5
16	Rukungiri	South West	42.6
17	Kiruhura	South West	42.0
18	Nakasongola	Central 2	41.6
19	Ntungamo	South West	41.3
20	Kabale	South West	40.9
21	Buhweju	South West	40.7
22	Kabarole	Western	40.1
23	Kyegegwa	Western	38.8
24	Kalungu	Central 1	38.2
25	Kiboga	Central 2	36.7
26	Rubirizi	South West	35.3
27	Mpigi	Central 1	35.1
28	Lwengo	Central 1	34.9
29	Ntoroko	Western	34.8
30	Manafwa	Eastern	34.5
31	Kamwenge	Western	33.5
32	Amudat	Karamoja	33.3
33	Jinja	East Central	32.6
34	Bukomansimbi	Central 1	32.5
35	Yumbe	West Nile	32.1
36	Kanungu	South West	32.1
37	Kibaale	Western	31.9
38	Hoima	Western	31.7
39	Moyo	West Nile	31.7

RANK	DISTRICT	STATISTICAL SUB-REGION	% OF P3-7 PUPILS COMPETENT IN P2 ENGLISH READING AND NUMERACY
40	Rakai	Central 1	31.2
41	Nakapiripirit	Karamoja	31.1
42	Mubende	Central 2	31.1
43	Nakaseke	Central 2	30.4
44	Ssembabule	Central 1	30.1
45	Mityana	Central 2	29.9
46	Kotido	Karamoja	29.6
47	Kisoro	South West	29.5
48	Maracha	West Nile	29.2
49	Lira	North	28.9
50	Soroti	Eastern	28.8
51	Bundibugyo	Western	28.1
52	Moroto	Karamoja	27.8
53	Busia	East Central	27.5
54	Kyankwanzi	Central 2	27.5
55	Kasese	Western	27.4
56	Butambala	Central 1	27.4
57	Napak	Karamoja	27.3
58	Nebbi	West Nile	27.3
59	Iganga	East Central	26.7
60	Kiryandongo	Western	26.5
61	Buliisa	Western	26.4
62	Lamwo	North	26.3
63	Agago	North	26.1
64	Adjumani	West Nile	25.8
65	Butaleja	Eastern	25.7
66	Kitgum	North	25.5
67	Bukwo	Eastern	25.3
68	Arua	West Nile	25.3
69	Kaabong	Karamoja	25.2
70	Gulu	North	25.2
71	Gomba	Central 1	25.1
72	Kayunga	Central 2	24.9
73	Kween	Eastern	24.7
74	Kumi	Eastern	24.5
75	Buvuma	Central 2	24.0
76	Buikwe	Central 2	24.0
77	Abim	Karamoja	24.0
78	Amuria	Eastern	23.9

RANK	DISTRICT	STATISTICAL SUB-REGION	% OF P3-7 PUPILS COMPETENT IN P2 ENGLISH READING AND NUMERACY
79	Pader	North	23.6
80	Otuke	North	23.5
81	Mbale	Eastern	23.4
82	Apac	North	23.4
83	Zombo	West Nile	23.0
84	Luuka	East Central	22.2
85	Buduuda	Eastern	22.1
86	Ngora	Eastern	22.1
87	Amuru	North	21.3
88	Katakwi	Eastern	21.1
89	Kamuli	East Central	20.9
90	Kole	North	20.7
91	Bulambuli	Eastern	20.7
92	Tororo	Eastern	20.6
93	Budaka	Eastern	20.5
94	Kapchorwa	Eastern	20.0
95	Alebtong	North	19.9
96	Kibuku	Eastern	19.9
97	Pallisa	Eastern	19.8
98	Namayingo	East Central	19.8
99	Kaberamaido	Eastern	19.5
100	Kaliro	East Central	19.4
101	Serere	Eastern	19.4
102	Bukedea	Eastern	18.5
103	Amolatar	North	18.2
104	Dokolo	North	17.8
105	Nwoya	North	17.4
106	Buyende	East Central	17.1
107	Mayuge	East Central	17.0
108	Sironko	Eastern	16.9
109	Oyam	North	16.9
110	Namutumba	East Central	16.6
111	Bugiri	East Central	16.5
112	Koboko	West Nile	13.6

ANNEX VI: OUR PARTNERS

ADVISORY UGANDA COMMITTEE		
1	Professor Albert James Lutalo Bbosa	Vice Chancellor Team Univeristy
2	Associate Professor Joyce Ayikoru Asiiimwe	Dean Faculty of Education, Kyambogo University
3	Dr Sarah N. Ssewanyana	Executive Director, Economic Policy Research Center (EPRC)
4	Mr Patrick Kaboyo	Executive Director, Coalition of Uganda Private School Teachers Association
5	Dr Ronald Bisaso	Dean, East African School of Higher Education studies and Development, College of Education and External Studies, Makerere University
6	Mr James Tweheyo	Secretary General, Uganda National Teachers Union
7	Mrs Grace Kanyiginya Baguma	Executive Director, National Curriculum Development Centre (NCDC)
8	Dr Daniel Nkaada	Commissioner for Basic Education, Ministry Of Education and Sports, Uganda
9	Mr James Muwonge	Director, Socio Economic Surveys, Uganda Bureau of Statistics (UBoS)
UWEZO UGANDA SECRETARIANT		
1	Dr Mary Goretti Nakabugo	Twaweza Country Lead and Manager, Uwezo
2	Faridah Nassereka	Senior Program Officer, Uwezo
3	Judith N. Tumusiime	Assistant Communications Officer, Uwezo
4	Ismail Sentamu	Assistant Program Officer, Research
5	David Mugurusi	Assistant Program Officer, Research
6	Judith Nakayima	Program Assistant
TWAWEZA UGANDA STAFF		
1	Martha Chemutai	Communications Officer
2	Violet Alinda	Advocacy Manager
3	Julius Atuhurra	Senior Program Officer, What Works in Education
4	Bob Wandera	Country Accountant
5	Wahab Muhumuza	Administrative Officer
6	Winnie Nanteza	Administrative Assistant
UWEZO - PAL NETWORK FRATERNITY		
1	Twaweza East Africa	Aidan Eyakuze
2	Twaweza East Africa	Dr John Mugo
3	PAL Network Secretariat	Dr Sara Ruto
4	Pratham/ASER, India	Dr Rukmini Banerji
5	ASER Center, India	Dr Suman Bhattacharjea
6	Uwezo Kenya	Dr Emmanuel Manyasa
7	Uwezo Tanzania	Zaida Mgalla
8	Beekunko Mali	Sinaba Massaman
9	ASER Pakistan	Dr Baela Raza Jamil
10	Jàngandoo, Senegal	Professor Abdou Salam Fall
11	Medición Independiente de Aprendizajes (MIA), Mexico	Dr Felipe Hevia
12	LEARNigeria	Dr Modupe Adefeso-Olateju
13	SCALE Ghana	Adjei Kadiri
14	TPC Mozambique	Armando Ali
15	Djangirde Cameroon	Afowiri Fondzenyuy (Kizito)
16	IID Bangladesh	Syeed Ahamed

2015 PARTNERS

	DISTRICT	DISTRICT PARTNER INSTITUTION	ORGANISATIONAL HEAD'S NAME	DISTRICT CONTACT PERSON	DISTRICT CONTACT COMMUNICATION PERSONS
1	Abim	Abim women Together In Development	Tonny Akera	Nesto Ochen	
2	Adjumani	Community Empowerment For Rural Development (CEFORD) Adjumani	Asipkwe Jean Christabel	Edina Ajio	
3	Agago	Passion 4 Community Development	Lagen David	Nyero Geoffrey	
4	Alebtong	Abiting Youth Group	Ojok Angelo Senke	Ogwal Moses	
5	Amolator	Lango Samaritan Initiative Organisation	Oyo Anthony	Odongo James Peter	
6	Amudat	Pokot Zonal Integrated Devt Programme	Loduk Samuel Emron	Loduk Samuel Emron	
7	Amuria	Amuria District Development Agency (ADDA)	Ebiru Nathan	Asio Alice Grace	
8	Amuru	Charity for Peace Foundation (CPF)	Akol Anthony	Ayot Jennifer	
9	Apac	Campaign Against Domestic Violence In The community	Arum Felix	Thomas Opio Okene	
10	Arua	Approaches to rural Community Development	Manasseh Acdri	James Isubo	
11	Budaka	Bumba Foundation Uganda	Michael Kirya	Michael Kirya	
12	Bududa	Pathways for Development Initiatives (PDI)	David Zaale	winnie Kwambuwa	
13	Bugiri	Multi-Community Based Development Initiative(MUCOBADI)	Mutumba Moses	Guliyo John Moses	Mark W Wafula
14	Buhweju	Community Awareness and Response to AIDS	Kabyamba Willy	Jaserine Tumuhaise	
15	Buikwe	Education and Development initiative Uganda	Jjuuko Robert	Ogwaro Jumar Okee	
16	Bukedea	Kokwech Agro Based Youth Project	Ilutiat Richard Igga	Okurut Steven	
17	Bukomansimbi	Kirinda Child Development Centre	Ntagagana Fred Victa	Nakasiita Florence	
18	Bukwo	Kapchorwa/Bukwo Women in Peace Initiative (KWIFI)	Kwembo Silus	kiptegei Alex	
19	Bulambuli	African Village Support (AVS)	Stephen WG. Gudo	Wamumbi Apollo	
20	Buliisa	Lake Albert Children/Women's Advocacy & Development Organisation	Bigirwenkya Stuart	Kajura Richard	
21	Bundibugyo	Child Concern Innitiative Organisation	Kyomuhendo Geoffrey	Deo Baguma	
22	Bushenyi	West Ankole Diocese	Rev. Can. Arthur Atwine	Musinguzi Comfort	Rev Aggrey Mugumya
23	Busia	Busia Area Communities Federation(BUACOFE)	Okumu Semu	Kulafa Herbert	Sinama Fred
24	Butaleja	A little bit of Hope Uganda	Kaibo Ivan	Fred Were	
25	Butambala	Kalamba Community Development Organisation	Bombo Fredrick	Namisango Prossy	
26	Buvuma	Reach the Children- Uganda	Kizito Samuel	Kakyaama Madina	
27	Buyende	Community Vision (COMVIS)	Lubega Charles	Andrew Benon Mbuule	
28	Dokolo	Apyennyang CFP	Aryemo Judith	Aryemo Judith	Kaduli Betty
29	Gomba	Kyegonza Child Centred Community Program	Namiiro Norah Aidah	Namiiro Naorah	
30	Gulu	Acholi Education Initiative	Alobo Susan Toolit	Alobo Susan Toolit	
31	Hoima	Hoima District Union of Persons with Disabilities (HUDIP)	Bigerwekya Gilbert	Byaruhanga Joseph	Nyero Allan
32	Ibanda	Ibanda Archdiconary	Rev. Atwine Joram	Kwesiga Matasia	
33	Iganga	LIDI Uganda	Nkuutu Menha Prince	Prince Nkuutu Menha	Tumuhaire Naboth
34	Isingiro	Intergrated Development Options	Dan Tukwesiire	Nimusiima Albert	
35	Jinja	Jinja Areas Communities Federation (JIACOFE)	Henery Bazibu	Tayebwa Brian	
36	Kaabong	Karamoja Peace and Development Agency	Lonya John	Benjamin Ateu	Jennifer Nyamijumbi
37	Kabale	Kick Corruption out of Kigezi	Kakuru Robert B	Kakuru Robert B	
38	Kabarole	Human Rights and Democracy Link Africa(RIDE AFRICA)	Rukidi Sam	Erina Kahunde	Ruth Namara

DISTRICT	DISTRICT PARTNER INSTITUTION	ORGANISATIONAL HEAD'S NAME	DISTRICT CONTACT PERSON	DISTRICT CONTACT COMMUNICATION PERSONS	
39	Kaberamaido	Kaberamaido Operation to save the Needy	Agau Samuel	Agau Samuel	
40	Kalangala	Kalangala District Education Forum	Senyanja Peter	Ssenyanja Peter	
41	Kaliro	Kaliro Orphans Elderly Disability and Health Concern (KOEDHC)	Namago Sarah	Katerega Edward	
42	Kalungu	Uganda Eyenkya Project group	Muyingo Henry Paul	Mayingo Henery Paul	
43	Kampala	Uganda moslem teachers association	Isa J Matovu	Ntege A. Sabwe	Kakooza Joseph
44	Kamuli	Uganda Development Service (UDS)	Rita Epodoi	Doris Nabugasha	
45	Kamwenge	Kamwenge Bee Keepers Co-operative Savings and Credit Society Limited (KABECOS)	Tunanukye George	Tusiime Rose	
46	Kanungu	Literacy Action and Development Agency (LADA)	Athur Mbabazi	Sunday Ezra	
47	Kapchorwa	Kapchorwa Civil Society Organization Alliance (KAPSOWA)	Kiprotech George Cheywa	Cherukut Martine	
48	Kasese	Karambi Action for Life Improvement (KALI)	Katusabe Beatrice	Kule Obed	
49	Katakwi	Link Community Development (LCD)	Mackay Ongona	Aguti Hellen Florence	
50	Kayunga	Youth and Persons with Disabilities Integrated Development (YOPDIDA)	Idris Kabali	Idris Kabali	
51	Kibaale	Kibaale ditrict civil society organisation network	Mulindwa Paul	SEBUGWAWO DENIS	
52	Kiboga	Bukomero Development Foundation (BDF)	Joseph Wassajja	Muhamed Ssentongo	Byamugisha Tanazio
53	Kibuku	Kadama Widows Association	Lucy Mary Athieno	Ntale Gerald	Niyonzima John
54	Kiruhura	Family Health Resource Centre(FHRC)	Mugume Innocent	Mugume Innocent	
55	Kiryandongo	Masindi Child Development Federation	Imailuk Micheal	Okello Denis	
56	Kisoro	Peace Education Trust Uganda	Mbabazi Ephraim	Nicholas Ngabirano	Oketayot Emmanuel
57	Kitgum	Kitgum women peace iniciative	Canogura Faddy.G	Dorcias A kullo	
58	Koboko	Partners In Community Transformation [PICOT]	Ropani Sauda	Baiti Tairi	
59	Kole	Telela Child and Family Programme	Jacqline Acio	JACQLINE ACIO	
60	Kotido	North Karamoja Diocese	Rt. Rev James Nasaka	John Bosco Achilla	
61	Kumi	Teso Dioceses Development Office	Egayu Moses	Otai Isaac	
62	Kween	Communtinity Action for Human Rights (CAFHUR)	Robert Cherop	Robert Cherop	
63	Kyankwanzi	Action for Rural Women's Empowerment (ARUWE)	Susan Muwazi	Timothy Gasana	
64	Kyegegwa	Patience Pays Professionals Organisation (PAPRO)	Matovu Charles	Matovu Charles	
65	Kyenjojo	Kind Initiative for Development	Katalihwa Donald	Alicwamu Julius	
66	Lamwo	Kitgum women peace iniciative	Canogura Faddy.G	Opio Tom Jimmy	
67	Lira	Lira NGO forum	Awici Chalse	Job Lakal	
68	Luuka	Bukanga Child Development Centre	Wabwire Ronald	Tom Musira	
69	Luwero	Community Development and Child Welfare Initiative (CODI)	John Segujja	Andrew Lubega	
70	Lwengo	Lwengo Rural Development support organisation	Jjuuko Anthony	Kijjambu Ritah	
71	Lyantonde	Child Aid Udanda (CHAU)	Tushemereirwe Lauben	Namala Abia	
72	Manafwa	African Rural Development Initiative (ARDI)	Nafula Jospher	Manghali Joel	
73	Maracha	Approaches to Rural Community Development (ARCOD)	Manasseh Acidri	Julius Onzima	
74	Masaka	Foundation of hope organisation	Mukasa Epfuladito	Mukasa Epfuladito	
75	Masindi	Child Rights Empowerment & Development Organisation	Byabasaija Abdallah	Wandera Herbert	Asiimwe Julius
76	Mayuge	Multi-Community Based Development Initiative(MUCOBADI)	Mutumba Moses	Guliyo John Moses	Naiga Sarah
77	Mbale	Christian Fellowship Ministries	John Wandera	Masaba Charles	

	DISTRICT	DISTRICT PARTNER INSTITUTION	ORGANISATIONAL HEAD'S NAME	DISTRICT CONTACT PERSON	DISTRICT CONTACT COMMUNICATION PERSONS
78	Mbarara	Mbarara Archdiocese	George William Kwishima	George William Kwishiima	Kasule Ivan
79	Mitooma	Mitooma Women's Dignity Foundation	Peter Muhindo	Mugumya Nelson	
80	Mityana	Seed Faith Ministries	Mutegeki John	Mutegeji John	Katumba Stephen
81	Moroto	Church of Uganda Karamoja Diocese	Rt. Rev Joseph Abora	Rev. Pedo David	
82	Moyo	Community Empowerment for Rural Development	Asipkwe Jean Christabel	Kotura James	Akuku Godfrey Ikuama
83	Mpigi	Joint effort for Youth in Uganda	Nakaayi Florence	Nabisere Grace	
84	Mubende	Children and wives of disabled soldiers association	Namatovu Mary Achlies	Namatovu Mary Achlies	
85	mukono	Ekubo ministries	Magera George	Lubowa Frank	
86	Nakapiripirit	Building Community Initiative	Francis Lokiru	Francis Lokiru	
87	Nakaseke	African Community Centre for Social Sustainability (ACCESS)	Dr. Kalyesubula Robert	James Ssewanyana	
88	Nakasongola	Nakasongola District Farmers Association	Butamanyu Johnson	Magado Ronald	Birungi Jackline
89	Namayingo	Uganda Moselim Rural Development Association (UMURDA)	Kaawa Kawere Nay	Tusiime Christopher	Shamila Mugimba
90	Namutumba	Namutumba NGO Forum	Stephen Mubetera	Mubetera Stephen	Gwebatala Gideon
91	Napak	Foundations of Rural Disabled Persons Orgn of Moroto (FORDIPOM)	Anna Lomonyang	Kodet Leonard	
92	Nebbi	Nebbi NGO Forum	Picho Godfrey	Komakech Jimmy	
93	Ngora	Vision Teso Rural Development Organization	Okello Patrick	Onyait John Robert	
94	Ntoroko	Rwenzori Empowerment Program on Transformation and action (RWEPTA)	Kairumba Lameck	Kairumba Lameck	
95	Ntungamo	Appropriate Revival Initiative for Strategic Empowerment (ARISE)	Beatrice Rwakimari	Mujuzi Dan	Kabuye Enoch
96	Nwoya	Forum for community transformation	Odongo Julius	Odongo Julius	Atto Susan
97	Otuke	Facilitation For Peace and Development	Eunice Apio	Okeng Alfred	
98	Oyam	Fight to Improve Community Health (FICH)	Emmy Zoomlamai Okello	Emmy Zoomlamai. Okello	Acheng Pamela
99	Pader	Advocates for research in development [ARID]	Job Okuni	Rosemary Angom	
100	Pallisa	Pallisa Civil Society Organization Network	Makeru Wilberforce	Asire Flavia	Ejantere Fred
101	Rakai	Rakai councillors association	Kasozi Fred	ssemwanga Godfrey	Kalamagi Yakubu
102	Rubirizi	Community Volunteer initiative for Development	Ben Bataringaya	Mugume Robert	
103	Rukungiri	Literacy Action and Development Agency (LADA)	Athur Mbabazi	Amanya Charity	
104	Sembabule	Sembabule District Farmers Association (SEDFA)	Bitakaramire Godfrey	Tamale Gerald Majera	Nassiwa Josephine
105	Serere	Hope After Rape (HAR)	Kifubangabo Fred	Mulobole Patrick	
106	Sheema	Help the crying Voices	Mugisha Rogers	Mugisha Rogers	Turyashemererwe Obed
107	Sironko	Christian Women & Youth Development Alliance	Mafabi David	Musika Charles	
108	Soroti	Public Affairs Center (PAC)	Ekwee Ocen Benson	Arugu Julius	Ikwap Daniel
109	Tororo	Foundation for Development (FOD)	David Apiauni Ofwono	Peter O. Ekiikina	
110	wakiso	HUYSLINCI Community initiative	Moses matovu	Kibirige Ahmed	
111	Yumbe	Needy kids Uganda	Aluma Swali	Hamid Khelil	
112	Zombo	Life Concern	William Anyolitho	Jacwic Felix	

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ISMAIL WALANGALIRA		UMAR KASIIRA		LUBOGO PETER		AYAA CONSTANCE	
1	Amuria	1	Buyende	1	Buhweju	1	Adjumani
2	Kaberamaido	2	Jinja	2	Mitooma	2	Amuru
3	Katakwi	3	Kaliro	3	Rubirizi	3	Gulu
4	Serere	4	Kamuli	4	Sheema	4	Lamwo
5	Soroti	5	Luuka	5	Bushenyi	5	Moyo
6	Abim	6	Mayuge	6	Kasese		
PIUS AKOL		KYEYAGO VIOLA		FENEKANSI SABITI		JUDITH ADONGO	
1	Amudat	1	Bugiri	1	Kibaale	1	Kitgum
2	Kotido	2	Busia	2	Kyenjojo	2	Otuke
3	Moroto	3	Tororo	3	Kabarole	3	Pader
4	Napak	4	Iganga	4	Ntoroko	4	Agago
5	Kaabong	5	Namayingo	5	Kyegegwa	5	Alebtong
6	Nakapiripirit			6	Bundibugyo		
BEATRICE NASSIMBWA		KIRANDA RICHARD KIZITO		CLARE KOMUHENDO		STELLA ATUNYO	
1	Butaleja	1	Mubende	1	Ibanda	1	Kiryandongo
2	Budaka	2	Mityana	2	Isingiro	2	Masindi
3	Kibuku	3	wakiso	3	Kamwenge	3	Nwoya
4	Pallisa	4	Kampala	4	Lwengo	4	Oyam
5	Namutumba	5	Gomba	5	Lyantonde	5	Buliisa
		6	Butambala	6	Kiruhura		
EMMANUEL MAFABI		SARAH OKOTH		MULUMBA MATHIAS		AKELLO REBECCA	
1	Manafwa	1	Buikwe	1	Kabale	1	Apac
2	Mbale	2	Kayunga	2	Kanungu	2	Dokolo
3	Ngora	3	Buvuma	3	Ntungamo	3	Kole
4	Bududa	4	Mukono	4	Rukungiri	4	Lira
5	Bukedea	5	mpigi	5	Kisoro	5	Amolatar
6	Kumi			6	Mbarara		
SIMON PETER OLINGA		ISIAH BAGABOINE		SENDYOSE GODFREY		ISMAIL WALANGALIRA	
1	Bukwo	1	Kiboga	1	Rakai	1	Amuria
2	Bulambuli	2	Kyankwanzi	2	Sembabule	2	Kaberamaido
3	Kapchorwa	3	Luweero	3	Bukomansimbi	3	Katakwi
4	Kween	4	Nakaseke	4	Kalungu	4	Serere
5	Sironko	5	Hoima	5	Masaka	5	Soroti
		6	Nakasongola	6	Kalangala	6	Abim

RESEARCH ASSOCIATES

	DISTRICT	NAME
1	Kamuli Buyende	Bamusibule James
2	Amuria Abim	Lubwama Enock
3	Kotido Kaabong	Chemasuet AbdulAziz Terah
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5	Tororo Butaleja	Silas Eilu
6	Bulambuli Kapchorwa	Nsubuga Ernest
7	Sheema Mitooma	Katusiime Teddy
8	Buikwe Mukono	Vincent Mutagubya
9	Kumi Serere	Samanya Muganza Fredrick
10	Masaka Kalangala	Mutagubya Joseph
11	Mpigi Kiboga	Evelyn Seruyange
12	Kaberamaido Dokolo	Ameede Josephine
13	Buvuma Kayunga	Nansubuga Saudah
14	Kisoro Kabale	Vivienne Nzabanita
15	Kasese Rubirizi	Angella Biira
16	Kyenjojo Kibaale	Christine Kemigabo
17	Bukedea Ngora	Nabadda Cotilda
18	Budaka Kibuku	Nakigozi Noor
19	Bundibugyo Ntoroko	Nyatia Steven
20	Gomba Butambala	Namale Fatuma
21	Moyo Adjumani	Robinson Kasadha
22	Katakwi Soroti	Beatrice Akol Monica
23	Jinja Kaliro	Lubi Vivian
24	Busia Namayingo	Ngobi Benard
25	Hoima Buliisa	Rehema Mbabazi
26	Kampala Wakiso	Salama Rose Bavuga
27	Moroto Napak	Ssemakula Denis
28	Kween Bukwo	Sabila Steven
29	Otuke Alebtong	Opio Hannington
30	Kitgum Agago	Labong Catherine
31	Kole Apac	Hilda Ongora
32	Nakaseke Kyankwanzi	Zaake Julius
33	Koboko Yumbe	Katumba Baker
34	Nakasongola Luweero	Alyambuka Elizabeth
35	Ntungamo Mbarara	Ninsiima Aurelia
36	Lyantonde Sembabule	Annet Nakachwa
37	Bududa Manafwa	Sheilah Wanyenze
38	Mbale Sironko	Mwisaaka Janet
39	Kamwenge Ibanda	Winfred Babirye

	DISTRICT	NAME
40	Rakai Lwengo	Lydia Namirembe
41	Mayuge Luuka	Mugoya Paul
42	Kiruhura Isingiro	Musinguzi Domitira
43	Iganga Bugiri	Mukama Franc
44	Mityana Mubende	Sophie Wanyenya
45	Pader Lamwo	Nagguja Josephine
46	Kanungu Rukungiri	Collins Tumusiime
47	Arua Maracha	Bako Juliet
48	Lira Amolatar	Akello Sarah
49	Zombo Nebbi	Wanyana Esther Kalibala
50	Masindi Kiryandongo	Namara Mary Assumpta
51	Namutumba Pallisa	Musiza Rogers
52	Bushenyi Buhweju	Gitta Phiona
53	Gulu Amuru	Omony Gabriel
54	Kabarole Kyegegwa	Tumwesige Walter
55	Nwoya Oyam	Peace Olweny
56	Amudat Nakapiripirit	Nekesa Esther
57	Amudat Nakapiripirit	Sserwadda Ivan

NATIONAL TRAINERS

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- 2 Joseph Ssemakula
- 3 Jocelyn Amongin

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- 1 Jackson Atria
- 2 Daniel Mwaringa
- 3 Jornada Ngisa

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- 2 Dr. Kizza Mukasa Makerere University
- 3 Martin Omoding Kyambogo University
- 4 Winnie Nakkazi Ndejje University
- 5 Namwebya Racheal Namugosa Retired Educationalist
- 6 Eve Owembabazi Sancta Maria PTC, Nkokonjeru
- 7 Francis Egadu Retired Educationalist
- 8 Esther Oyella Laboye Primary School
- 9 Kyomukama Phoebe Kabale University
- 10 Margaret Acuro Pece Primary School
- 11 Richard Mutebi Kizito Jinja Karoli Primary School
- 12 Elizabeth Bakahuuna Nakaseke Primary Teachers' College
- 13 Gerald Bukenya National Curriculum Development Centre
- 14 Gertrude Namubiru National Curriculum Development Centre
- 15 Elly Musana Wairagala National Curriculum Development Centre
- 16 Otim Nimayos Canon Lawrwence PTC Lira
- 17 Ejoku Alex Amukurat Primary School, Amuria District
- 18 Eunice Omunyokol Headteachers, Akamuriei Primary School, Amuria District
- 19 Jennifer Magezi Butiiti PTC

