Are Our Children Learning?

Annual Learning Assessment Report
Uganda 2010

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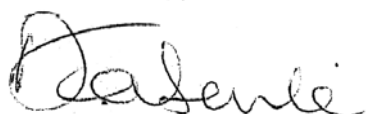## Uganda 2010

FOREWORD

Over the last two decades, improving access to and quality of primary education has been the focus of Government, development partners and citizens in Uganda across East Africa. Significant investments have been made towards inputs in the areas of; curricula, teaching/learning processes, school inspection and support supervision, teachers' accommodation, absenteeism, school facilities and infrastructure. These have paid off with an increase in enrollment figures over time. The challenge however that still stands is whether the millions of children in school for whom these investments have been made are learning.

Uwezo, meaning "capability" in Kiswahili, is a four year initiative to improve competencies in literacy and numeracy among children aged 6-16 years in Kenya, Tanzania and Uganda through an innovative, civic-driven and public accountability approach to social change. Uwezo will enable policy makers as well as ordinary citizens – i.e. parents, students, local communities and public at large – to become aware of actual levels of children's literacy and numeracy, and build on that awareness to stimulate practical and policy change across East Africa. In Uganda the initiative is hosted by the Uganda National NGO Forum.

Uwezo involves a wide range of people – from local civil society organizations to ordinary citizens and local leaders. These participate in the assessment and on the basis of the results become a trigger for informed debates about learning which is central to the initiative.

This report presents the findings of the first ever citizen's assessment of children's learning for children in the age bracket 6-16 years in Uganda. We hope this report will instigate ordinary citizens including parents, local leaders, head teachers, district education officers, MPs and the media to take action. The civil society fraternity working in different parts of the country may find these findings compelling for them to develop programs that involve local communities and individuals in promoting and supporting the learning of our children.

As stakeholders in the education of our children, Uwezo and other civil society actors that participated in this initiative assure all Ugandans that our goal is not to focus exclusively on lamenting about the poor performance in education, but we would like to call all citizens to action towards improving quality education in Uganda. We believe that change does not come from credible evidence alone; it also requires parents, teachers and key policy actors to be informed and compelled to act.

Associate Prof. Deborah Kasente
Chair, Uwezo Uganda Advisory Committee

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ACKNOWLEDGEMENTS

Uwezo is indebted to a number of institutions and individuals who contributed to the success of the first ever Uwezo national assessment of learning outcomes in Uganda. We are greatly indebted to all of you for the commitment, support, contribution and cooperation rendered.

We extend our gratitude to the Uganda National NGO Forum Board and Management for having agreed to host Uwezo in Uganda. We are grateful for the administrative and institutional support provided.

Support from the Hewlett Foundation -Global Development Program, HIVOS, Open Society Institute and Twaweza enabled our existence and ability to conduct the first citizen's assessment in Uganda. To this we are specifically grateful.

Over the course of preparing and conducting this assessment we have benefited enormously from consultations and support from several government institutions which include but are not limited to; the Ministry of Education and Sports, Uganda Bureau of Statistics (UBoS), Makerere Institute of Statistics and Applied Economics (ISAE), Uganda National Examinations Board's – National Assessment of Progress in Education (NAPE) and other education related institutions. We are grateful for their expertise and insights provided. We have also benefited from several civil society organizations here nationally and locally, these include the FENU, SNV, Aga Khan Development Network and all the 27 District Partner Institutions.

The technical support offered by ASER India, SUNAI Consultancy India, Twaweza in Tanzania, Uwezo Kenya and Uwezo Tanzania is greatly appreciated. Our "capability" has indeed been improved and this will enable us work towards galvanizing citizen action to improve children's learning.
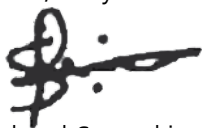
In a special way we acknowledge the expertise and advice provided by the Uwezo Uganda Advisory Committee. Your insightful knowledge and practical guidance rendered throughout the year enabled us to courageously embark on our journey.

We would like to extend our utmost appreciation to the District Contact Persons and again the respective District Partner Institutions who hosted Uwezo Uganda for the first year assessment. Your association as key partners with Uwezo enabled the successful implementation and is greatly appreciated.

We are particularly grateful to the district leadership in all the 27 districts assessed. We are appreciative of the role played by the RDCs, CAOs, CDOs and village LC leaders. Thanks also go to all head teachers in 749 schools from which data was collected in each of the districts assessed. To the entire assessment team, we say thank you for having worked hard and to our big family of 1,620 volunteers, we are grateful for the enthusiasm and dedication to being a part of the Uwezo initiative and for having collected all the data. We are also thankful to the parents, guardians and the 34,752 children in the different households assessed for having willingly given us audience.

Final appreciation goes to the Uwezo Secretariat, various consultants, the report writing team and data analyst for having worked tirelessly for a successful 2010 assessment.

To All, I say Thank You!

Richard Ssewakiryanga
Country Coordinator, Uwezo Uganda

ACRONYMS AND ABBREVIATIONS

ASER   Annual Status of Education Report

CAO   Chief Administrative Officer

CDO   Community Development Officer

CSOs   Civil Society Organisations

DCP   District Contact Person

DEO   District Education Officer

DPIs   District Partner Institutions

EFA   Education For All

HH   Household

ISAE   Institute of Statistics and Applied Economics

LC   Local Council

MDGs   Millennium Development Goals

NAPE   National Assessment of Progress in Education

NGO   Non Government Organization

QEI   Quality Enhancement Initiative

RDC   Resident District Commissioner

UBOS   Uganda Bureau of Statistics

UPE   Universal Primary Education

1 Introduction

Uwezo - the Concept

1.0 INTRODUCTION - UWEZO THE CONCEPT

Since 1997, the Government of Uganda has implemented the Universal Primary Education Policy. This followed closely the promulgation of a Constitution in 1995 that established education as a right for all. These reforms were also in consonance with the global education reforms as espoused in the 1990 Jomtien World Conference on Education for All (EFA) which called for increased access to education as well as an improvement in learning achievement. In 2000, we had the Dakar Framework of Action that reinforced all these global and national reforms as seen in Goal 6 that calls for "improving all aspects of the quality of education and ensuring excellence of all so that recognizable and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills". These goals have been assimilated in the UN Millennium Development Goals (MDGs) and MDG 2 now specifically speaks to Universal Primary Education.

In Uganda, since the introduction of UPE, effective ways and means to make tangible improvements in both UPE service delivery (teachers, curricula, facilities, inspection and support supervision) and outcomes (learning) have been of focus. The Government of Uganda and development partners through the Ministry of Education and Sports have made enormous investments in the primary sub-sector to improve quality in terms of curricula, infrastructure and learning environment, teaching/learning process and learning achievements. The UPE policy in Uganda received a major boost with the enactment of the new Education Act, 2008 by Parliament which makes primary education compulsory for all children. In addition, the sector adopted the Quality Enhancement Initiative (QEI) - a flagship program within the UPE program for the improvement of primary education specifically targeting the twelve districts with the worst education indicators in the country. The sector also adopted other support policies to guide its efforts to provide quality primary education, including the instruction in local language policy which is intended to support the on-going implementation of the thematic curriculum in lower primary. However, the sub-sector continues to register low learning outcomes.

The Uganda National Examination Board (UNEB) has since 2003 been conducting annual national assessments of literacy and numeracy competencies at primary 3 and 6 level. The recent National Assessment of Progress in Education (2009) indicates that in terms of proficiency in Numeracy and Literacy of children in the sampled classes of P.3 and P.6 still stands below 50%. Notwithstanding the strong government commitment major constraints and challenges remain, and these include:

- Low community participation and ownership of education activities
- Inadequate capacity particularly at the district level
- Inequity in primary education provision particularly due to a wide variation in access to pre-primary education in the country
- Slow recruitment and deployment of qualified teachers
- Inadequate school inspection services
- Poor communication between the districts and schools
- Inadequate provision of instructional materials for implementation of the thematic curriculum at lower primary
- Inadequate training of teachers in the delivery of the thematic curriculum
- Inadequate institutional capacity for planning, implementation and management particularly at the school level

- Inadequate infrastructure in primary schools due to low funding
- High attrition of teachers
- High repetition and drop out of pupil

The Uwezo initiative responds to this context. Uwezo, meaning "capability" in Kiswahili, is a four year initiative to improve competencies in literacy and numeracy among children aged 6-16 years in Kenya, Tanzania and Uganda through an innovative, civic-driven and public accountability approach to social change. Uwezo intends to enable policy makers as well as ordinary citizens – i.e. parents, students, local communities and public at large – to become aware of actual levels of children's literacy and numeracy, and build on that awareness to stimulate practical and policy change across East Africa.

In Uganda the initiative is hosted by the Uganda National NGO Forum (www.ngoforum.or.ug) and regionally within Twaweza (www.twaweza.org). Uwezo is a citizen-led assessment that complements education assessments conducted by Government. It is based on the concern that educational assessment studies have increased across East Africa but the use and impact appears to be limited. Further, assessments tend to be overly technocratic and complex in nature, and are difficult for most people to understand. Access to their findings remains limited to small circles, and their dissemination seems to have failed to stimulate the public imagination or lead to policy and social change.

Uwezo seeks to fill this gap by generating household based data on children's literacy and numeracy across East Africa, in a manner that informs the public, stimulates countrywide debate, and creates demand for policy change from the bottom-up. Uwezo builds its design and methodology from the pioneering approach of the Annual Status of Education Report (ASER, www.asercentre.org) in India. Building on the pioneering approach of ASER-India, Uwezo has the following key components:

Uwezo – Links with ASER and Key Features

In India, Pratham (www.pratham.org) – an independent civil society organization developed an innovative methodology to produce the Annual Status of Education reports (ASER). ASER is a household based nationwide survey that measures ability in basic literacy and numeracy among children between the ages of 5 and 16. The ASER approach is impressive in its scale and coverage, as well as its apparent ability to focus public attention towards learning capability and galvanize public action.

A group of educators, researchers and leaders from East Africa visited India to study the approach and see its value and impact. On returning from India, the group further reflected on the usefulness and appropriateness of the ASER approach and unanimously concluded that an ASER like approach would be useful in the three East African countries. In discussions with educators, government officials and civil society organisations, consensus emerged that an ASER-like assessment that would provide data on learning outcomes and galvanize citizen action to improve the situation was desirable. As a result Uwezo was born.

The following key features of Uwezo were adapted from ASER.

- **Household based:**
The tests are conducted within the households hence demystifying testing as a school event.

Uwezo presents families with the potential of being part of the child's learning journey.

- **Instant feedback:**
Results are instant and are shared with the child, family and local leaders immediately.

- **Simplicity:**
The use of a simple but comprehensive tool to assess literacy and numeracy that can be easily administered; (Tests are based on primary two curriculum content analysis)

- **Volunteerism:**
Uwezo works with a team of community volunteers (60 volunteers per district) to administer the tests nationally. It shifts the assessment away from the domain of education experts to the public domain, hence galvanising public response and action to the schooling process.

- **Collaborative spirit:**
Uwezo is based on the belief that an education movement united in its search for qualitative changes in the education sector can have sustained impact. In its implementation Uwezo Partners with government departments, ministries, CSOs, institutions and individuals.

- **Scalability:**
Uwezo is designed to have scale for a greater impact to be achieved. A nationwide assessment covering 30 villages per district, 20 household per village and 1 school per village. Nationwide scale makes it more attractive to bureaucrats because every part of the country will easily identify with the results and allows for comparison.

- **Policy planning:**
The survey is timed to provide input into the annual planning and budgeting process. The results aid in shifting prioritisation to address key concerns. To convince the policy maker, Uwezo will resort to "scale and awe" to elicit response from government who often dismiss results from smaller studies.

- **100 days analysis:**
Uwezo is done within a defined and relatively short period of time. Consequently there is no danger of collecting data that becomes stale due to long delays before analysis and use. The determination and focus within the approach is an admirable quality.

- **Periodic nature:**
Uwezo is an annual exercise. This will allow longitudinal data flow in the medium term that informs on children's basic competencies and monitors improvements registered every year as a result of interventions undertaken during the course of the past year.

- **Building partnerships:**
Current learning assessments are the preserve of the ministries of education and other technical players. Uwezo on the other hand is driven by civil society. The collective approach of Uwezo that seeks concerted contribution from all, presents education coalitions with an opportunity to collectively augment existing efforts in the area of assessment. This approach is novel, given that much of the existing NGO effort is lone ranger, localised, has small geographic coverage and limited policy impact.

- **Communication:**

Uwezo realizes generating evidence alone is not enough. It will therefore share information in a manner that better informs the public, stimulates nation wide citizen debate and creates pressure for policy change from the bottom up approach. Uwezo intends to build on the ASER experience and go further particularly through greater use of the media.

- **Interventions:**

The assessment findings will stimulate others to design suitable interventions in response, such as Pratham's "Read India". However Uwezo itself will not directly undertake interventions to improve literacy and numeracy in order to remain focused and avoid conflict of interest.

Design and Methodology: Choosing districts, villages, households, children

Sampling methodology

A sampling methodology and framework was developed using an updated 2002 Uganda Population and Housing Census Frame. This was inclusive of all the 80 districts as of June 2007. The 80 districts were divided into 10 regional sampling strata basing on similar cultural and geographical characteristics which may have effect on basic learning of children. A three stage sampling design was adopted. In the first stage simple random sampling was used to select 3 districts per strata except for Kampala, Karamoja and West Nile where 2 districts were selected.

30 villages were randomly selected from each of the sampled districts. This was done on the basis that all sub-counties in the sampled district are represented in proportion to the number of households they have. All sub-counties were included for purposes of ensuring that the sample is evenly distributed and that at least both a rural and urban area of each district is included. Probability proportional to size sampling method was used because a sub-county with a higher number of households has a chance of having more representation of villages in the sample.

At village level, in order to generate a sample of the 20 households to be assessed, a list of all households in the selected village was prepared with the help of the village LC1, the total number of households was then divided by 20 to get the nth number (which is the interval between each household). A number, between 1 and the nth number was randomly chosen to determine the household from where to begin the survey. Every household that came at the selected interval on the generated list was selected as part of the sample. To this list an additional 5 households were selected to cater for any replacements.

Selecting the schools

Government schools serving the assessment villages were selected for generation of school based data. In situations were a village did not have a government primary school serving it, then the school in the neighboring villages to which most of the children in that particular village attended was surveyed.

Selecting the children

The full assessment in reading, arithmetic and ethno-arithmetic targeted all children who regularly reside in the household, between the ages of 6 – 16 years old irrespective of whether they were attending school or not. Overall a total of 34,752 children were assessed.

The Testing Tools and Processes

A rigorous process of test development yielded four sets of tests in English and mathematics with the same level of difficulty for use during the national assessment. This was done by a group of test developers and education experts. The Uganda P.2 curriculum was used as a point of reference in development of these tests.

Development of tests

A group of competent test developers and panelists including practicing primary school teachers and education experts undertook the process of developing the assessment tools. At different levels of development, these tests were widely shared with the researchers and educationalists. Extensive pre-testing in both rural and urban settings was done to further validate the tests. The following were steps undertaken in development of the tests;

- Preparation of background papers on national assessments
- Development of a test development framework
- Identification and selection of test experts and panelists
- Content analysis of primary two curriculum for literacy and numeracy. Basic numeracy and literacy skills were gauged on primary two curriculum.
- Development of four sets of tests
- Conducting pre testing in an urban setting
- Review of tests by developers and panelists
- Second pre testing in a rural setting
- Second revision of tests
- Wide sharing of tests to revise and further validate these
- Final validation by test development panel
- Printing of final sets of tests

Administering the test in English (Reading) and in Arithmetic

The four developed sets of tests in English were produced at letter, words, paragraph and story levels. During the administration of tests, volunteers started with the paragraph level and would then move a level higher or lower depending on the child's ability. Ability to fluently read words was gauged on ease, speed and accuracy. At paragraph and story level fluency was gauged on ability to read sentences accurately rather than as a string of words. Comprehension ability was gauged on accuracy of the child to read the given story and correctly answer one of the two questions given orally.

Sample of Literacy Test

Letter Identification, Word Level, Paragraph/Sentence Level, Story level, Questions:

Letter identification

i	o	w	y	s
h	a	c	b	u

Word level

cow	mat	car	sing	home
bus	leg	cup	milk	boy

Paragraph/sentence Level

This is our goat.
She has two kids.
She likes her kids.
She feeds them well.

An eagle is a bird.
It flies high.
It eats small birds.
It has a long beak.
It lays eggs.

Story Level

Tom is our best football player. He stays far away fromschool. One day we had a big match. Tom had not come to school that day. The teacher went to look for Tom. The teacher found Tom weeding cassava. The teacher called Tom from the garden. All pupils were happy when Tom came. Our School won the match. We danced the whole day.

Questions

Where was Tom?
Why were the children dancing?

The numeracy tests were developed with six levels; recognition of numbers 1-9, recognition of numbers 11-99, addition, subtraction, multiplication and lastly division. Similarly in administration of the numeracy tests children were first made to attempt the subtraction level and were then taken a level lower or higher depending on their ability in order to determine their numeracy skills. This greatly helped in saving time. Determining the child's ability to recognize numbers 1-9 and 11-99 was based on ability to recognize four out of five numbers in these levels and were one could not recognize the lowest level they were assessed at nothing level. Determining levels of the children in the levels of addition, subtraction, multiplication and division depended on the ability to accurately solve two out of three problems at that particular level.

Sample of Mathematics test

Number recognition:				Addition		Subtraction		Multiplication	Division
9	5	1	3	1 4 + 1 2	8 8 + 1 1	7 1 - 6 0	4 6 - 1 4	7 x 3 =_____	2 ÷ 2 =_____
4	7	8	6	1 5 + 1 3	1 3 + 1 4	6 6 - 1 5	8 9 - 1 4	3 x 4 =_____ 5 x 1 =_____	6 ÷ 2 =_____ 8 ÷ 2 =_____
11	91	47	72	7 7 + 1 1	6 9 + 1 0	4 4 - 3 3	9 8 - 6 3	8 x 2 =_____ 3 x 6 =_____	1 ÷ 1 =_____ 12 ÷ 2 =_____
69	33	16	58						

Ethno mathematics

1. **If a ball costs 50 shillings, how many coins of 50 shillings do you need to buy one ball?**

2. **If your father gives you 200 shillings and your mother gives you 150 shillings, how much money will you have all together?**

3. **Jane wants a rope which costs 250 shillings. John gives Jane 300 shillings. How much money will Jane remain with after buying the rope?**

4. **Isa had 900 shillings. He bought a loaf of bread which cost 500 shillings. How much money did he get back?**

A bonus test (ethno mathematics was also given to all categories of children within the age group regardless of having attended school or not in order to gauge their cognitive ability. Volunteers were tasked to test whether the children had any skills of addition and subtraction with money. In administration of this test volunteers were allowed to translate in local languages for easier understanding.

Development of data recording tools

Data recording tools were produced as an adaptation from ASER survey tools. These included the village information sheet, school observation sheet/ school data forms, household survey sheets/ summary forms, village compilation sheet/ village data forms and a district compilation sheet. Training of Trainers manuals and volunteers' manuals were also developed as part of the assessment tools to guide the assessment team during the national assessment. These tools were shared out with the Advisory Committee and education experts and they also underwent numerous revisions and technical input.

Communicating the Uwezo Results

Uwezo realizes that generating evidence alone is not enough. Uwezo will ensure that throughout the process, information will be shared in accessible, popular formats, and two-way communication and public debate promoted. Differences among districts, including examples of both successes and failures, will be highlighted to foster comparison and learning. This approach seeks to both inform and raise debate, and stimulate citizen feedback. Emphasis is placed on raising questions rather than quickly jumping to solutions, in a manner that seeks to draw audiences to think. *Onus is placed on a practical and shared agency – on what each citizen and policy actor can do to make a difference – rather than simply lining up behind the 'right leader or policy', or simply complaining about the government.*

At the heart of the Uwezo initiative and aims at stimulating citizen debate across 'key audiences and stakeholders, involving; communities, the media, CSOs, Government, religious leaders, parents, teachers, head teachers, local leaders and other groups and individuals. Uwezo hence emphasizes broad communication of the assessment findings as a platform for parents, teachers and key policy actors to be informed about learning outcomes and the action required.

At the heart of Uwezo is the citizen focus. This is being emphasized for three important reasons. First, a lot can be done to improve literacy and numeracy by parents, children, teachers and other ordinary citizens, even within existing constraints. Second, citizen engagement is essential to creating the public pressure needed to hold leaders and service providers to account, both at local and national levels. Third, the citizen focus creates for greater sustainability by diversifying interest, ownership and follow-up, among people who are directly affected by the poor state of learning, rather than becoming dependant on a few individuals who may be moved, become corrupted or change their minds.

Key outputs of Uwezo communications approach

- Immediate feedback of assessments provided to parents, children and local leaders in sampled communities; and assessment tool left with sampled communities for continued use.

- Assessment tool, findings and analysis disseminated in accessible formats to the public and key actors through the media, websites and email, post and key forums.

- Tailored materials developed for and communicated with specific key actors (e.g. ministries of education or finance, MPs, religious leaders, journalists, teachers' trades unions, private sector leaders), differentiated

- Greater coverage and debate of learning and literacy/numeracy levels in media, civil society and parliamentary discussions, and policy forums and documents (including education sector reviews).

Uwezo Annual National Assessment

Uwezo is using this innovative methodology to produce annual national assessments of learning. This report presents the findings of the first Uwezo Uganda annual national assessment of learning outcomes 2010 conducted in April 2010. Uwezo worked with a team of 1,620 village-based volunteers and 27 partner organisations to visit 16,200 households in 27 districts. A simple P.2 pre-developed test in English, Mathematics and ethno-arithmetic was administered to 34,752 children between the ages of 6-16. A total of 810 government schools in the 27 districts were visited.

## II Facts from the Uwezo 2010 Assessment: Are our children learning?

Fact 1: Up to 85% of all children sampled in class P7 in the 27 districts surveyed across the country could solve at least two numerical written division sums of P2 level difficulty correctly.

Fact 2: About three quarters (72%) of all the class P7 children sampled in the 27 districts surveyed across the country could read and understand a 'story' text of P2 level difficulty. While as 28% could not.

Fact 3: In P7 there were almost no differences between private and government-aided schools in terms of mathematics competencies. 85% of children sampled in P7 in government-aided primary schools could solve at least two numerical written division sums of P2 level difficulty correctly in any category (1 and 2), compared to only 83% in private primary schools.

Fact 4: 98% children among all P3 children sampled, could not read and understand a 'story' text of P2 level difficulty, and 80% could not solve at least two numerical written division sums of P2 level difficulty correctly.

Fact 5: There were ten times more (20%) children among all P3 children sampled, who could solve at least two numerical written division sums of P2 level difficulty correctly, compared to those (only 2%) who could read and understand a 'story' text of P2 level difficulty.

Fact 6: There were considerable regional and district variations in reading and mathematics ability among all children sampled in the 27 districts surveyed across the country. The Eastern region was comparatively worst Performing in terms of proportion of children in classes P3-P7 who could solve at least two numerical written division sums of P2 level difficulty correctly, and who could read and understand a 'story' text of P2 level difficulty.

Fact 7: There were no major gender differences in reading at P3-P5 level. Among all children sampled in classes P3-P5 slightly more girls (11.4%) could not even recognize letters of the alphabet, compared to 10.9% boys. More boys (10.1%) among all children sampled in classes P3-P5 could read and understand a 'story' text of P2 level difficulty, compared to 9.8% girls.

Fact 8: Gender differences in reading are skewed in favor of boys in the upper classes (P6-P7). Considerably more boys (59.5%) among all children sampled in classes P6-P7 could read and understand a 'story' text of P.2 level difficulty, compared to about 53.3% girls.

Fact 9: Up to 85% of the schools visited at least had some instructional materials for math and English in P1-P3, although only 38% of the schools visited were also found to have a library.

Fact 10: Up to 65% of the schools visited reported organizing "class days", however only 31% of the parents/guardians interviewed reported that they visited the school over the past year to talk to teachers about their child's learning. Nevertheless, 84% of the parents/guardians interviewed reported visiting the school (regardless of reason) over the past year.

Fact 11: 90% of the households sampled reported that they provide some from of mid-day meal for school-going children.

Structure of the Report

This report is presented in six sections. The first section outlines the technical and administrative aspects of the assessment. It details the sampling strategy, test development processes, communication strategy. The second section presents the actual findings of competency levels of children 6-16 in literacy and numeracy within a broader national picture. Data capturing schooling status, UPE grants, attendance, available facilities, school inspections and social economic indicators in the villages is additionally presented. Subsequent sections are a presentation of data based on findings from statistical regions but with district specific data.
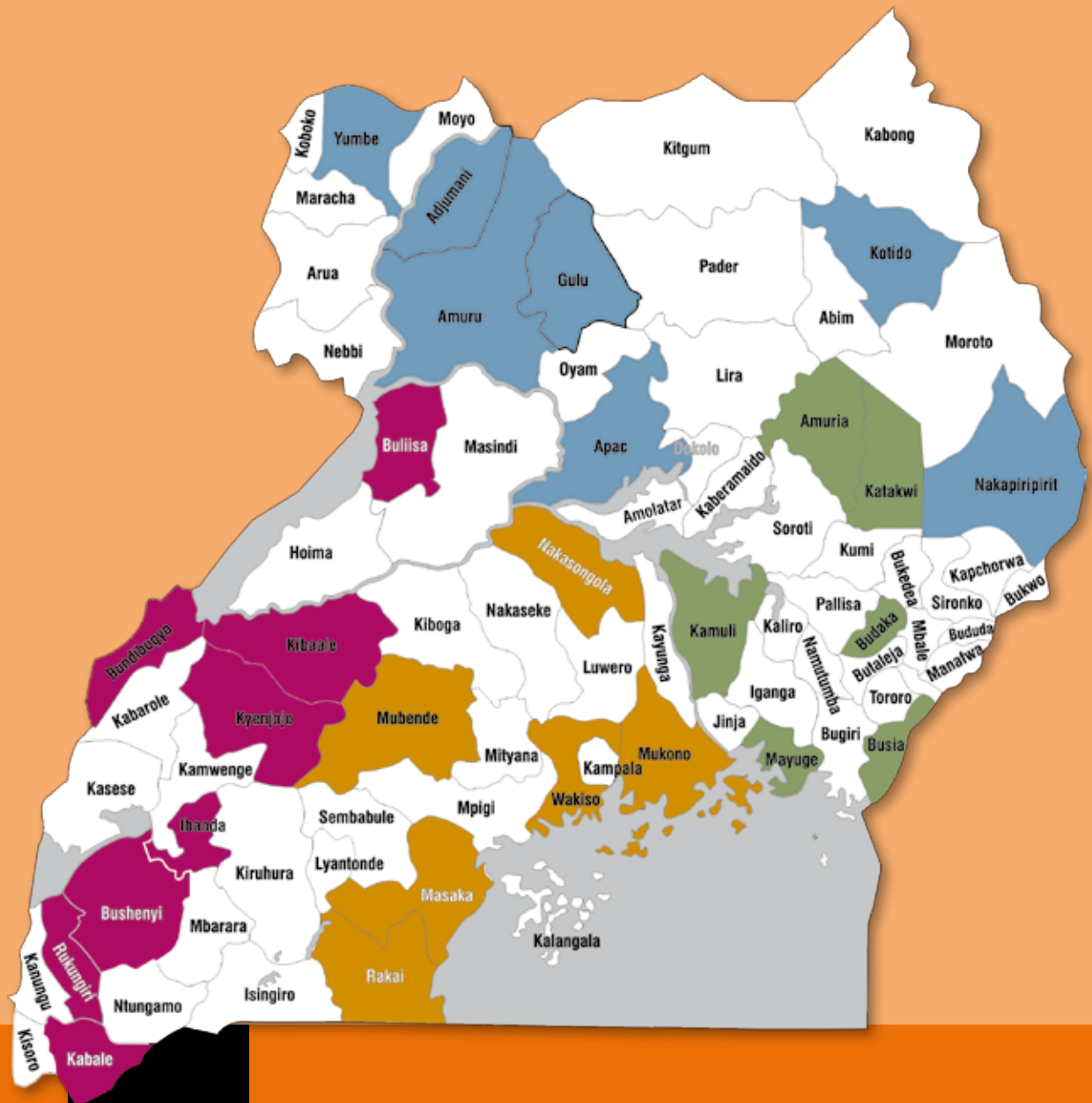
2 National Synthesis

SOME SCHOOL AND HOUSEHOLD INDICATORS

Nationally, the average teacher absenteeism in the survey districts was observed at 12% with Mayuge and Bushenyi districts reporting 20% and 22% respectively. The average teacher absenteeism in Wakiso district was the least reported at 3%. On the other hand, the national average pupil absenteeism was observed at 11% with Katakwi and Kyenjojo districts reporting 22% and 24 % respectively. The average pupil absenteeism was least reported in Bushenyi district at 4%.

Regarding instructional materials, results indicate that 85% of the schools visited at least had some instructional materials for math and English in P1-P3, although only 38% of the schools visited were also found to have a library. Math and English instructional material for P1-P3 were highly reported in the districts of Adjumani, Bullisa and Kyenjojo. On the other hand these were least reported in the districts of Bundibugyo, Kabale and Ibanda.

Overall, up to 65% of the schools visited reported organizing "class days", however only 31% of the parents/guardians interviewed reported that they visited the school over the past year to talk to teachers about their child's learning. This was highly reported in the districts of Gulu and Bushenyi with 55% and 48% respectively. On the other hand, this was least reported with less than 20% in the districts of Katakwi, Kabale, Bullisa, Adjumani, and Mayuge. Nevertheless, 84% of the parents/guardians interviewed reported visiting the school (regardless of reason) over the past year.

Further, results indicate that 90% of the households sampled reported that they provide some form of mid-day meal for school-going children. This was highly reported in the district of Bushenyi (100%) and least reported in Katakwi with only 52% of the households providing some form of mid-day meal for school-going children.

The survey also reported the educational levels of females above 18 years of age in the households assessed and Table A provides a national picture.

Educational Levels of Females Above 16 Years Of Age

- None 29%
- Post Secondary 3%
- Secondary 15%
- Primary 53%
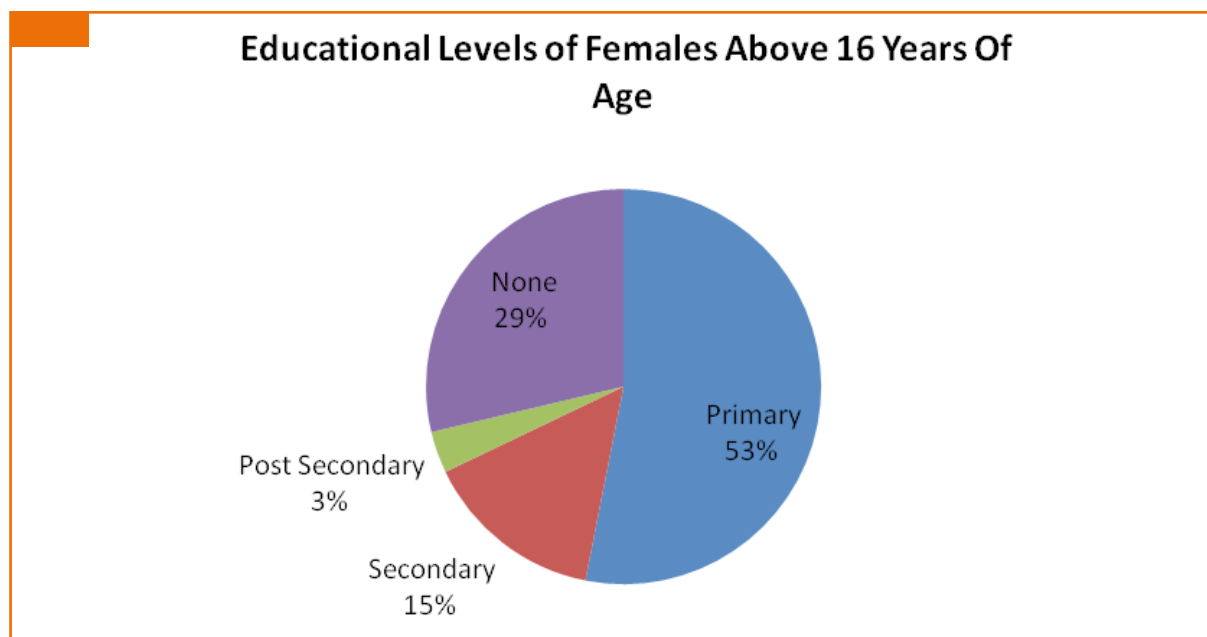
THE OVERALL COMPETENCE LEVELS IN READING

UWEZO 2010 recorded English reading levels as:
- **Level 1** (nothing) is the inability to even recognize letters of the alphabet.
- **Level 2** (letter) is the ability to recognize letters of the alphabet ONLY
- **Level 3** (word) is the ability to read words of primary 2 level difficulty
- **Level 4** (sentence) is the ability to read a paragraph of primary 2 level difficulty
- **Level 5** (story) is the ability to read a 'story' text of Primary 2 level difficulty
- **Level 6** (comprehension) is the ability to read and understand a 'story' text of Primary 2 level difficulty

Table 1: DISTRIBUTION FOR READING COMPETENCIES BY CLASS, P1-P7

| Class	Nothing	Letter	Word	Sentence	Story	Comprehension	Total
P1	63.83	29.22	6.23	0.46	0.06	0.19	100
P2	37.49	41.88	17.97	1.95	0.28	0.43	100
P3	18.62	36.74	33.32	8.15	0.81	2.35	100
P4	8.72	23.26	35.26	22.92	2.4	7.44	100
P5	4.24	12.08	25.58	29.82	4.71	23.57	100
P6	1.71	3.67	13.23	27.86	7.17	46.35	100
P7	1.08	1.33	4.19	12.94	7.99	72.48	100
Total	**26.78**	**25.69**	**20.19**	**12.3**	**2.24**	**12.8**	**100**

19% of all children sampled in class P3 could not recognize letters of the alphabet; and only 2% could read and understand a 'story' text of P2 level difficulty.

**CHART 1:** % DISTRIBUTION OF READING AND COMPREHENSION ABILITIES OF P 7 PUPILS
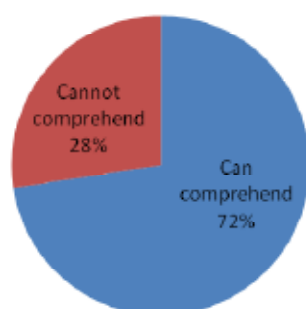
About three quarters (72%) of all P.7 children sampled could read and understand a 'story' text of P2 level difficulty. While as 28% could not.

CHART 2: % GENDER DISTRIBUTION OF READING COMPETENCIES OF P 3 - P 5 PUPILS
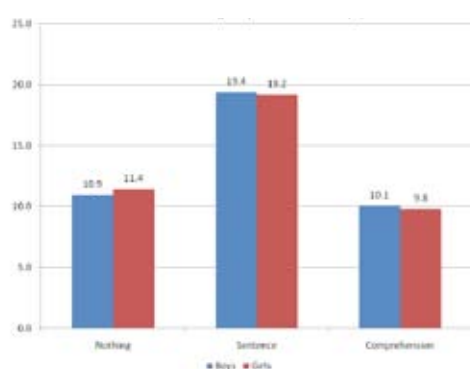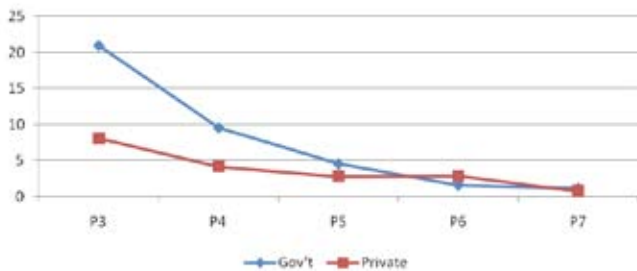
There were no major gender differences in reading at P3-P5 level. Among all children sampled in classes P3-P5, slightly more girls (11.4%) could not recognize letters of the alphabet, compared to 10.9% boys. And, slightly more boys (10.1%) among all children sampled in classes P3-P5 in the 27 districts surveyed across the country could read and understand a 'story' text of P2 level difficulty, compared to 9.8% girls.

CHART 3: % GENDER DISTRIBUTION OF READING COMPETENCIES OF P 6 - P 7 PUPILS
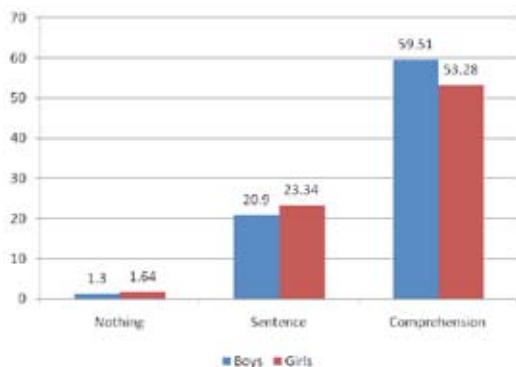

However, the gender differences in reading are skewed in favor of boys in the upper classes (P6-P7). Considerably more boys (59.5%) among all children sampled in classes P6-P7 could read and understand a 'story' text of P2 level difficulty, compared to about 53.3% girls.

CHART 4: % DISTRIBUTION OF P 3 - P 7 PUPILS IN GOVERNMENT AND PRIVATE SCHOOLS WHO COULD NOT RECOGNISE LETTERS

There were considerable differences in reading competencies among all children sampled in classes P3-P7 skewed in favor of private schools compared to government-aided schools. For example, over 20% children sampled in P3 in government-aided primary schools could not recognize letters of the alphabet, compared to only 8% in private primary schools. And, only 1% children sampled in P3 in government-aided primary schools could read and understand a 'story' text of P2 level difficulty, compared to 8% in private primary schools.

CHART 5: % DISTRIBUTION OF P 3 - P 7 PUPILS IN GOVERNMENT AND PRIVATE SCHOOLS WHO COULD COMPREHEND A P 2 STORY
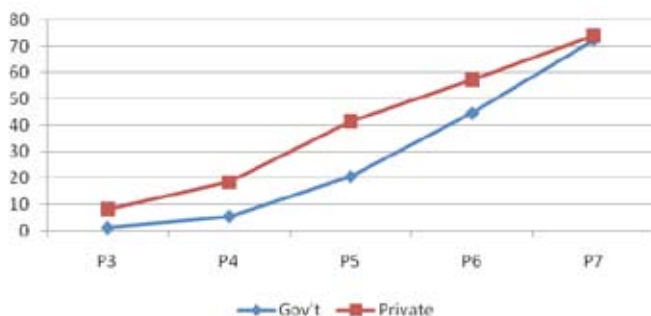
However, by class P7 there were almost no differences between private and government-aided schools in terms of reading competencies. For example, only 1% children sampled in class P.7 in government-aided primary schools could not recognize letters of the alphabet, compared to only 0.8% in private primary schools. And, 72% children sampled in P7 in government-aided primary schools in the 27 districts surveyed across the country could read and understand a 'story' text of P2 level difficulty, compared to 74% in private primary schools.

DISTRIBUTION FOR READING COMPETENCIES BY DISTRICT, P6 & P7
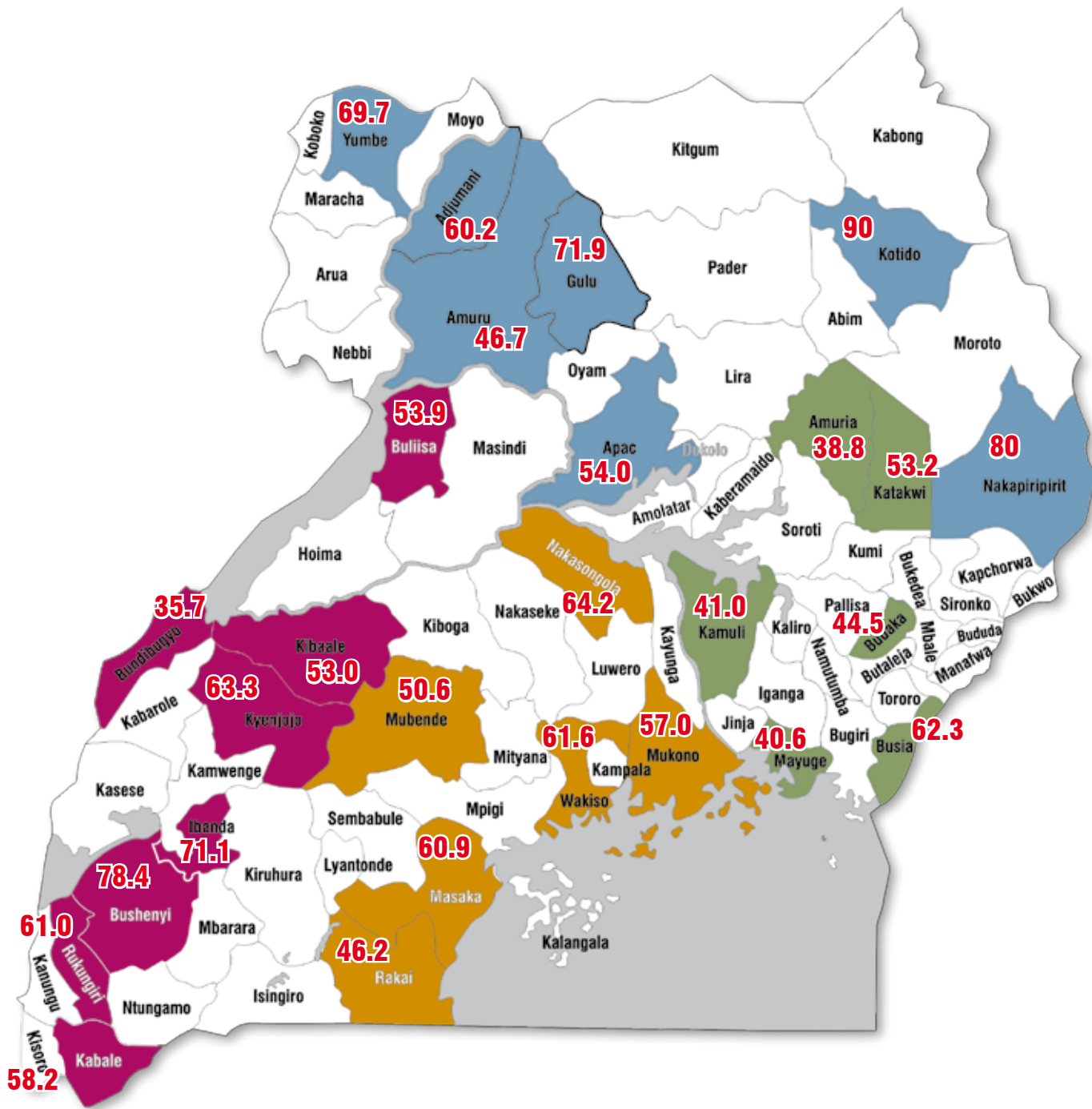
There were considerable regional and district variations in reading ability among all children sampled across the country. For example, among all children sampled in classes P3-P7 Eastern region was comparatively worst with five of the 27 districts surveyed across the country among the 13 worst performing districts in terms of proportion of children who could read and understand a 'story' text of P.2 level difficulty. The five districts are: Amuria, Mayuge, Kamuli, Budaka and Katakwi. Only Busia district of the six districts sampled in this survey from Eastern region was not among the 13 worst performing districts.

Central region was comparatively the best of the four regions of the country with only Mubende of the 27 districts surveyed across the country among the 13 worst performing districts in terms of proportion of children who could read and understand a 'story' text of P2 level difficulty.

THE OVERALL COMPETENCE LEVELS IN MATHEMATICS

UWEZO 2010 recorded mathematics levels as:

• **Level 1 (nothing)**	is the inability to even recognize at least two numbers correctly in any two number recognition categories
• **Level 2 (1-9)**	is the ability to recognize numerical numbers from 1 to 9 only
• **Level 3 (10-99)**	is the ability to recognize numerical numbers from 10 to 99 only
• **Level 4 (addition)**	is the ability to solve at least two numerical written addition sums of primary 2 difficulty
• **Level 5 (subtraction)**	is the ability to solve at least two numerical written subtraction sums of primary 2 difficulty
• **Level 6 (multiplication)**	is the ability to solve at least two numerical written multiplication sums of primary 2 difficulty
• **Level 7 (division)**	is the ability to solve at least two numerical written division sums of primary 2 difficulty

Table 2: DISTRIBUTION FOR MATHEMATICS COMPETENCIES BY CLASS, P1-P7

Class	Nothing	1 – 9	10 - 99	Addition	Subtraction	Multiplication	Division	Total
P1	34.48	43.99	9.12	5.91	4.35	0.92	1.23	100
P2	10.57	27.03	16.89	17.36	15.88	5.46	6.81	100
P3	3.72	9.43	11.25	23.49	22.25	9.63	20.24	100
P4	1.46	2.79	5.37	16.31	22.26	14.09	37.72	100
P5	0.73	1.34	1.78	9.57	16.77	14.09	55.72	100
P6	0.44	0.28	1.03	3.92	8.68	10.97	74.68	100
P7	0.19	0.25	0.44	1.83	5.86	6.43	85	100
Total	**11.02**	**17.27**	**8.06**	**12.43**	**14.08**	**8.04**	**29.1**	**100**

**CHART 6:** PROPORTION OF P 3 PUPILS WHO CAN DO P 2 DIVISION
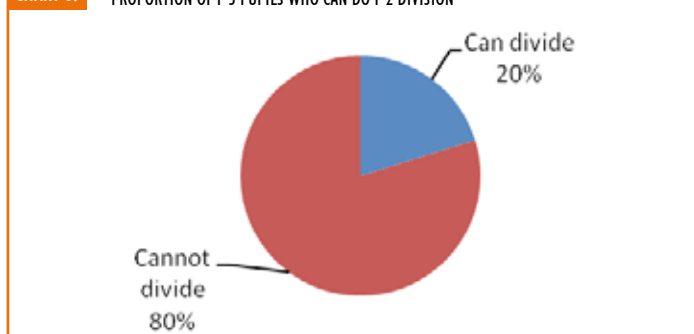
Four out every five (79.7%) of all children sampled in class P3 across the country could not solve at least two numerical written division sums of P2 level difficulty correctly in category 1 and 2.

**CHART 7:** PROPORTION OF P. 7 PUPILS WHO CAN DO P. 2 DIVISION
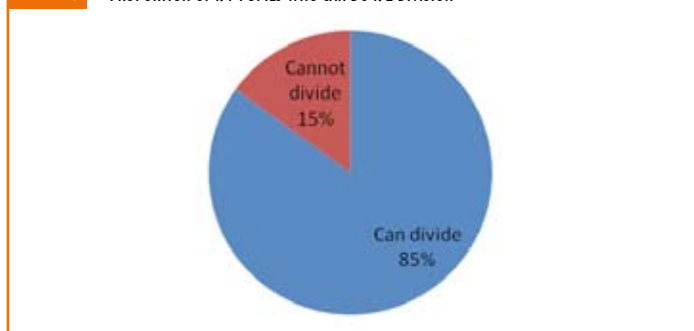
Up to 85% of all children sampled in class P7 across the country could solve at least two numerical written division sums of P2 level difficulty correctly.

CHART 8: % DISTRIBUTION OF MATHEMATICS COMPETENCIES BY GENDER FOR P.3 - P. 5 PUPILS
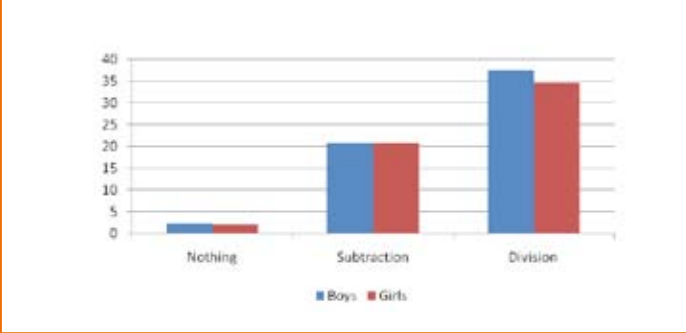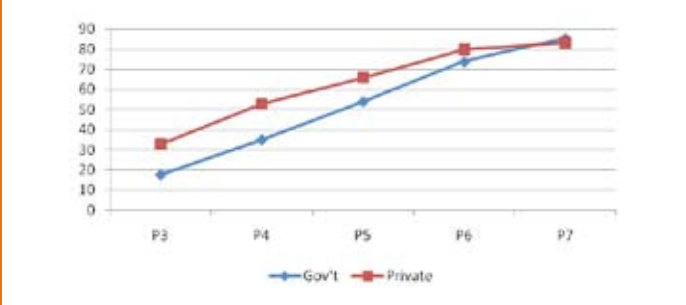
There were no considerable gender differences in the mid to lower level mathematics competencies tested (i.e. number recognition up to subtraction competencies) at both P3-P5 and P6-P7 levels. Among all children sampled in classes P3-P5 only slightly fewer girls (2%) could not even recognize at least two numbers correctly in any two number recognition categories, compared to 2.1% boys. And, only slightly fewer boys (0.3%) among all children sampled in classes P6-P7 could not recognize at least two numbers correctly in any two number recognition categories, compared to 0.4% boys.

CHART 9: % DISTRIBUTION OF MATHEMATICS COMPETENCIES BY GENDER FOR P.6 - P. 7 PUPILS
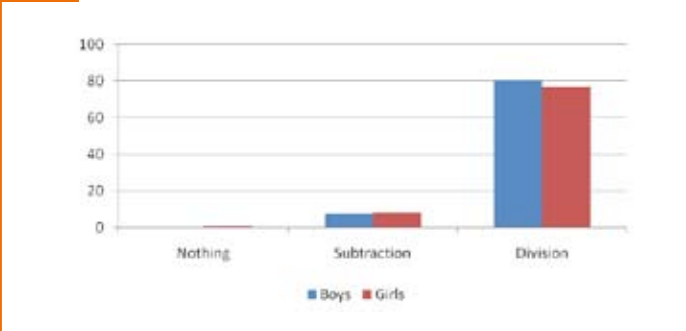
Also, there were no considerable differences in subtraction competencies tested between boys and girls at both, P3-P5 and P6-P7. Slightly more girls at both P3-P5 (20.8%) and P6-P7 (7.6%) could solve at least two numerical written subtraction sums of P2 level difficulty correctly in any category (1 and 2), compared to boys at both P3-P5 (20.7%) and P6-P7 (7.5%).

However, the gender differences in division competencies (i.e. upper level mathematics competencies) tested at both P3-P5 and P6-P7 levels are skewed in favor of boys. Considerably more boys at both P3-P5 (37.5%) and P6-P7 (80.4%) among all children sampled in the 27 districts surveyed across the country could solve at least two numerical written division sums of P2 level difficulty correctly in any category (1 and 2), compared to girls at both P3-P5 (34.6%) and P6-P7 (76.8%).

CHART 10: % CLASS-WISE PUPILS WHO COULD DO UP TO P. 2 DIVISION IN GOVERNMENT & PRIVATE SCHOOLS

There were considerable differences in mathematics competencies among all children sampled in classes P3-P7 in the 27 districts surveyed across the country skewed in favor of private schools compared to government-aided schools. For example, over 4% children sampled in class P3 in government-aided primary schools in the 27 districts surveyed across the country could not even recognize at least two numbers correctly in any two number recognition categories, compared to only 1.6% in private primary schools. And, only 17.6% children sampled in P3 in government-aided primary schools in the 27 districts surveyed across the country could solve at least two numerical written division sums of P2 level difficulty correctly in any category (1 and 2), compared to over 32% in private primary schools.

However, at class P7 there were almost no differences between private and government-aided schools in terms of mathematics competencies among all children sampled in the 27 districts surveyed across the country. For example, only 0.2% children sampled in class P7 in government-aided primary schools could not recognize at least two numbers correctly in any two number recognition categories, compared to 0% in private primary schools. However, slightly more (85%) children sampled in P7 in government-aided primary schools in the 27 districts surveyed across the country could solve at least two numerical written division sums of P2 level difficulty correctly in any category (1 and 2), compared to only 83% in private primary schools.

DISTRIBUTION FOR MATHEMATICS (DIVISION) COMPETENCIES BY DISTRICT, P3- P5
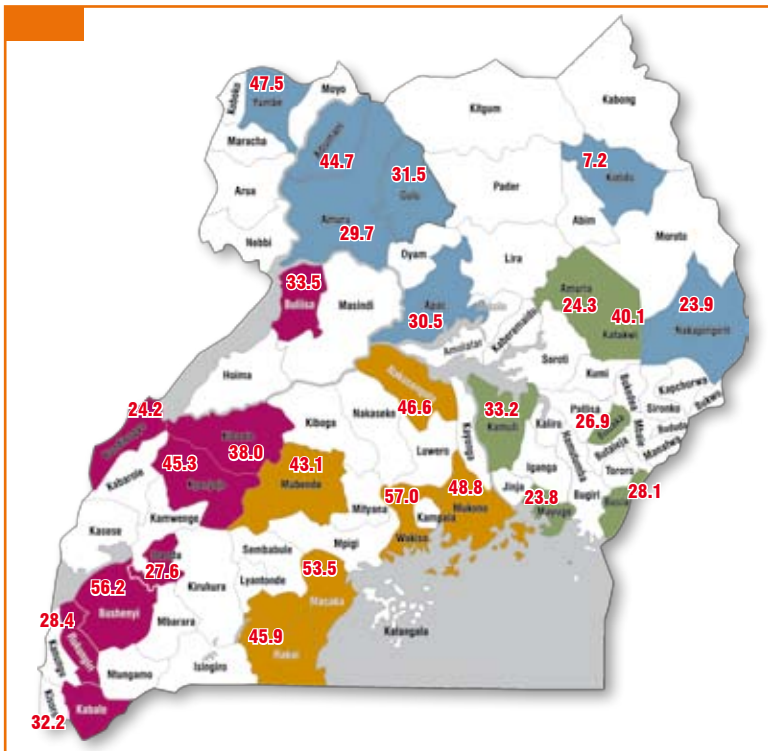
There were considerable regional and district variations in division level mathematics ability among all children sampled in the 27 districts surveyed across the country. For example, among all children sampled in classes P3-P7 Eastern region was comparatively worst in terms of proportion of children who could solve at least two numerical written division sums of P2 level difficulty correctly. On the other hand, Central region as expected was comparatively the best of the four regions of the country.

DISTRIBUTION FOR MATHEMATICS (DIVISION) COMPETENCIES BY DISTRICT, P6- P7
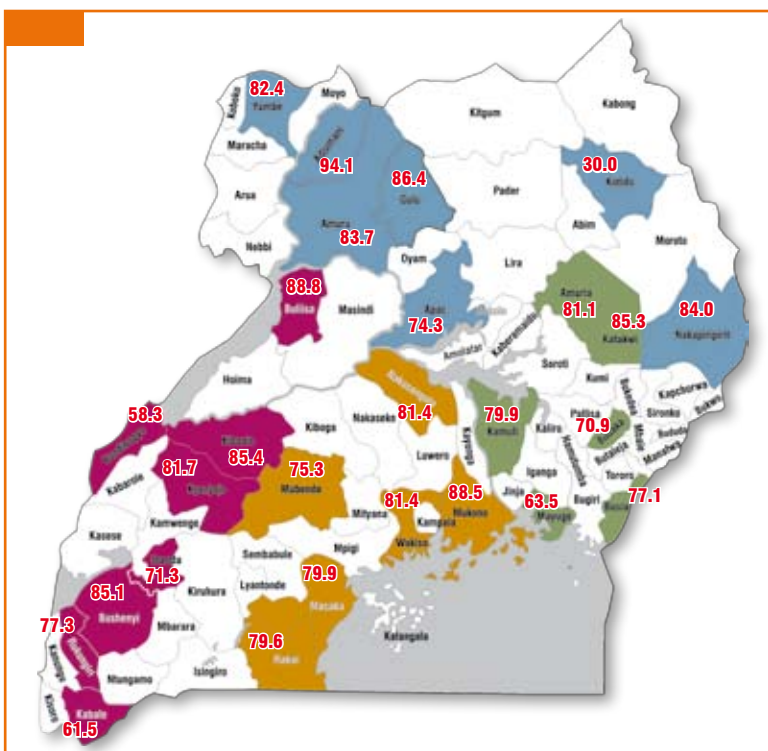
However, and despite the relatively wide variations between Central and Eastern region districts in division level mathematics ability at P3-P5 among all children sampled in the 27 districts surveyed across the country, in upper primary classes (P6-P7) there were relatively narrow variations between districts from the two regions. For example, up to 57% children sampled in classes P3-P5 in Wakiso district could solve at least two numerical written division sums of P2 level difficulty correctly in any category (1 and 2) compared to only 24% in Amuria district. But, up to 75% children sampled in classes P6-P7 in Amuria district could solve at least two numerical written division sums of P2 level difficulty correctly in any category (1 and 2) compared to 84% in Wakiso district.

With the exception of Kotido district, Mayuge district in Eastern region was comparatively worst in division level mathematics ability at P3-P7 among all children sampled in the 27 districts surveyed across the country.

3 | Central Region

The districts in the region visited during the study included;

Masaka

Mubende

Mukono

Nakasongola

Rakai and

Wakiso.

3.1 MASAKA DISTRICT

In Masaka district the average weekly absenteeism rate among pupils was 10% (11% boys and 10% girls) and the rate among teachers was 11% (10% male and 12% female teachers). Of all the parents interviewed in the district only 32% said that they had visited children at school during the last one year to discuss their learning.

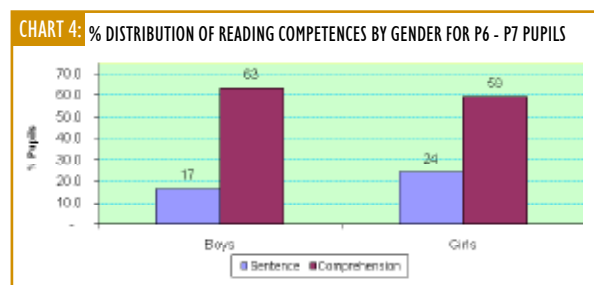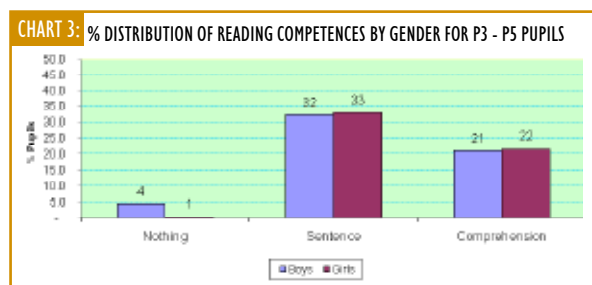| Table 1: % DISTRIBUTION FOR READING COMPETENCIES BY CLASS, P1-P7							
Class	Nothing	Letter	Word	Sentence	Story	Comprehension	Total
P1	31.9	41.4	24.3	2.4	-	-	100.0
P2	12.1	34.4	44.0	9.6	-	-	100.0
P3	3.7	11.9	49.6	26.7	1.5	6.7	100.0
P4	2.3	9.3	27.1	34.1	6.2	20.9	100.0
P5	1.4	2.9	15.0	37.1	7.9	35.7	100.0
P6	1.0	2.9	12.6	30.1	6.8	46.6	100.0
P7	1.3	-	6.6	7.9	4.0	80.3	100.0
Total	10.3	18.5	27.5	19.9	3.3	20.5	100.0

CHART 1: % DISTRIBUTION OF COMPREHENSION ABILITIES FOR P3 PUPILS

CHART 2: % DISTRIBUTION OF COMPREHENSION ABILITIES FOR P7 PUPILS
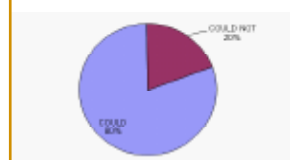
One fifth of the pupils who completed P.6 could not read and understand a primary two story.

As can be seen from Table 1, half of the primary three pupils tested could not read up to a word while only 10 per cent could read up to a P.2 level sentence. More than 90 per cent of them could not read a primary two story. It is remarkable that nearly two thirds of the pupils who completed primary four could not read and understand a P.2 story.

CHART 3: % DISTRIBUTION OF READING COMPETENCES BY GENDER FOR P3 - P5 PUPILS

CHART 4: % DISTRIBUTION OF READING COMPETENCES BY GENDER FOR P6 - P7 PUPILS

There are no marked differences in reading competencies between girls and boys. Overall, as can be seen in Chart 3, only a third of either boys or girls could read up to a P.2 sentence, while even taking P.6 and 7 pupils displayed only marginal differences between the sexes either in comprehension or sentence recognition.

Taking only P.6 and P.7 pupils, it comes out in Chart 4 that 24 per cent of the girls could read only up to a P.2 sentence compared to 17 per cent of the boys. On the other hand, 63 per cent of the boys compared to 59 per cent of the girls could read and understand a P.2 story.

CHART 5: % CLASS-WISE PUPILS WHO COULD READ AND COMPREHEND A P2 STORY (In Government & Private Schools)
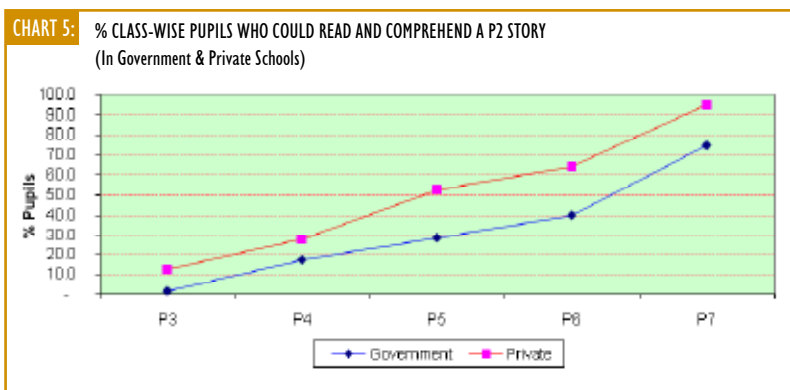
Pupils in private schools generally have better reading competencies than those in government schools. Among the pupils completing primary two, private schools have about a 10 percentage point advantage over government schools. This gap keeps widening as they proceed to higher classes such that 95 per cent of the P.6 completers in private schools could read and understand a P.2 story compared to only 75 per cent among government school pupils.

Table 2: %DISTRIBUTION FOR MATHEMATICS COMPETENCIES BY CLASS, P1-P7

Class	Nothing	Identify 1-9	Identify 10-99	Addition	Subtraction	Multiplication	Division	Total
P1	23.3	40.0	13.8	12.4	5.7	1.9	2.9	100
P2	5.1	19.1	19.8	20.4	15.9	12.1	7.6	100
P3	3.7	3.0	11.1	16.3	20.7	6.7	38.5	100
P4	0.8	2.3	3.1	11.6	16.3	11.6	54.3	100
P5	-	0.7	-	5.0	15.7	11.4	67.1	100
P6	1.0	-	1.0	3.9	10.7	7.8	75.7	100
P7	1.3	-	-	2.6	6.6	4.0	85.5	100
Total	6.84	12.84	8.42	11.37	13.1	7.79	39.68	100

CHART 6: % DISTRIBUTION FOR DIVISION COMPETENCIES FOR P3 PUPILS

**CHART 7:** % DISTRIBUTION FOR DIVISION COMPETENCIES FOR P7 PUPILS

Pupils' numeracy skills are slightly better than their literacy skills in Masaka district. Overall, 39 per cent of the pupils who completed P.3 could do the level of mathematics that is expected at their level, i.e. up to division as can be observed in the table above. Two thirds of those who completed P.4 could do P.2 maths, while three quarters of those who completed P.5 could.
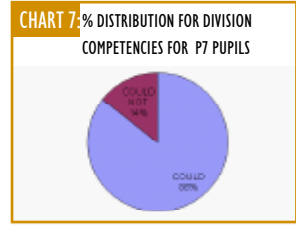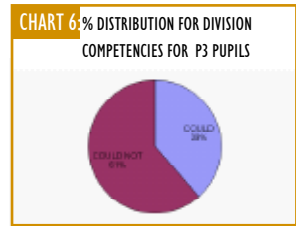
It must be a point of concern, however, that about 15 per cent of those who completed primary 6 could not correctly do the P.2 division.

CHART 8: % DISTRIBUTION OF READING COMPETENCES BY GENDER FOR P3 - P5 PUPILS
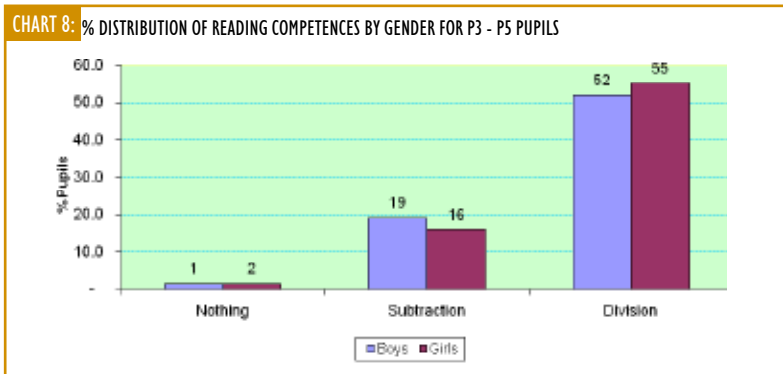
Mathematics competencies do not display any differences across the sexes. Overall, Chart 8 shows that up to the point of subtraction the boys have a very slight edge over the girls. On the other hand, up to the division level, the girls have an equally slight advantage.

CHART 9: % DISTRIBUTION OF READING COMPETENCES BY GENDER FOR P6 - P7 PUPILS
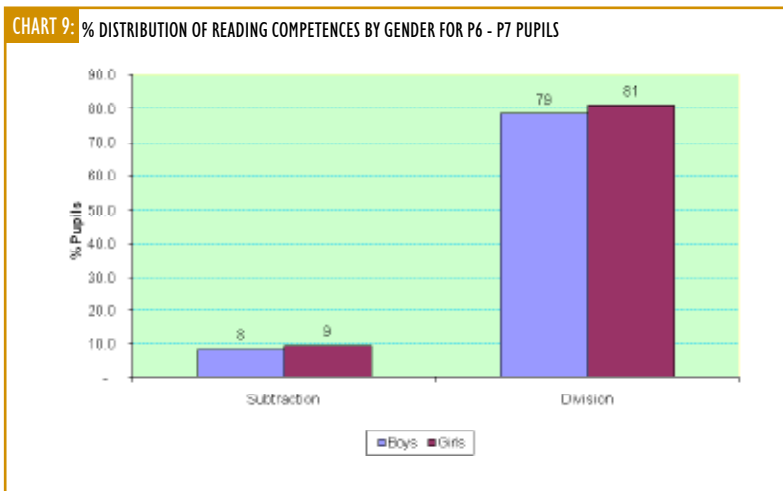
Even taking the pupils who completed higher classes, i.e. P.5 & 6 shows no gender differences in maths competencies.

CHART 10: % CLASS-WISE PUPILS WHO COULD DO UP TO P 2 DIVISION (In Government & Private Schools)
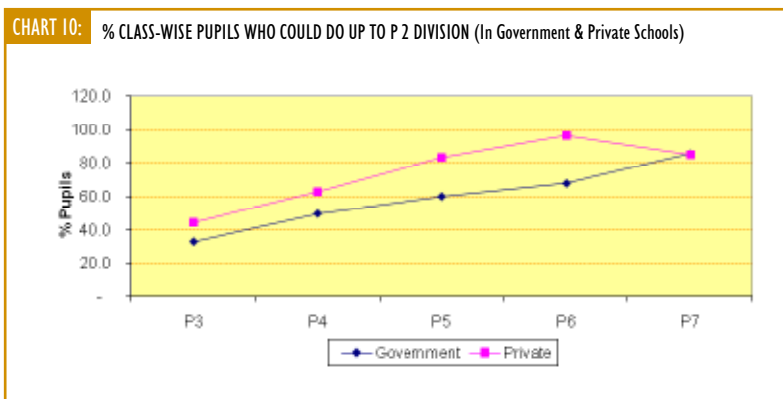
Similar to what was observed in the case of reading competencies, private schools have an advantage over government schools in maths competencies. Chart 10 shows that the difference starts off at 10 percentage points among those that completed P.3 but grows wider as they go through higher classes until among P.5 completers the difference is about 30 percentage points. Remarkably, however, the two groups converge thereafter at about 85 per cent among those who completed P.6.

3.2 MUBENDE DISTRICT

In Mubende district the average weekly absenteeism rate among pupils was 16% by either gender and the rate among teachers was 14% (15% male and 13% female teachers). Of all the parents interviewed in the district 83% said that they never visited children at school during the last one year to discuss their learning.

Table 3: % DISTRIBUTION FOR READING COMPETENCIES BY CLASS, P1-P7							
Class	Nothing	Letter	Word	Sentence	Story	Comprehension	Total
P1	44.1	44.1	11.4	0.4	-	-	100.0
P2	23.5	47.0	27.1	2.4	-	-	100.0
P3	6.1	34.4	49.7	7.4	0.6	1.8	100.0
P4	6.7	11.8	50.6	25.3	2.8	2.8	100.0
P5	1.0	6.0	39.0	37.0	1.0	16.0	100.0
P6	3.0	4.0	8.0	32.0	13.0	40.0	100.0
P7	-	1.4	2.7	18.9	12.2	64.9	100.0
Total	16.9	26.7	28.6	14.1	2.8	10.9	100.0

**CHART 11** % DISTRIBUTION OF COMPREHENSION ABILITIES FOR P3 PUPILS
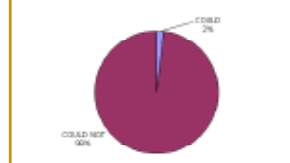
CHART 12 % DISTRIBUTION OF COMPREHENSION ABILITIES FOR P7 PUPILS
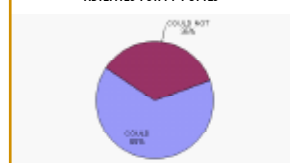
Nearly two thirds of the pupils who completed P.6 could read and understand a P.2 story.

It can be seen in Table 3 that half of the pupils who completed primary 2 could read up to a word while less than 7 per cent could read up to a P.2 level sentence. Only 2 per cent were able to read and understand a P.2 level story. Of those who had completed primary 4, only 37 per cent could read up to a P.2 sentence and only 16 per cent could read and understand a primary 2 story.

CHART 13: % DISTRIBUTION OF READING COMPETENCES BY GENDER FOR P3 - P5 PUPILS

**CHART 14:** % DISTRIBUTION OF READING COMPETENCES BY GENDER FOR P6 - P7 PUPILS
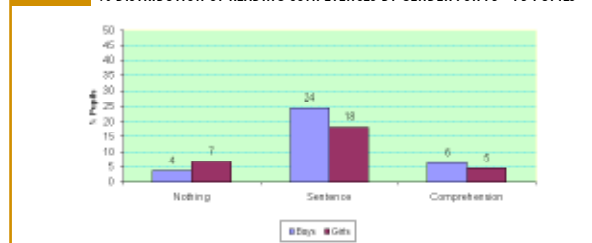
Although there are no big gender gaps in reading competencies among P3 - P5 pupils in the district, Chart 13 shows that girls seem to be at a slight disadvantage. Seven per cent of the girls could not read anything compared to 4 per cent of the boys while 24 per cent of the boys could read up to a sentence compared to only 18 per cent of the girls. However, comprehension competencies were similar.
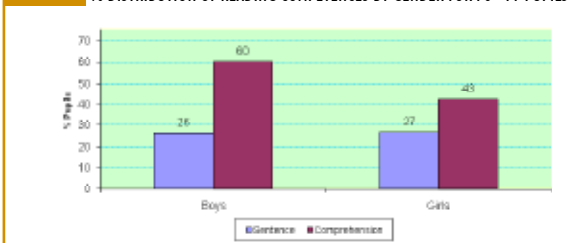
The girl disadvantage in reading competence stands out a little more when only P.6 & 7 classes are considered. Although an almost equal number of girls and boys were able to read only up to a P.2 sentence, it comes out in Chart 14 that 60 per cent of the boys could read and understand a P.2 story compared to only 43 per cent.

CHART 15: % CLASS-WISE PUPILS WHO COULD READ UP TO P2 SENTENCES (In Government & Private Schools)

CHART 16: % CLASS-WISE PUPILS WHO COULD READ AND COMPREHEND A P2 STORY (In Government & Private Schools)
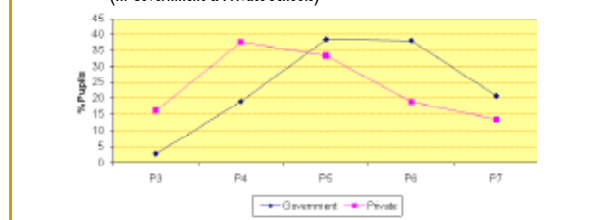
There is a clear differential in reading competencies between government and private schools. As can be seen in Chart 15, P.3 level reading competencies are very similar between government and private school pupils with 1 and 4 per cent respectively being able to read up-to sentence level.
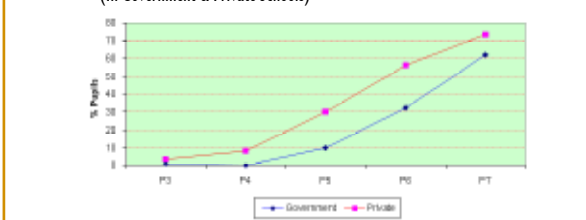
By the time of completion of primary 4 however, 30 per cent of pupils in private schools are able to read and understand the story compared to only 10 per cent of pupils in government schools.
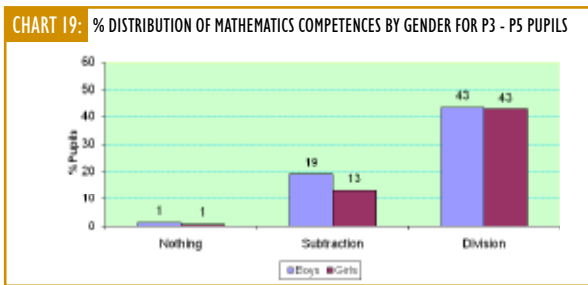
Table 4: %DISTRIBUTION FOR MATHEMATICS COMPETENCIES BY CLASS, P1-P7

Class	Nothing	Identify 1-9	Identify 10-99	Addition	Subtraction	Multiplication	Division	Total
P1	17.8	57.9	12.2	6.5	2.8	0.4	2.4	100
P2	3.6	27.7	25.3	15.1	14.5	3.0	10.8	100
P3	0.6	7.4	12.3	25.2	17.8	9.2	27.6	100
P4	0.6	0.6	6.2	18.0	14.6	15.2	44.9	100
P5	-	-	1.0	5.0	16.0	13.0	65.0	100
P6	1.0	-	1.0	2.0	16.0	11.0	69.0	100
P7	-	-	-	1.4	6.8	8.1	83.8	100
Total	5.16	19.65	10.21	11.87	11.96	7.59	33.56	100

CHART 17: % DISTRIBUTION FOR DIVISION COMPETENCIES FOR P3 PUPILS

**CHART 18:** % DISTRIBUTION FOR DIVISION COMPETENCIES FOR P7 PUPILS

Mubende pupils feature better on mathematics competencies. At the end of primary 2, a quarter of the pupils are able to do the P.2 addition, while 28 per cent can do all the P.2 maths, i.e. up to division. Among the pupils who completed primary 4, 5 per cent could do only up to P.2 addition, while 65 per cent were able to go up to division as can be seen in the table above.
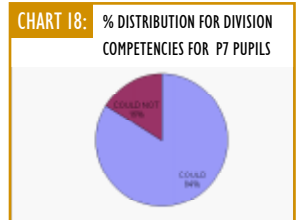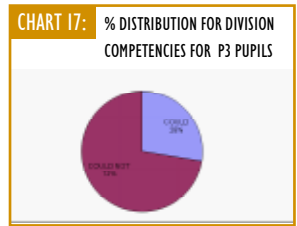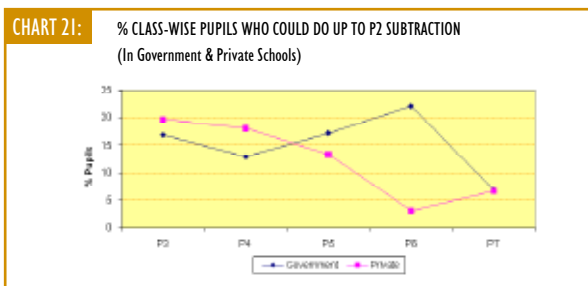
It must be of concern however, that after completing primary 6, only a year before PLE, 16 per cent could not do a complete primary 2 mathematics up to division.

CHART 19: % DISTRIBUTION OF MATHEMATICS COMPETENCES BY GENDER FOR P3 - P5 PUPILS

**CHART 20:** % DISTRIBUTION OF MATHEMATICS COMPETENCES BY GENDER FOR P6 - P7 PUPILS

There is not serious gender gap in maths competencies in Mubende district. Overall, only 43 per cent of both girls and boys can do a complete range of P.2 mathematics. There more boys than girls who are able to do up P.2 subtraction, 19 per cent compared to 13 per cent.
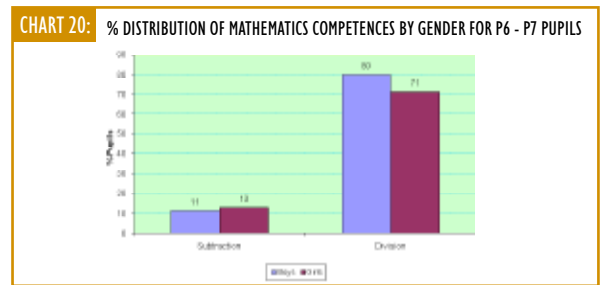
Considering only pupils who completed P.5 and 6, however, shows boys with a slight edge over girls with 80 per cent of the boys doing P.2 maths up to division compared to only 71 per cent of the girls.

CHART 21: % CLASS-WISE PUPILS WHO COULD DO UP TO P2 SUBTRACTION (In Government & Private Schools)

CHART 22: % CLASS-WISE PUPILS WHO COULD DO UP TO P2 DIVISION (In Government & Private Schools)

Pupils in private schools generally do better in P.2 maths than those in government schools. This is more evident at Primary 6 where more than 20 per cent in private schools can do P.2 maths up-to subtraction compared to less than 5 per cent in government schools.
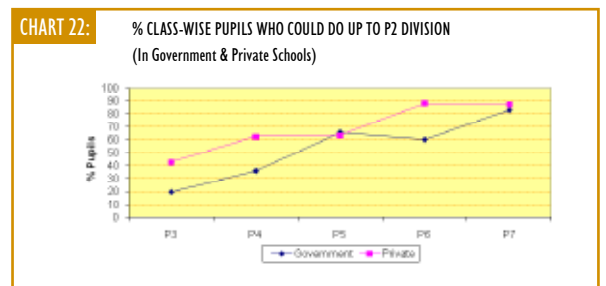
There is a convergence after primary four, but the gap widens again after primary 5 after which the pupils converge again on completion of P.6 at 87 and 83 per cent among private and government school pupils. At the end of P.2, more than 40 per cent of the private school pupils could do all the P.2 maths compared to only 20 per cent. Of those who completed primary 3, more than 60 per cent of private school pupils compared to only 38 per cent of government school pupils could do P.2 maths.

3.3 WAKISO DISTRICT

In Wakiso district the average weekly absenteeism rate among pupils was 8% by either gender and similarly, the rate among teachers was 3% by either gender. Of all the parents interviewed in the district 64% said that they never visited children at school during the last one year to discuss their learning.

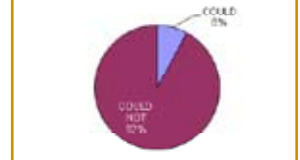| Table 5: % DISTRIBUTION FOR READING COMPETENCIES BY CLASS, P1-P7							
Class	Nothing	Letter	Word	Sentence	Story	Comprehension	Total
P1	21.6	35.8	37.3	4.5	-	0.8	100.0
P2	10.1	29.5	48.9	6.5	2.2	2.9	100.0
P3	1.6	16.4	47.7	22.7	3.9	7.8	100.0
P4	-	8.4	35.1	30.5	3.1	22.9	100.0
P5	1.0	3.8	19.1	37.1	4.8	34.3	100.0
P6	-	1.0	15.5	28.9	4.1	50.5	100.0
P7	-	1.3	6.7	13.3	2.7	76.0	100.0
Total	5.7	15.7	32.8	19.9	2.8	23.1	100.0

CHART 23: % DISTRIBUTION OF COMPREHENSION ABILITIES FOR P3 PUPILS

Reading is a problem in Wakiso district. It can be observed in Table 5 that after completing primary two, about two thirds of the pupils could not recognize beyond just single words. A paltry 3 per cent could read a primary two story. among those who completed primary 5, a half could not read and understand a P.2 story.
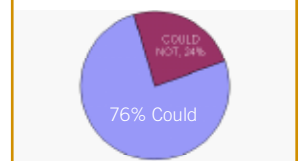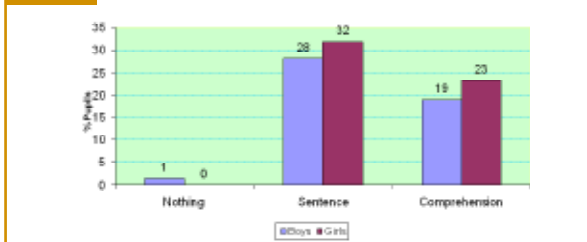
CHART 24: % DISTRIBUTION OF COMPREHENSION ABILITIES FOR P7 PUPILS

Of those who have completed P.6, 24 per cent could not read and comprehend a P.2 story.

CHART 25: % DISTRIBUTION OF READING COMPETENCIES BY GENDER FOR P3 - P5 PUPILS


There is a slight but inconclusive sex differential in reading competence. Overall, 32 per cent of the girls compare to 28 per cent of the boys could only read up to a primary two sentences, 23 per cent of the girls compared to 19 per cent of the boys could read a primary two story

CHART 26: % DISTRIBUTION OF READING COMPETENCIES BY GENDER FOR P6 - P7 PUPILS
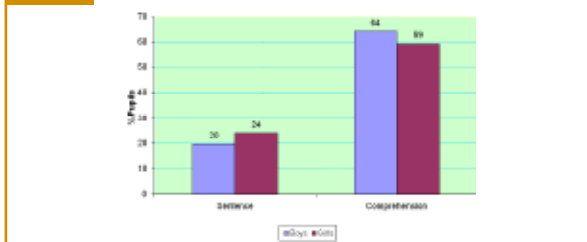

Taking only the P.6 and P.7 pupils, 64 per cent of the boys compared to 59 per cent of the girls could read the P.2 story.

CHART 27: % CLASS-WISE PUPILS WHO COULD READ UP TO P2 SENTENCES (In Government & Private Schools)

CHART 28: % CLASS-WISE PUPILS WHO COULD READ AND COMPREHEND A P2 STORY (In Government & Private Schools)
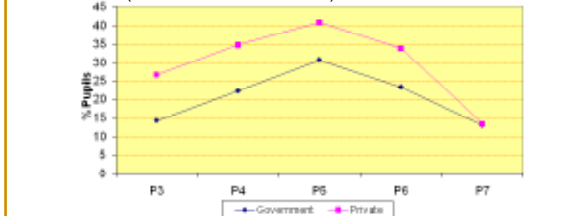
A comparison of government and private school performance in the district reveals a very strange pattern as evident in chart 27 and 28, for sentence and story comprehension respectively. As chart 28 shows, the two sets of pupils start off at par below 10 per cent being able to read a P.2 story. Thereafter, performance in private schools shoots up to about 30 per cent among those who completed primary three while remaining only around a tenth in government schools
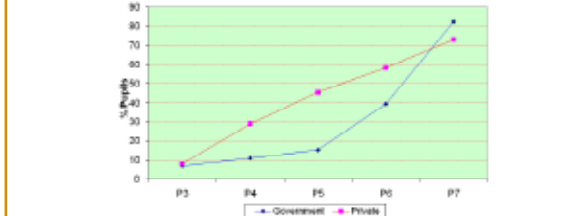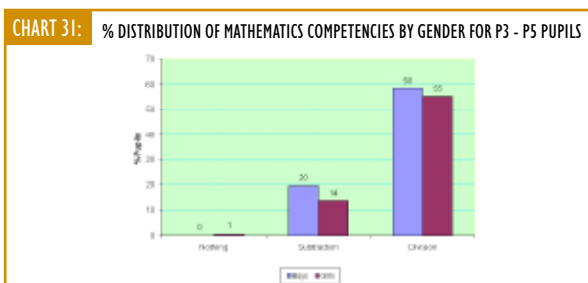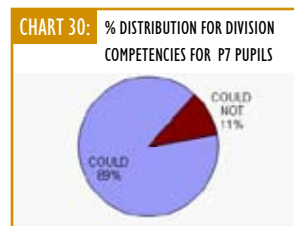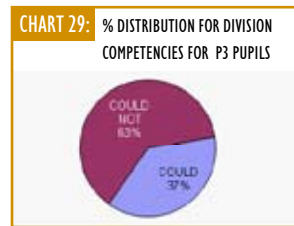
Private pupil performance continues to soar until after P.6 where about 60 per cent of private pupils could read the P.2 story compared to only 40 per cent of government school pupils. In a surprising move, the government school pupils who completed primary 6 overtake private students reaching about 82 per cent who could read the P.2 story compared to about 72 per cent among private students.

Table 6: DISTRIBUTION FOR MATHEMATICS COMPETENCIES BY CLASS, P1-P7							
Class	Nothing	Numbers 1- 9	Numbers 10 - 99	Addition	Subtraction	Multiplication	Division	Total
P1	13.4	40.3	14.9	11.2	14.9	1.5	3.7	100
P2	2.9	14.4	6.5	23.0	24.5	20.1	8.6	100
P3	-	2.3	3.9	13.3	24.2	18.8	37.5	100
P4	-	-	0.8	9.2	12.3	12.3	65.4	100
P5	1.0	1.0	-	2.9	14.3	10.5	70.5	100
P6	-	-	-	4.1	2.1	18.6	75.3	100
P7	-	-	-	4.0	4.0	2.7	89.3	100
Total	2.85	9.65	4.33	10.64	14.98	12.5	45.05	100

CHART 29: % DISTRIBUTION FOR DIVISION COMPETENCIES FOR P3 PUPILS

CHART 30: % DISTRIBUTION FOR DIVISION COMPETENCIES FOR P7 PUPILS
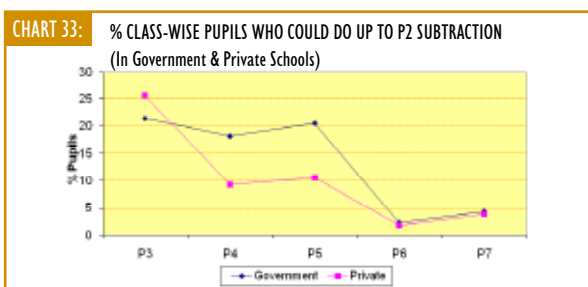

The table above shows that a quarter of pupils in Wakiso who completed P.2 could only do up to P.2 subtraction while 38 per cent could do all the P.2 maths. Of those who completed P.4, about 30 per cent could not do P.2 division while more than a tenth of those who completed primary six could not either as shown in chart 30.

CHART 31: % DISTRIBUTION OF MATHEMATICS COMPETENCIES BY GENDER FOR P3 - P5 PUPILS

**CHART 32:** % DISTRIBUTION OF MATHEMATICS COMPETENCIES BY GENDER FOR P6 - P7 PUPILS

There is a subtle sex differential in mathematics competencies in Wakiso district. Chart 31 shows that 20 per cent of the boys compared to 14 per cent of the girls could only do up to P.2 subtraction while 58 per cent of the boys compared to 55 per cent of the girls could do all the P.2 maths.
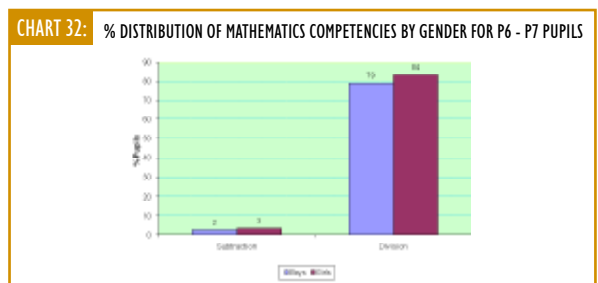
When only P.6 and P.7 pupils are considered, 84 per cent of the boys compared to 79 per cent of the boys could do all the P.2 maths.

CHART 33: % CLASS-WISE PUPILS WHO COULD DO UP TO P2 SUBTRACTION
(In Government & Private Schools)

CHART 34: % CLASS-WISE PUPILS WHO COULD DO UP TO P2 DIVISION
(In Government & Private Schools)

There is no clear differential in performance between government and private schools in Wakiso district. At the end of P.2, pupils in government schools display slightly higher math competencies, about 42 compared to 35 per cent.
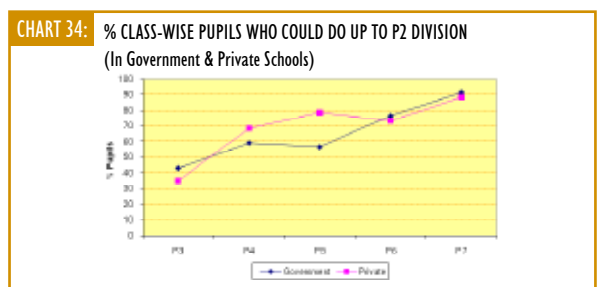
The private pupils overtake the government pupils after primary 4 such that 69 per cent of private pupils compared to only 59 per cent of government pupils could do all the P.2 maths. The differences peak after primary 4 where 79 per cent of private pupils compared to only 58 per cent of government pupils could do P.2 division. Thereafter, the private pupil performance retrogresses and is marginally below government pupil performance up to the end.
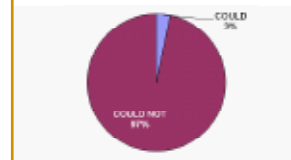
3.4 MUKONO DISTRICT

In Mukono district the average weekly absenteeism rate among pupils was 7% by either gender, and the rate among teachers was 8% by either gender. Of all the parents interviewed in the district 74% said that they never visited children at school during the last one year to discuss their learning.

Table 7: % DISTRIBUTION FOR READING COMPETENCIES BY CLASS, P1-P7							
Class	Nothing	Letter	Word	Sentence	Story	Comprehension	Total
P1	42.7	36.9	18.5	1.3	-	0.6	100.0
P2	24.0	43.3	29.3	3.3	-	-	100.0
P3	12.3	26.6	47.4	9.7	0.7	3.3	100.0
P4	2.8	18.2	34.3	32.9	-	11.9	100.0
P5	0.8	10.2	29.9	26.8	3.9	28.4	100.0
P6	1.1	3.2	17.2	23.7	4.3	50.5	100.0
P7	-	-	6.9	20.8	6.9	65.3	100.0
Total	14.3	23.0	28.4	15.6	1.7	17.1	100.0

CHART 35: % DISTRIBUTION OF COMPREHENSION ABILITIES FOR P3 PUPILS

CHART 36: % DISTRIBUTION OF COMPREHENSION ABILITIES FOR P7 PUPILS
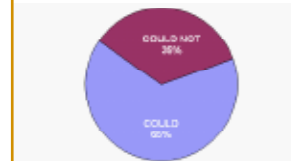
Reading competencies in Mukono district are generally very low. Only a tenth of the pupils who finished primary two could read up to a P.2 sentence, while a mere 3 per cent could read a P.2 story. Among the pupils who completed primary 5, a quarter could only read up to a primary 2 sentence, while a half could read a primary 2 story.

It is indeed alarming that more than a third of the pupils who completed primary 6 in Mukono district cannot read and understand a primary 2 story.

CHART 37: % DISTRIBUTION OF READING COMPETENCES BY GENDER FOR P3 - P5 PUPILS
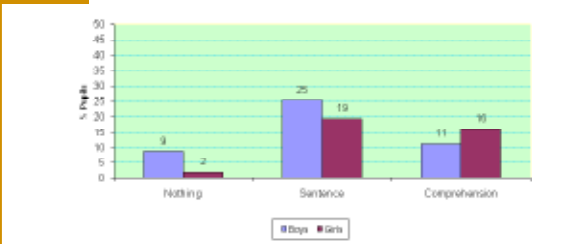
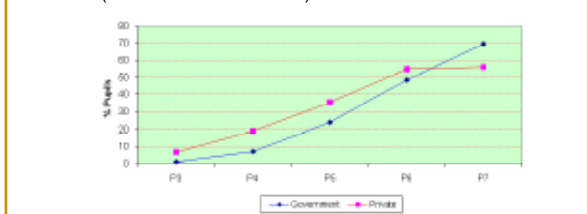CHART 38: % DISTRIBUTION OF READING COMPETENCES BY GENDER FOR P6 - P7 PUPILS
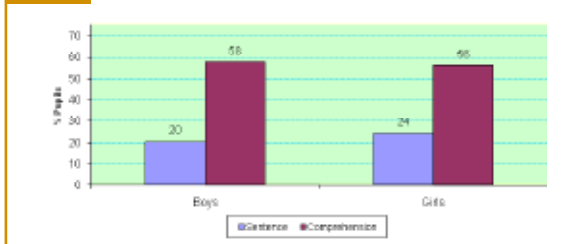
There is only a slight sex differential in reading competencies. Overall, for P.3 - P.5 pupils, a quarter of the boys could read only up a primary 2 sentence compared to 19 per cent of the girls. On the other hand, 16 per cent of the girls compared to only 11 per cent of the boys could read and understand a primary 2 story.

Considering only P.6 & 7 however, a fifth of the boys compared to about a quarter of the girls could read only up to a primary 2 sentence. Fifty eight per cent of the boys and 56 per cent of the girls could read and understand a primary 2 story.

CHART 39: % CLASS-WISE PUPILS WHO COULD READ UP TO P2 SENTENCES (In Government & Private Schools)
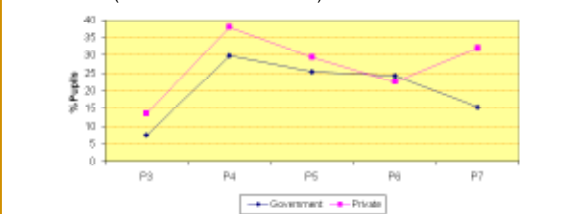
CHART 40: % CLASS-WISE PUPILS WHO COULD READ AND COMPREHEND A P2 STORY (In Government & Private Schools)

A comparison of reading competencies between pupils in government and schools in Mukono district displays a strange pattern as shown in chart 39 & 40. From the lowest level, i.e. after completion of P.2, chart 40 shows that private school pupils display higher reading competencies (7 per cent compared to 1 per cent). Among those who completed primary 4, 35 per cent could read the story compared to 24 per cent.

However, among those who completed primary 6 there is an inexplicable reversal such that in the end 70 per cent of the pupils in government schools can read and understand the P.2 story compared to only 56 per cent of the private school pupils.
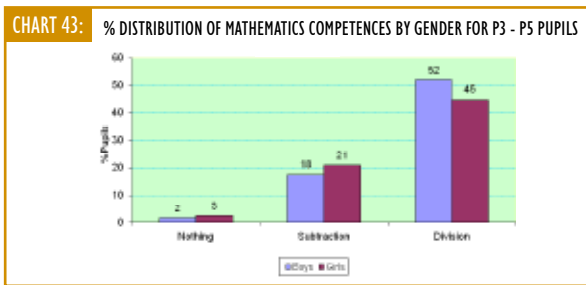
Table 8: %DISTRIBUTION FOR MATHEMATICS COMPETENCIES BY CLASS, P1-P7

Class	Nothing	Identify 1-9	Identify 10-99	Addition	Subtraction	Multiplication	Division	Total
P1	22.8	44.9	7.0	11.4	8.9	2.5	2.5	100
P2	4.0	14.0	9.3	21.3	29.3	12.0	10.0	100
P3	2.6	7.1	3.3	13.6	22.7	18.8	31.8	100
P4	-	0.7	3.5	10.5	16.1	14.7	54.6	100
P5	-	-	0.8	5.5	18.1	12.6	63.0	100
P6	-	-	-	5.4	3.2	4.3	87.1	100
P7	-	-	-	-	1.4	8.3	90.3	100
Total	5.13	11.59	4.01	10.93	15.94	10.93	41.47	100

CHART 41: % DISTRIBUTION FOR DIVISION COMPETENCIES FOR P3 PUPILS

**CHART 42:** % DISTRIBUTION FOR DIVISION COMPETENCIES FOR P7 PUPILS

Comparatively, mathematics competencies are considerably better. Of the pupils who completed primary 2, nearly a quarter can do up to P.2 subtraction, while about a third can do the full range of P.2 maths, i.e. up to division. Of those who completed primary 4, 18 per cent could do only up to subtraction, while 63 per cent could do the full range.
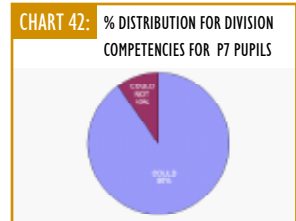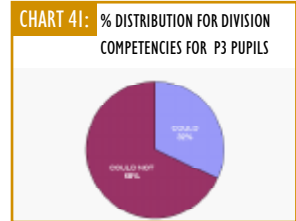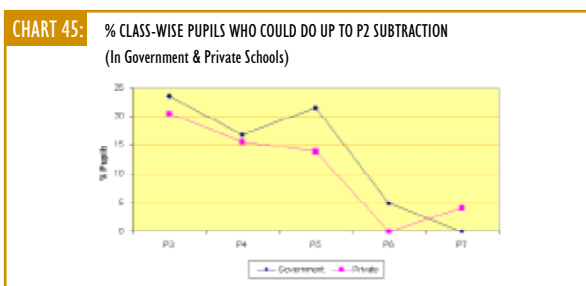
It is remarkable that among those who completed P.6 over 90 per cent could do the full range of P.2 maths.

CHART 43: % DISTRIBUTION OF MATHEMATICS COMPETENCES BY GENDER FOR P3 - P5 PUPILS

CHART 44: % DISTRIBUTION OF MATHEMATICS COMPETENCES BY GENDER FOR P6 - P7 PUPILS


There is a gender difference in maths competence in Mukono district. While the proportion of pupils who could not do primary 2 maths at all is negligible in both sexes, 21 per cent of the girls could do only up to subtraction compared to 18 per cent of the boys. However, when it comes to the complete primary 2 maths, up to division, boys have a 7 percentage point advantage over girls.
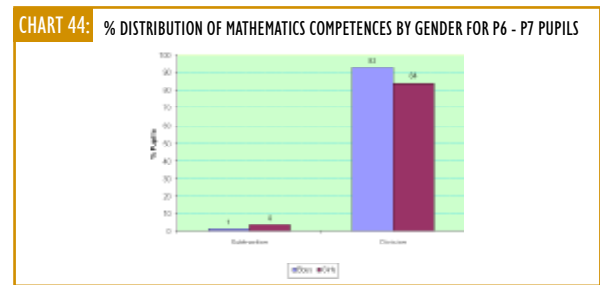
This differential persists even when only pupils currently in P.6 & 7 are considered. Ninety three per cent of the boys could do all the primary 2 maths compared to only 84 per cent of the girls.

CHART 45: % CLASS-WISE PUPILS WHO COULD DO UP TO P2 SUBTRACTION
(In Government & Private Schools)

CHART 46: % CLASS-WISE PUPILS WHO COULD DO UP TO P2 DIVISION
(In Government & Private Schools)

A comparison of government and private school pupils' competencies presents a pattern stunningly similar to what was observed with reading competencies. At all lower classes (P.2 – P.4), private school pupils show higher competencies than government school pupils.
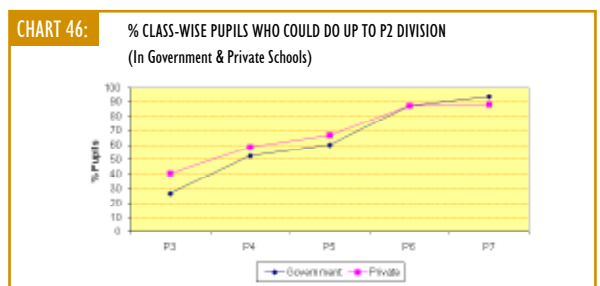
There is a convergence in P.6 where an equal percentage (88%) of pupils who completed P.5 could do division. However, in P.7, government schools do better with over 90 per cent of pupils able to do all the primary 2 maths compared to only about 88 per cent of private school pupils.

3.5 NAKASONGOLA DISTRICT

In Nakasongola district the average weekly absenteeism rate among pupils was 12% (11% boys and 12% girls) and the rate among teachers was 12% (11% male and 13% female teachers). Of all the parents interviewed in the district 73% said that they never visited children at school during the last one year to discuss their learning.

Table 9: % DISTRIBUTION FOR READING COMPETENCIES BY CLASS, P1-P7

| Class	Nothing	Letter	Word	Sentence	Story	Comprehension	Total
P1	73.4	19.1	7.6	-	-	-	100.0
P2	45.9	34.6	17.6	1.5	-	0.5	100.0
P3	13.6	39.7	28.1	11.1	1.5	6.0	100.0
P4	10.8	25.2	22.9	28.5	1.4	11.2	100.0
P5	7.2	11.1	19.0	26.8	4.6	31.4	100.0
P6	1.4	2.8	13.4	20.4	7.0	54.9	100.0
P7	1.1	1.1	2.2	12.2	4.4	78.9	100.0
Total	**28.3**	**21.8**	**16.6**	**13.0**	**2.1**	**18.3**	**100.0**

CHART 47: % DISTRIBUTION OF COMPREHENSION ABILITIES FOR P3 PUPILS
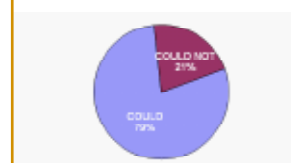
Reading is still weak in Nakasongola district. Table 9 shows that after completing primary two, more than half of the pupils either not read at all or could recognize only single letters. Ten per cent could go on and read up-to sentences while only 6 per cent could read a whole primary two story and understand it. Of the pupils who completed P.4 in this district, 19 per cent could not go beyond mere recognition of single words, while less than one third of them could read a primary 2 story and understand it.

**CHART 48:** % DISTRIBUTION OF COMPREHENSION ABILITIES FOR P7 PUPILS

What is probably even more alarming is that more than a fifth of the pupils who completed P.6 in Nakasongola could not read and understand a primary two story.

**CHART 49:** % DISTRIBUTION OF READING COMPETENCES BY GENDER FOR P3 - P5 PUPILS
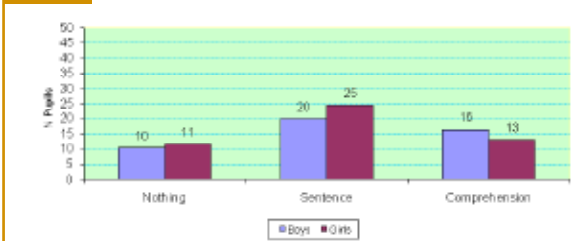
There is an inconclusive gender dimension in reading competencies in Nakasongola district. Overall, one tenth of both boys and girls could not read at all, while a quarter of the girls compared to a fifth of the boys could read only up to a primary two sentence. Sixteen per cent of the boys and 13 per cent of the girls could read and understand a P.2 story.

CHART 50: % DISTRIBUTION OF READING COMPETENCES BY GENDER FOR P6 - P7 PUPILS
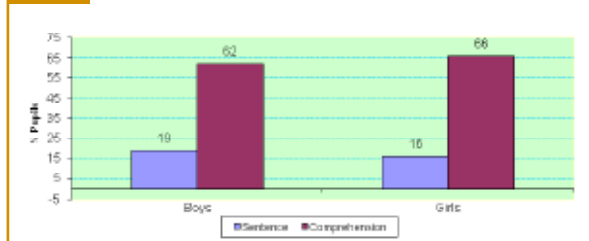

However, when only P.6 and P.7 pupils are considered, two thirds of the girls could read the P.2 story compared to only 62 per cent of the boys.

CHART 51: % CLASS-WISE PUPILS WHO COULD READ UP TO P2 SENTENCES (In Government & Private Schools)
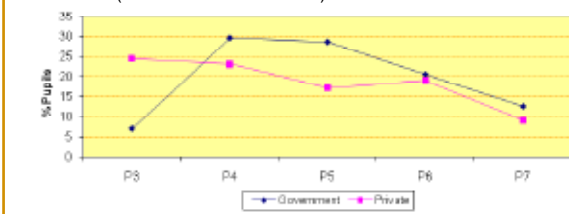
There is an interesting pattern observable between government and private schools in the district. Among pupils who completed P.2, one fifth of the private school pupils could read a P.2 story compared to a mere 2 per cent of the government school pupils. This kind of superiority continues in P.4 and P.5.

CHART 52: % CLASS-WISE PUPILS WHO COULD READ AND COMPREHEND A P2 STORY (In Government & Private Schools)
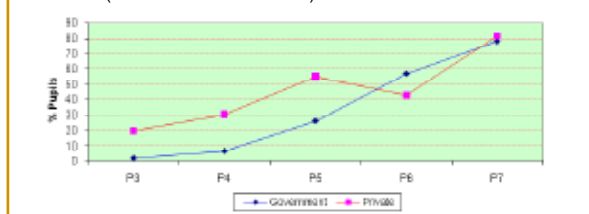
In P.6, however, the situation is reversed with 57 of government school pupils being able to read the P.2 story compared to only 43 per cent of the private. Finally, there is a convergence in P.7 with 82 and 79 per cent respectively of pupils in private and government schools being able to read the P.2 story.

Table 10: DISTRIBUTION FOR MATHEMATICS COMPETENCIES BY CLASS, P1-P7							
Class	Nothing	Identify 1-9	Identify 10-99	Addition	Subtraction	Multiplication	Division	Total
P1	46.4	30.9	5.0	7.6	4.7	1.8	3.6	100
P2	10.2	17.1	9.8	24.4	20.5	2.9	15.1	100
P3	2.5	5.5	6.5	14.6	30.2	11.6	29.2	100
P4	1.4	2.3	2.8	11.7	16.4	17.3	48.1	100
P5	2.0	-	1.3	5.9	15.0	8.5	67.3	100
P6	-	2.1	2.8	0.7	9.2	9.9	75.2	100
P7	-	-	-	-	2.2	6.7	91.1	100
Total	12.58	10.94	4.61	10.55	14.69	8.13	38.52	100

CHART 53: % DISTRIBUTION FOR DIVISION COMPETENCIES FOR P3 PUPILS

CHART 54: % DISTRIBUTION FOR DIVISION COMPETENCIES FOR P7 PUPILS

Mathematics competencies in Nakasongola district are stronger than the reading. Table 10 shows that thirty per cent of the pupils who completed primary two in the district could do P.2 maths up to subtraction while 29 could go all the way up to division. Of those who completed primary four only a third could not do P.2 maths
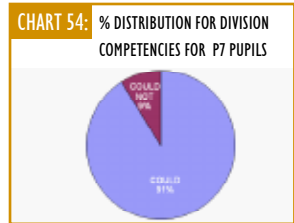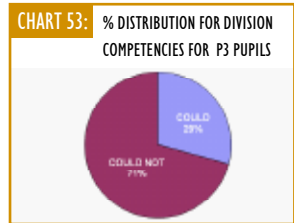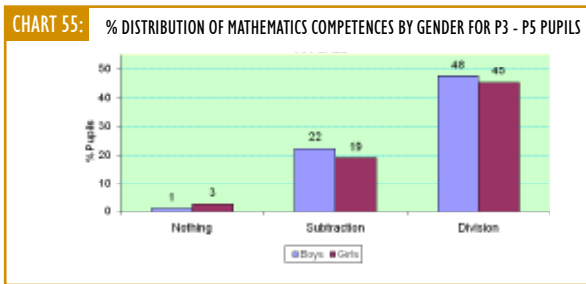
Chart 54 shows that less than a tenth of those who completed P.6 failed to do P.2 division.

CHART 55: % DISTRIBUTION OF MATHEMATICS COMPETENCES BY GENDER FOR P3 - P5 PUPILS

CHART 56: % DISTRIBUTION OF MATHEMATICS COMPETENCES BY GENDER FOR P6 - P7 PUPILS

There is a gender difference in mathematics competencies in Nakasongola district which, though not very straightforward, seems to generally be in the boys' favour. Overall, 22 per cent of boys compared to 19 per cent of girls could do only up to P.2 subtraction, while 48 per cent of boys compared to 45 per cent of girls could do all the maths up division.
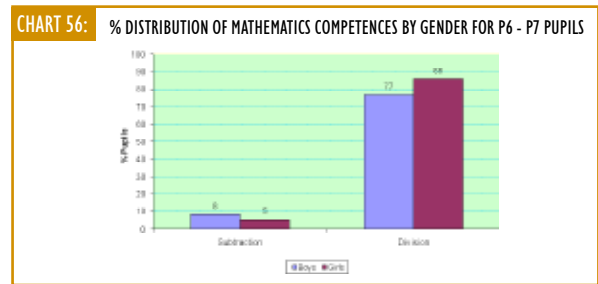
However, considering only P.6 and P.7, 86 per cent compared to 77 per cent of girls and boys respectively could do all the P.2 mathematics.

CHART 57: % CLASS-WISE PUPILS WHO COULD DO UP TO P2 SUBTRACTION (In Government & Private Schools)

CHART 58: % CLASS-WISE PUPILS WHO COULD DO UP TO P2 DIVISION (In Government & Private Schools)
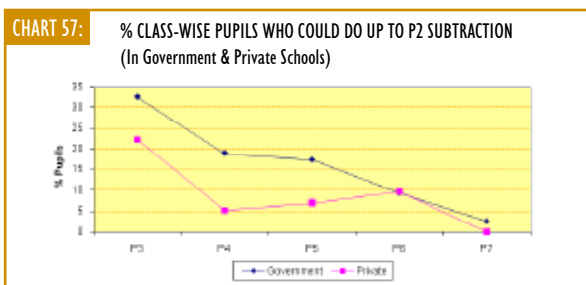
Private schools in Nakasongola districts generally do better than government schools. Half of the P.2 completers in private schools could do all the P.2 maths compared to only 28 per cent of the government school pupils.
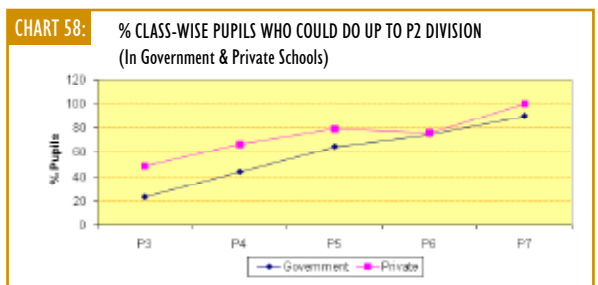
Similarly, 80 per cent of the private pupils who completed P.4 could do P.2 maths compared to only 63 per cent of government pupils. Although there is a convergence at the end of P.5 where private pupil performance retrogresses a bit, at the end of P.6, 100 per cent of the private can do all the P.2 maths compared to only 90 per cent of the government pupils.

3.6 RAKAI DISTRICT

In Rakai district the average weekly absenteeism rate among pupils was 11% by either gender, and the rate among teachers was 19% (17% male and 21% female teachers). Of all the parents interviewed in the district 70% said that they never visited children at school during the last one year to discuss their learning.
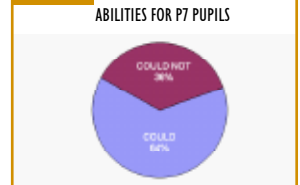
Class	Nothing	Letter	Word	Sentence	Story	Comprehension	Total
P1	40.0	48.9	9.2	1.6	0.3	-	100.0
P2	16.3	51.7	25.3	4.5	1.7	0.6	100.0
P3	8.1	33.5	36.8	17.8	1.6	2.2	100.0
P4	5.1	21.6	30.1	33.0	4.0	6.3	100.0
P5	4.4	7.0	21.1	33.3	11.4	22.8	100.0
P6	-	2.2	9.8	44.6	9.8	33.7	100.0
P7	-	4.6	1.5	16.7	13.6	63.6	100.0
Total	**16.1**	**31.7**	**20.4**	**17.4**	**4.0**	**10.3**	**100.0**

Table 11: % DISTRIBUTION FOR READING COMPETENCIES BY CLASS, P1-P7

The reading situation in Rakai district is pretty grim. As Table 11 shows, less than one fifth of the pupils who completed P.2 could read up to a P.2 sentence, while only 2 per cent could read and understand a P.2 story. The table also shows that by the end of P.4 less than a quarter of the pupils are able to read and understand a P.2 story.

CHART 59: % DISTRIBUTION OF COMPREHENSION ABILITIES FOR P3 PUPILS

CHART 60: % DISTRIBUTION OF COMPREHENSION ABILITIES FOR P7 PUPILS

It is a grim fact coming from chart 60 that at the end of P.6, those joining the candidate class, up to 36 per cent could not read and understand a primary 2 story.

CHART 61: % DISTRIBUTION OF READING COMPETENCIES BY GENDER FOR P3 - P5 PUPILS
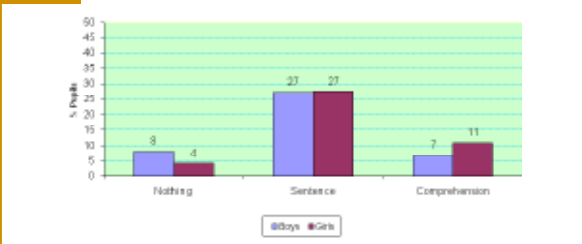
There is no prominent sex differential in reading competencies in this district. Overall, only 8 per cent of the boys compared to 4 per cent of the girls failed to read at all while the same proportion of boys and girls (27%) could read only up to a P.2 sentence. Only 11 per cent of the boys and 7 per cent of the girls could read and understand a P.2 story.

CHART 62: % DISTRIBUTION OF READING COMPETENCIES BY GENDER FOR P6 - P7 PUPILS
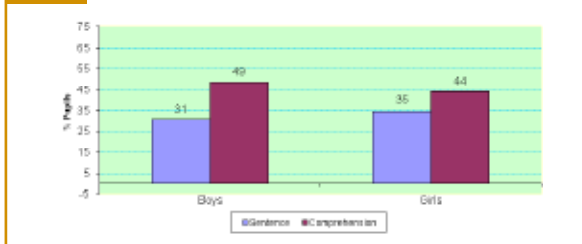
Considering only the P.6 and P.7 pupils shows 49 and 44 per cent of the boys and girls respectively as able to read a P.2 story.

CHART 63: % CLASS-WISE PUPILS WHO COULD READ UP TO P2 SENTENCES (In Government & Private Schools)
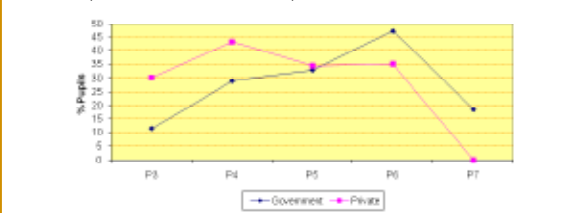
In Rakai district government schools perform consistently worse than private schools. Starting from primary 3, 13 per cent of pupils who completed P.2 in private schools were able to read a primary two story compared to only 1 per cent government schools.

CHART 64: % CLASS-WISE PUPILS WHO COULD READ AND COMPREHEND A P2 STORY (In Government & Private Schools)
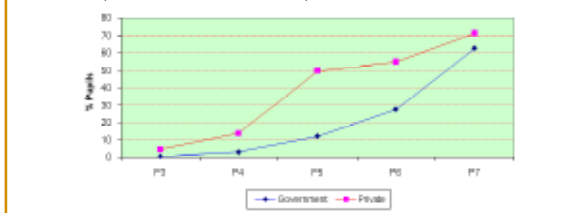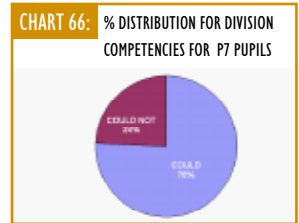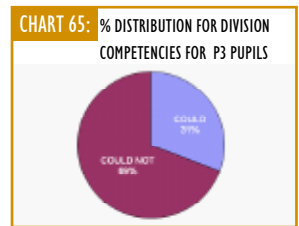
More than half of the private school pupils who completed P.4 could read and understand a P.2 story compared to only 29 per cent in government schools. Of the pupils who completed P.6, only three quarters of those in government schools could read a P.2 story while only 5 per cent of those in private schools were unable to read it.
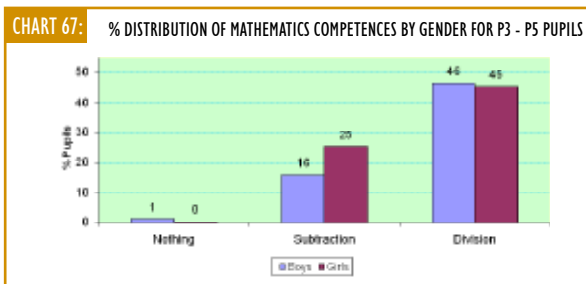
Table 12: % DISTRIBUTION FOR MATHEMATICS COMPETENCIES BY CLASS, P1-P7							
Class	Nothing	Identify 1-9	Identify 10-99	Addition	Subtraction	Multiplication	Division	Total
P1	24.1	35.2	15.0	11.7	11.1	1.3	1.6	100
P2	3.9	13.4	16.2	16.2	25.7	11.2	13.4	100
P3	1.6	2.2	6.5	22.2	25.4	11.4	30.8	100
P4	0.6	0.6	4.6	9.7	18.9	13.7	52.0	100
P5	-	-	1.8	5.3	14.2	17.7	61.1	100
P6	-	-	-	5.2	4.2	8.3	82.3	100
P7	-	-	-	-	9.1	15.2	75.8	100
Total	7.58	12.22	8.65	11.95	16.59	9.55	33.45	100

CHART 65: % DISTRIBUTION FOR DIVISION COMPETENCIES FOR P3 PUPILS

CHART 66: % DISTRIBUTION FOR DIVISION COMPETENCIES FOR P7 PUPILS

Among those who completed primary six, i.e. becoming the candidate class, 14 per cent still could not do P.2 maths.

Rakai pupils have better mathematics competencies though still lacking in absolute terms. As can be seen in Table 12, 39 per cent of pupils who had completed primary 2 could do all the P.2 maths. Of those who completed P.5, a quarter could not do the P.2 division.
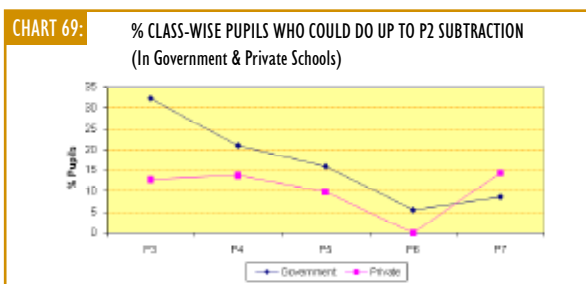
CHART 67: % DISTRIBUTION OF MATHEMATICS COMPETENCES BY GENDER FOR P3 - P5 PUPILS

**CHART 68:** % DISTRIBUTION OF MATHEMATICS COMPETENCES BY GENDER FOR P6 - P7 PUPILS

There is virtually no sex differential in maths competencies in Rakai district. Overall, 25 per cent of the boys compared to 16 per cent of the girls could do only up to subtraction, while 46 per cent of the girls compared to 45 per cent of the boys could do all the primary two mathematics.
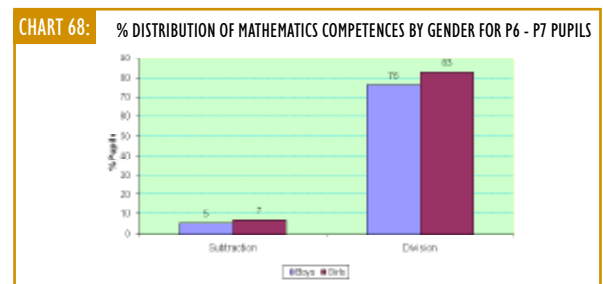
Considering only P.6 and P.7 pupils, it is still observable that 83 per cent of the girls could do all the P.2 mathematics

CHART 69: % CLASS-WISE PUPILS WHO COULD DO UP TO P2 SUBTRACTION (In Government & Private Schools)

CHART 70: % CLASS-WISE PUPILS WHO COULD DO UP TO P2 DIVISION (In Government & Private Schools)

Pupils in private schools generally did better than those in government schools in Rakai district. Government School pupils perform better only up-to subtraction level.
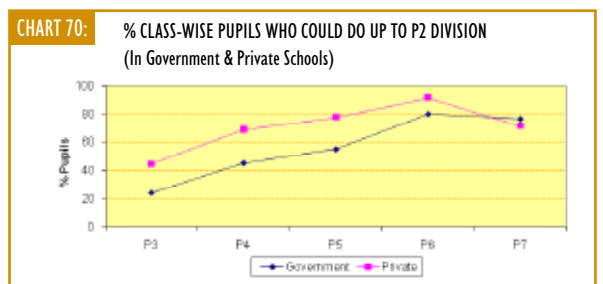
Among those who completed primary two, only a third of the government school pupils could do all the P.2 maths compared to 44 per cent of the private school pupils. Two thirds of the government school pupils could do P.2 maths compared to 96 per cent of the private pupils. However, there is an inexplicable retrogression among the private pupils who completed primary six such that they converge in performance with government pupils at 86 per cent.
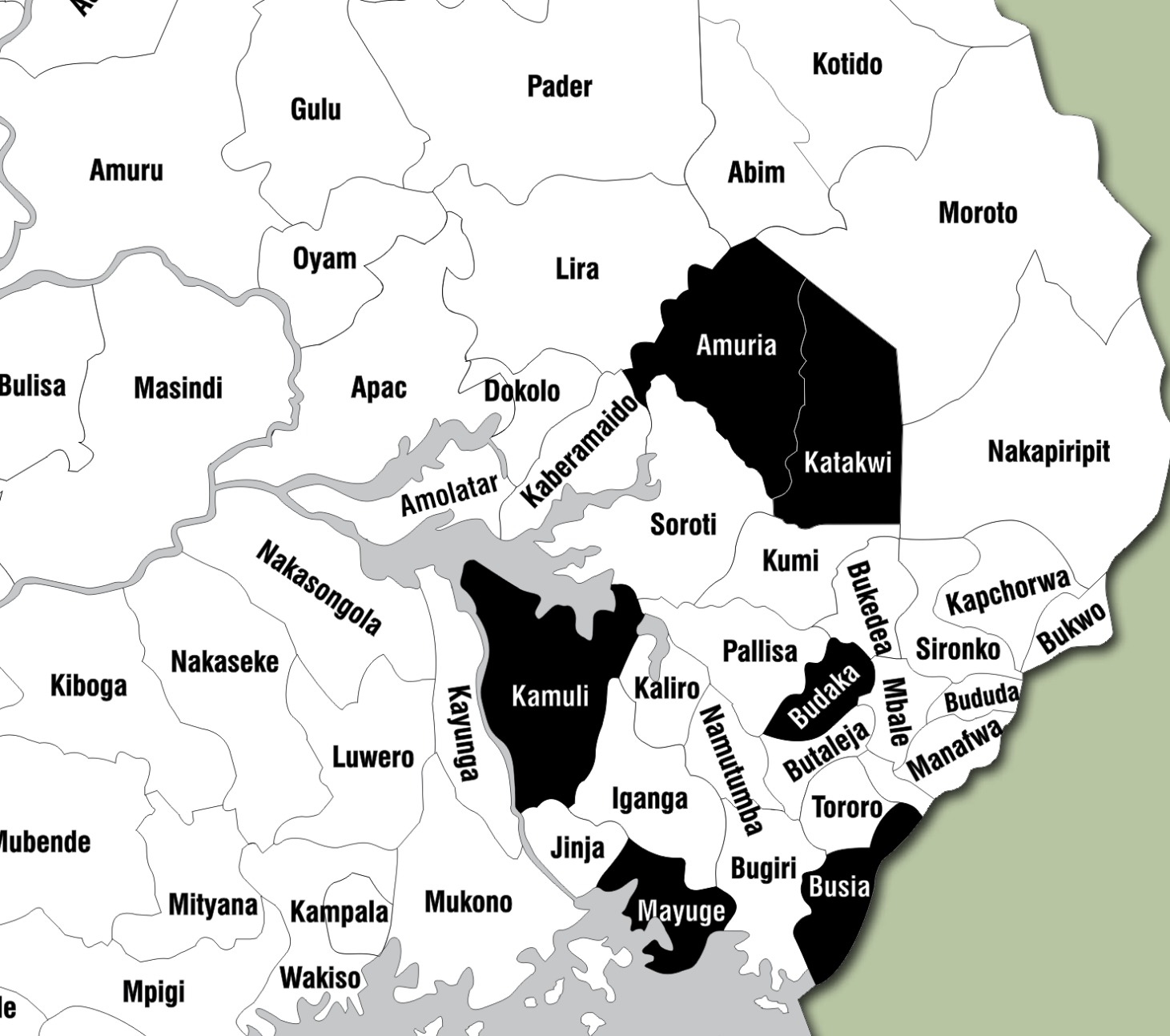
4 | Eastern Region

The districts in the region visited during the study included;

Amuria

Budaka

Busia

Kamuli

Katakwi and

Mayuge.

4.1 AMURIA DISTRICT

In Amuria district the average weekly absenteeism rate among pupils was 72% (17.5% boys and 16.8% girls) and the rate among teachers was 9.4% (8.4% male and 12.7% female teachers). Of all the parents interviewed in the district 72.1% said that they never visited children at school during the last one year to discuss their learning.

Table 1: % Distribution for reading competencies by class, P1-P7

Class	Nothing	Letter	Word	Sentence	Story	Comprehension	Total
P1	77.5	21.4	1.1	-	-	-	100.0
P2	35.2	55.6	8.5	0.7	-	-	100.0
P3	11.3	53.6	28.5	4.6	0.7	1.3	100.0
P4	6.1	28.3	41.1	19.4	1.7	3.3	100.0
P5	2.9	21.6	23.5	35.3	3.9	12.8	100.0
P6	15.8	3.5	7.0	38.6	-	35.1	100.0
P7	14.3	7.1	3.6	14.3	14.3	46.4	100.0
Total	**28.2**	**32.7**	**18.9**	**12.4**	**1.4**	**6.4**	**100.0**

CHART 1: % DISTRIBUTION OF COMPREHENSION ABILITIES FOR P3 PUPILS

CHART 2: % DISTRIBUTION OF COMPREHENSION ABILITIES FOR P7 PUPILS
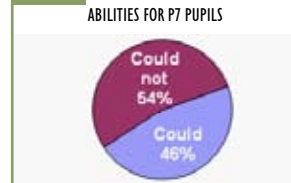
The district analysis as presented in table 1 above reveals very poor performance in reading in both lower and upper primary levels. At P7 level less than 50% of the children tested could read and comprehend a P2 story and a whole 14% could not correctly identify letters. In P6 and P5 only 35% and 13% respectively could read and comprehend a P2 story. At P3 level only 1.35 of the children tested could read and comprehend a P2 story. Majority of the children (over 80%) could only stop at letter and word identification levels. (See charts 1 & 2)

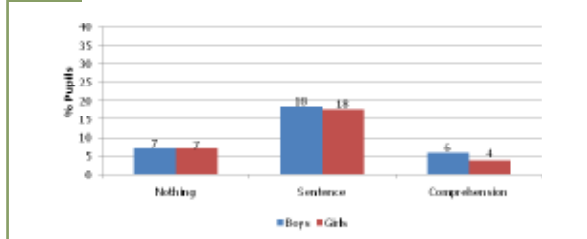CHART 3: % DISTRIBUTION OF READING COMPETENCES BY GENDER FOR P3 - P5 PUPILS

CHART 4: % DISTRIBUTION OF READING COMPETENCES BY GENDER FOR P6 - P7 PUPILS
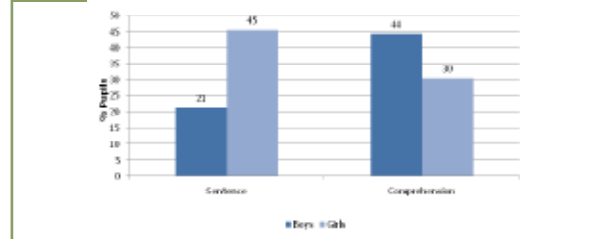

Chart 3 reveals limited gender variation in reading competencies at lower primary level with slightly more boys (6%) than girls (4%) able to go up to comprehension level. At upper primary level however the variation becomes more significant with 45% of girls stopping at sentence level compared to 21% of the boys. At comprehension level the boys also do better than the girls with 44% able to read and comprehend a P2 story as compared to 305 of the girls. For some reason girls seem to get worse off as they move on to the upper primary levels.

CHART 5: % CLASS-WISE PUPILS WHO COULD READ UP TO P2 SENTENCES (In Government & Private Schools)

CHART 6: % CLASS-WISE PUPILS WHO COULD READ AND COMPREHEND A P2 STORY (In Government & Private Schools)
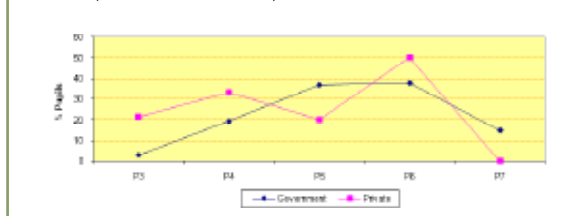

Chart 5 indicates that in government schools the percentage of children who are able to read up to sentence level rises steadily from P3 up to P5, evens out between P5 and P6 and drops to 15% in P7 implying that more children in P7 were able to go beyond sentence level. The situation in private schools seems to be slightly better with the highest number of children stopping at sentence level being in P6 (50%) and this drops to 0% in P7 implying that by P7 all children are able to go beyond sentence level.
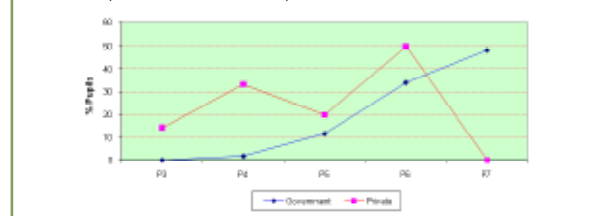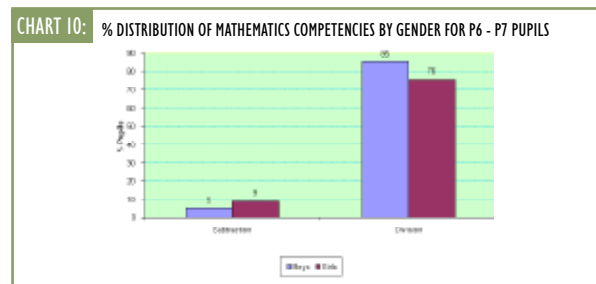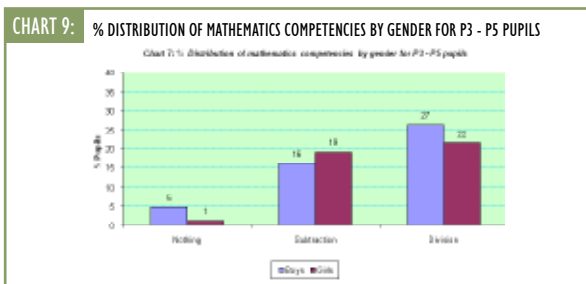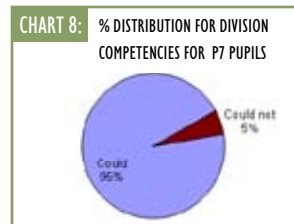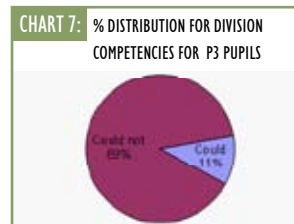
The situation is quite different at comprehension level. In government schools there is a steady rise in the numbers of children who are able to read and comprehend a P2 story as they progress from P3 to P7 with almost 50% of all children in P7 able to comprehend a P2 story. In private schools however the peak is achieved in P6 (50%) and this drops to 0% in P7 meaning none of the children in P7 in private schools could comprehend a P2 story (this could point to a serious problem in private schools at that level).
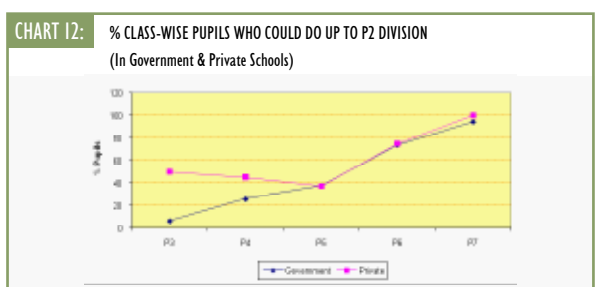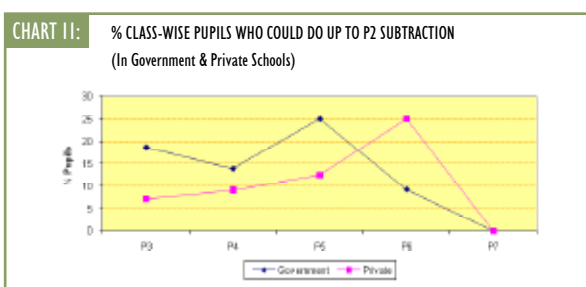
Class	Nothing	Identify 1-9	Identify 10-99	Addition	Subtraction	Multiplication	Division	Total
P1	50.3	40.6	7.0	-	1.1	0.5	0.5	100.0
P2	16.9	38.0	20.4	10.6	8.5	1.4	4.2	100.0
P3	1.3	12.8	20.8	30.2	17.5	6.7	10.7	100.0
P4	-	2.8	8.8	35.4	13.8	12.7	26.5	100.0
P5	0.9	0.9	3.6	16.2	24.3	15.3	38.7	100.0
P6	1.5	1.5	-	1.5	10.1	11.6	73.9	100.0
P7	-	-	-	5.4	-	-	94.6	100.0
Total	**13.9**	**17.8**	**10.6**	**16.6**	**11.3**	**7.0**	**22.8**	**100.0**

Table 2: Distribution for mathematics competencies by class, P1-P7

CHART 7: % DISTRIBUTION FOR DIVISION COMPETENCIES FOR P3 PUPILS

CHART 8: % DISTRIBUTION FOR DIVISION COMPETENCIES FOR P7 PUPILS

The analysis in table 2 reveals a much better performance in mathematics as compared to reading with 95% of all children in P7 able to correctly do P2 division work. But still in P6 and P5 24% and 60% of the children respectively were not able to answer P2 questions up to division level. At P3 level on 11% of the children tested were able to correctly answer P2 questions up to division level. Over 50% of the children in this class could only manage up to number identification and addition levels.

CHART 9: % DISTRIBUTION OF MATHEMATICS COMPETENCIES BY GENDER FOR P3 - P5 PUPILS

CHART 10: % DISTRIBUTION OF MATHEMATICS COMPETENCIES BY GENDER FOR P6 - P7 PUPILS

The gender variations in mathematical competencies were not very significant at both lower and upper primary levels (se charts 9 and 10) but with boys performing slightly better than the girls. In both lower and upper primary levels more girls (19% lower and 9% upper) stopped at subtraction level than boys (16% lower and 5% upper) and more boys (27% lower and 85% upper) than girls (22% lower and 76% upper) were able to read and comprehend a P2 story.

CHART 11: % CLASS-WISE PUPILS WHO COULD DO UP TO P2 SUBTRACTION (In Government & Private Schools)

CHART 12: % CLASS-WISE PUPILS WHO COULD DO UP TO P2 DIVISION (In Government & Private Schools)

The private schools did better at lower primary level with smaller numbers of children stopping at subtraction level. However the highest number of children in government schools who stopped at subtraction level was in P5 (25%) while in private schools it was in P6 (25%). In upper primary level the government schools performed better as by P6 level only 9% of the children stopped at subtraction level compared to 25% in private schools. At P7 level however, in both private and government schools; there were no children who stopped at subtraction level.

At division level performance in both private and government schools was similar in upper primary level with steady rise in numbers of children who were able to correctly answer division questions from 38% in P5 to 75% in P6 to 100% (private) and 94% (government) in P7. In lower primary however, government schools did worse than private schools as they had smaller numbers of children able to go up to division level

4.2 BUDAKA DISTRICT

The average weekly absenteeism rate among pupils was 8.6% (9.3% boys and 7.95 girls) and the rate among teachers was 12% (13% male and 11% female teachers). Of all the parents interviewed 82% said that they never visited children in school during the last one year to discuss their learning.

Class	Nothing	Letter	Word	Sentence	Story	Comprehension	Total
P1	81.4	14.8	3.6	0.3	-	-	100.0
P2	66.5	25.4	6.1	1.6	0.4	-	100.0
P3	44.5	30.0	19.0	4.1	0.8	1.6	100.0
P4	20.2	21.3	41.1	10.5	0.8	6.2	100.0
P5	10.7	11.9	28.0	26.2	3.6	19.6	100.0
P6	3.0	1.0	18.0	43.0	2.0	33.0	100.0
P7	3.1	1.6	7.8	18.8	6.3	62.5	100.0
Total	**43.9**	**18.6**	**17.6**	**9.9**	**1.2**	**8.9**	**100.0**

Table 4: % Distribution for reading competencies by class, P1-P7

CHART 13: % DISTRIBUTION OF COMPREHENSION ABILITIES FOR P3 PUPILS
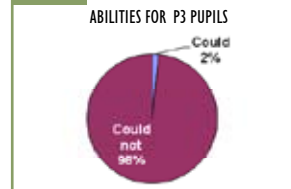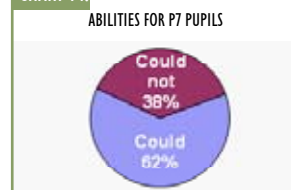

CHART 14: % DISTRIBUTION OF COMPREHENSION ABILITIES FOR P7 PUPILS

The Budaka district analysis above reveals a very poor performance in reading by children at all levels. Only 62.5% of all children tested in P& were able to read and comprehend a P2 story and 3.1% of children in P7 could not even correctly identify letters. Only 33% in P6 and 20% in P5 could correctly read and comprehend. At P3 level only 1.6% of all the children tested were able to read and comprehend a P2 story, while 45% could not even correctly identify letters and 50% of the children could only identify letters and words. (See also charts 13 and 14)

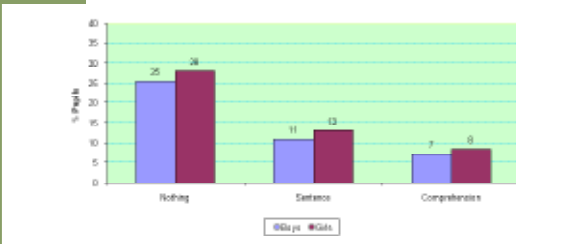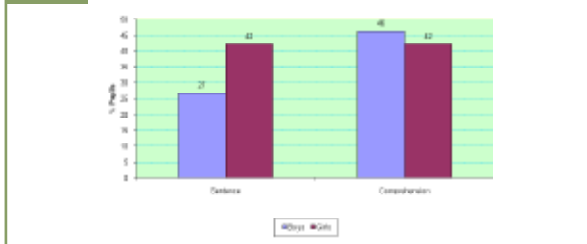CHART 15: % DISTRIBUTION OF READING COMPETENCES BY GENDER FOR P3 - P5 PUPILS

CHART 16: % DISTRIBUTION OF READING COMPETENCES BY GENDER FOR P6 - P7 PUPILS

At lower primary level there were limited gender variations in reading competence. More girls (285) than boys (25%) could not even identify letters, more girls (13%) than boys (11%) also stopped at sentence level but girls did marginally better than boys at comprehension level with a difference of only 1% (See chart 13 above). At upper primary, boys seem to do better than the girls with 42% of girls compared to 27% of boys stopping at sentence level while 46% of boys compared to 42% of girls able to read and comprehend a P2 story (See chart 16).

CHART 17: % CLASS-WISE PUPILS WHO COULD READ UP TO P2 SENTENCES (In Government & Private Schools)

CHART 18: % CLASS-WISE PUPILS WHO COULD READ AND COMPREHEND A P2 STORY (In Government & Private Schools)
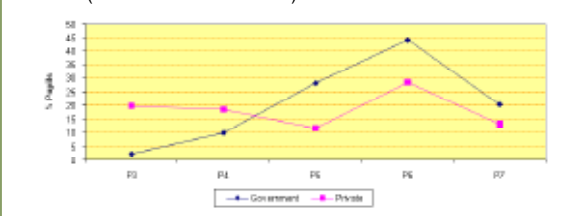
There is a similar trend in both government and private schools with regard to reading competence at sentence level with highest number recorded at P6 level in each case (44% government and 29% private) meaning there were more children in private than government schools who were able to go beyond sentence level.
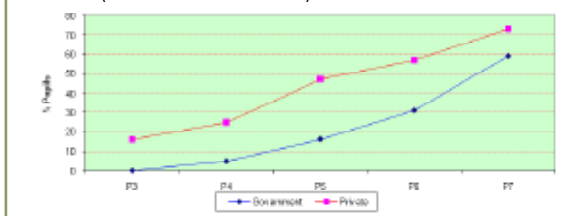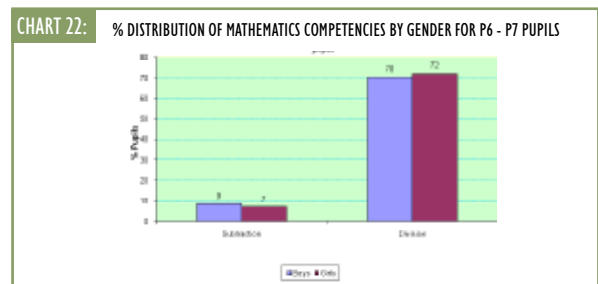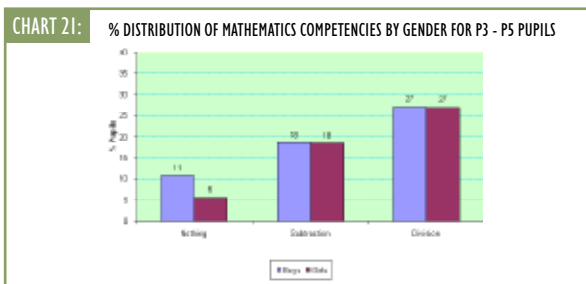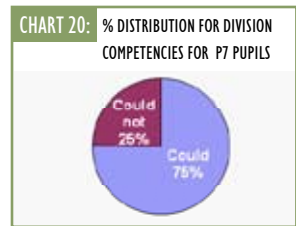
At comprehension level there is a very clear trend in both government and private primary schools with the percentages of children able to read and comprehend a P2 story rising as they progress from one class to the next (0% P3 to 59% P7 for government and 16% P3 to 73% P7 for private schools). At each level from P3 to P7 there were however more children in private schools who were able read and comprehend implying better performance.
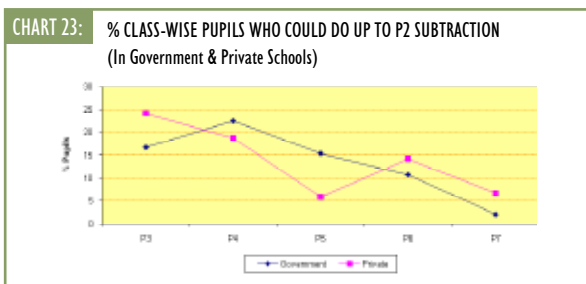
Table 5: Distribution for mathematics competencies by class, P1-P7							
Class	Nothing	Identify 1-9	Identify 10-99	Addition	Subtraction	Multiplication	Division	Total
P1	60.4	27.8	4.7	3.0	3.6	-	0.6	100.0
P2	30.7	31.9	7.3	14.5	7.7	5.2	2.8	100.0
P3	15.0	16.2	10.5	21.5	17.4	6.9	12.6	100.0
P4	4.7	7.0	6.2	21.7	22.1	12.0	26.4	100.0
P5	3.0	3.0	3.0	11.9	14.3	16.1	48.8	100.0
P6	1.0	-	3.0	5.0	11.0	12.0	68.0	100.0
P7	1.5	-	3.1	4.6	3.1	12.3	75.4	100.0
Total	**23.6**	**16.6**	**6.0**	**12.9**	**11.8**	**7.6**	**21.6**	**100.0**

CHART 19: % DISTRIBUTION FOR DIVISION COMPETENCIES FOR P3 PUPILS

CHART 20: % DISTRIBUTION FOR DIVISION COMPETENCIES FOR P7 PUPILS

The district analysis indicates a rather poor performance in mathematics at all levels, though better than reading. At P7 level only 75% 0f children tested were able to go up to division level while 1.55 of the children could not even identify numbers. At P6 and P5 only 68% and 49% respectively were able correctly answer division questions and 1% and 3% respectively could not identify numbers. At P3 level only 13% could do division sums while 15% could not identify numbers.
(See also charts 19 & 20)

CHART 21: % DISTRIBUTION OF MATHEMATICS COMPETENCIES BY GENDER FOR P3 - P5 PUPILS

CHART 22: % DISTRIBUTION OF MATHEMATICS COMPETENCIES BY GENDER FOR P6 - P7 PUPILS
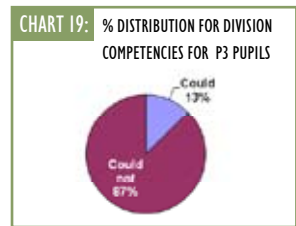
The analysis in charts 21 and 22 indicate no major gender variations in mathematical competence at both lower and upper primary levels.

CHART 23: % CLASS-WISE PUPILS WHO COULD DO UP TO P2 SUBTRACTION (In Government & Private Schools)

CHART 24: % CLASS-WISE PUPILS WHO COULD DO UP TO P2 DIVISION (In Government & Private Schools)

The trend of performance at subtraction level was the same for both government and private schools with numbers declining as children progress from one class to the next implying more children moving beyond subtraction level the higher the children went. While private schools perform slightly better in lower primary levels (P3-P5) at the upper levels (P6-P7) performance is better in government schools with less children stopping at subtraction level.
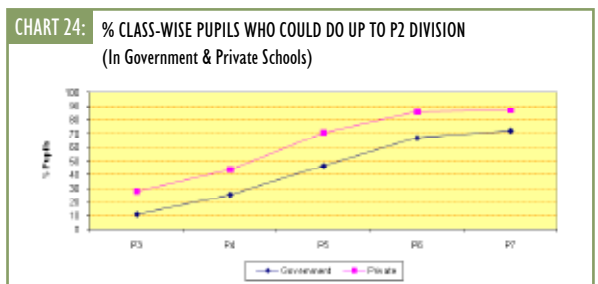
At division level the trend is also clear in both government and private schools with more children being able to do division sums as they move from one class to the next. However the performance in private schools was better than in government schools with more children in private schools reaching division level at each level.

4.3 BUSIA DISTRICT

The average weekly absenteeism rate among pupils in Busia district was 7% (7.3% male and 6.8 female) and the rate among teachers was 8% (8.2% male and 7.6% female teachers). Of all the parents interviewed in the district 79% said that they never visited children at school during the year to discuss their learning.

Table 6: % Distribution for reading competencies by class, P1-P7							
Class	Nothing	Letter	Word	Sentence	Story	Comprehension	Total
P1	79.2	16.7	4.2	-	-	-	100.0
P2	49.4	38.1	12.5	-	-	-	100.0
P3	27.9	37.9	23.7	7.9	1.1	1.6	100.0
P4	9.0	28.5	40.5	15.5	5.0	1.5	100.0
P5	4.9	9.1	35.0	26.6	4.2	20.3	100.0
P6	-	3.4	23.1	20.5	2.6	50.4	100.0
P7	1.5	3.0	1.5	9.1	1.5	83.3	100.0
Total	30.1	22.4	21.3	10.4	2.0	13.6	100.0

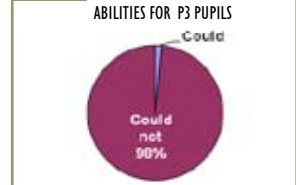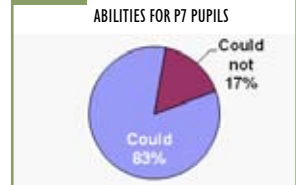**CHART 25** % DISTRIBUTION OF COMPREHENSION ABILITIES FOR P3 PUPILS

CHART 26 % DISTRIBUTION OF COMPREHENSION ABILITIES FOR P7 PUPILS

The analysis in the table above indicates very poor performance at all levels in reading in Busia district. In P7 only 83% of all the children tested were able to read and comprehend a P2 story and 2% could not correctly identify letters. In P6 only 50% could read and comprehend a P2 story while only 20% in P5 could do so. At the lower primary level, especially P3 only 2% could read and comprehend a P2 story, 29% could not correctly identify letters while the majority about 60% could only identify letters and words. (See also charts 25 and 26)

CHART 27: % DISTRIBUTION OF READING COMPETENCES BY GENDER FOR P3 - P5 PUPILS
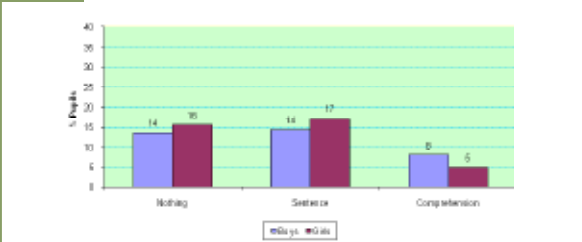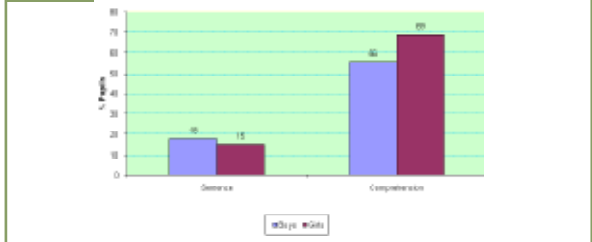

CHART 28: % DISTRIBUTION OF READING COMPETENCES BY GENDER FOR P6 - P7 PUPILS

The analysis in charts 25 reveals a slightly better performance by boys in reading at the lower primary level. More girls (16%) than boys (14%) were not able to correctly identify letters, 17% of girls compared to 15% of boys stopped at sentence level, while 8% of boys and 55 of girls could read and comprehend a P2 story. At the upper primary level (chart 28) girls performed much better than boys as 18% of boys compared to 15% of girls could only stop at sentence level while 69% of and 56% of boys could read and comprehend a P2 story.

CHART 29: % CLASS-WISE PUPILS WHO COULD READ UP TO P2 SENTENCES (In Government & Private Schools)

CHART 30: % CLASS-WISE PUPILS WHO COULD READ AND COMPREHEND A P2 STORY (In Government & Private Schools)
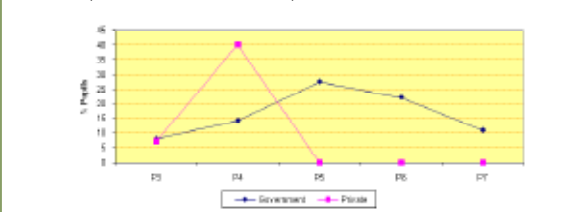

Chart 29 above reveals a very good performance by the private schools compared to government schools. In private schools the highest number of children to stop at sentence level was in P4 (40%) and from P5 up to P7 all the children in private schools went beyond sentence level. In government schools meanwhile the highest number of children to stop at sentence level was in P5 (28%) and in P6 and P7(22% and 11%) respectively stopped at sentence level.
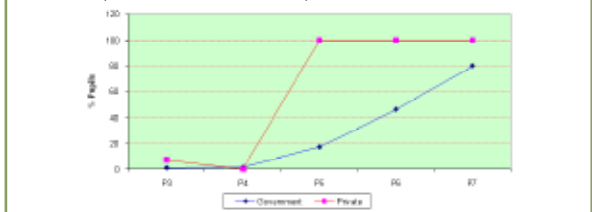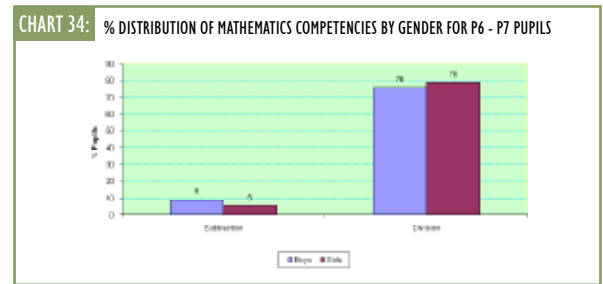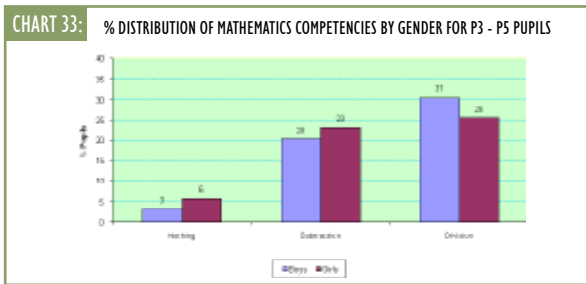
Chart 30 above also reveals a better performance by private schools in Busia district. While by P4 there were no children who could read and comprehend a P2 story, all the children from P5 to P7 could read and comprehend a P2 story. In government schools on the ot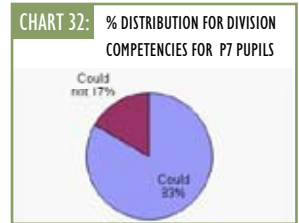her hand there was a steady rise in numbers of children who could read and comprehend a P2 story from 2% in P4 to 17%, 46% and 80% in P5, P6 and P7 respectively meaning that in each of the upper primary classes there were still children who could not comprehend a P2 story.

Table 7: Distribution for mathematics competencies by class, P1-P7

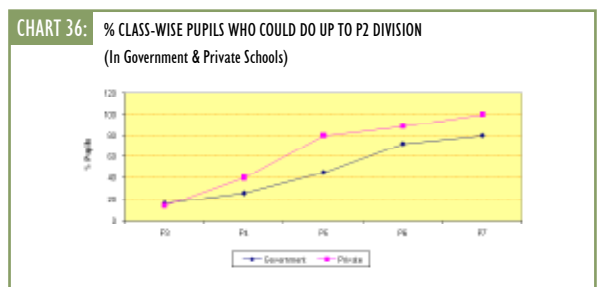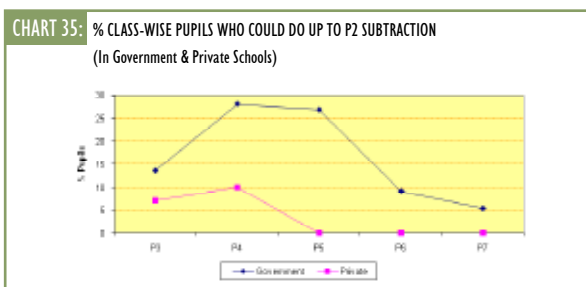| Class	Nothing	Identify 1-9	Identify 10-99	Addition	Subtraction	Multiplication	Division	Total
P1	47.0	46.1	1.8	3.2	0.9	0.5	0.5	100.0
P2	14.4	40.6	16.3	18.1	8.8	0.6	1.3	100.0
P3	6.3	15.3	11.1	28.4	13.2	9.5	16.3	100.0
P4	3.0	3.0	6.5	20.5	27.0	13.5	26.5	100.0
P5	4.2	2.8	0.7	6.3	25.9	14.0	46.2	100.0
P6	-	0.9	-	2.6	8.6	14.5	73.5	100.0
P7	-	-	-	4.6	4.6	7.6	83.3	100.0
Total	**13.6**	**18.8**	**6.0**	**13.4**	**13.3**	**8.1**	**26.9**	**100.0**

CHART 31: % DISTRIBUTION FOR DIVISION COMPETENCIES FOR P3 PUPILS

CHART 32: % DISTRIBUTION FOR DIVISION COMPETENCIES FOR P7 PUPILS

The children in Busia district returned better results in mathematics compared to reading at both lower and upper primary levels. In P7 83% passed P2 division test though 17% still failed. In P6 and P5 only 74% and 46% respectively passed the division test and worse still 4% in P5 could not correctly identify numbers. In P3 only 16% were able to pass division test but 6% could not correctly identify any numbers. (See also charts 31 and 32)

CHART 33: % DISTRIBUTION OF MATHEMATICS COMPETENCIES BY GENDER FOR P3 - P5 PUPILS

CHART 34: % DISTRIBUTION OF MATHEMATICS COMPETENCIES BY GENDER FOR P6 - P7 PUPILS
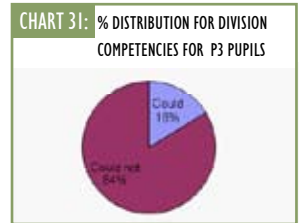
At lower primary level boys did slightly better than girls as 23% of girls compared to 20% of boys stopped at subtraction level while 31% of boys compared to 26% of girls passed division level test. At the upper primary level girls edged the boys with 9% of boys compared to 5% of girls failing to go beyond subtraction level and 78% of girls compared to 76% of boys passing division level tests.

CHART 35: % CLASS-WISE PUPILS WHO COULD DO UP TO P2 SUBTRACTION
(In Government & Private Schools)

CHART 36: % CLASS-WISE PUPILS WHO COULD DO UP TO P2 DIVISION
(In Government & Private Schools)

The chart 35 above reveals very good performance in mathematics by children in private schools compared to government schools. The highest number of children who stopped at subtraction level was in P4 (10%) but from P5 to P7 all children tested went beyond subtraction level. In government schools the highest number was also in P4 but it was 28% and in P5, P6 and P7 still 27%, 9% and 6% of the children tested respectively could not go beyond subtraction level.

The result at division level shows a steady rise in the numbers of children who passed the division level test as they progressed from class to class in both government and private schools. But still children in private schools performed much better than those in government schools. At each level there were more children in private schools who passed division compared to government schools. At P7 level, for example, all children (100%) in private schools passed division compared to 80% in government schools.

4.4 KAMULI DISTRICT

In Kamuli district the average weekly absenteeism rate among pupils was 6% (6.9% male and 5.2% female) and the rate among teachers was 9.9% (9.8% male and 10.1% female teachers)

Class	Nothing	Letter	Word	Sentence	Story	Comprehension	Total
P1	74.3	20.8	4.5	0.4	-	-	100.0
P2	51.6	34.8	12.0	1.6	-	-	100.0
P3	30.1	44.9	20.8	3.2	0.5	0.5	100.0
P4	14.4	36.3	30.7	11.2	3.3	4.2	100.0
P5	5.4	20.0	41.5	23.1	3.9	6.2	100.0
P6	2.7	7.1	18.6	34.5	8.0	29.2	100.0
P7	-	-	4.6	20.0	13.9	61.5	100.0
Total	**32.8**	**27.7**	**19.0**	**10.0**	**2.7**	**7.8**	**100.0**

Table 8: % Distribution for reading competencies by class, P1-P7

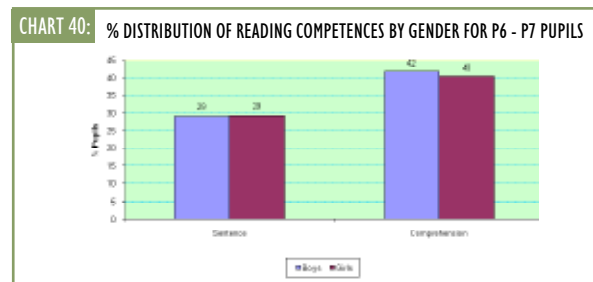CHART 37: % DISTRIBUTION OF COMPREHENSION ABILITIES FOR P3 PUPILS
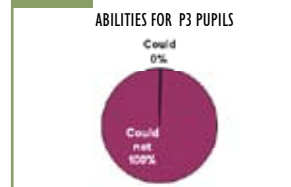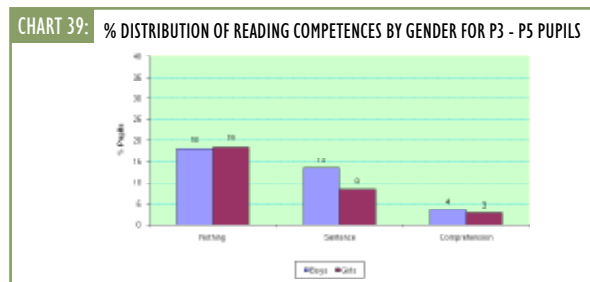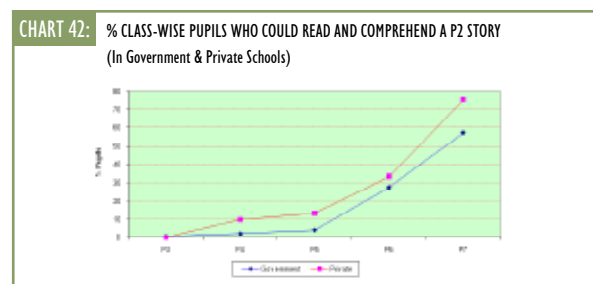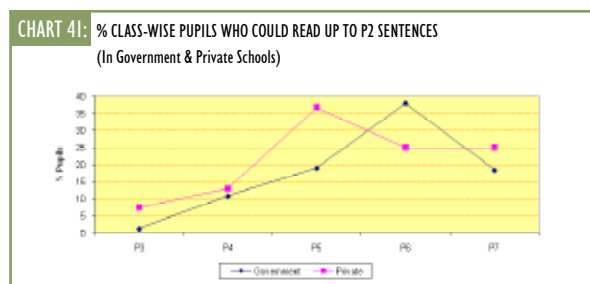

CHART 38: % DISTRIBUTION OF COMPREHENSION ABILITIES FOR P7 PUPILS
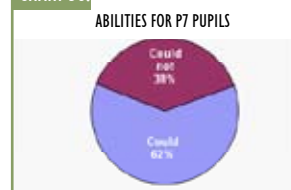
Kamuli returned very poor results in reading at all levels compared to many of the districts visited. In P7 only 62% of all the children tested were able to read and comprehend a P2 story while a whole 20% could only stop at sentence level. 29% and 6% in P6 and P5 respectively could do the same, a whole 35% and 23% in P6 and P5 respectively could only stop at sentence level and 3% and 5% in P6 and P5 respectively could not correctly identify letter. At P3 level a mere 1% could read and comprehend a P2 story, could not correctly identify letters and the majority 65% could only stop at letter and word identification levels. (See also charts 37 and 38)

CHART 39: % DISTRIBUTION OF READING COMPETENCES BY GENDER FOR P3 - P5 PUPILS

CHART 40: % DISTRIBUTION OF READING COMPETENCES BY GENDER FOR P6 - P7 PUPILS

In Kamuli district at both lower and upper primary levels there was insignificant gender variation in reading competence. Both boys and girls performed very poorly at lower and upper primary levels. (See chart 39 above and 40)

CHART 41: % CLASS-WISE PUPILS WHO COULD READ UP TO P2 SENTENCES
(In Government & Private Schools)

CHART 42: % CLASS-WISE PUPILS WHO COULD READ AND COMPREHEND A P2 STORY
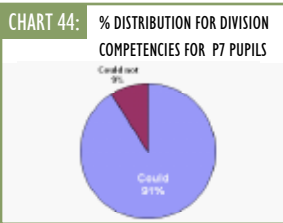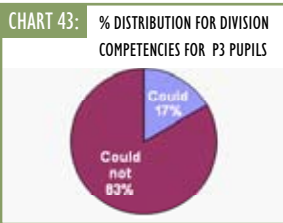(In Government & Private Schools)

At sentence level performance was generally bad at all levels in both in government and private schools. In P5 a whole 37% in private schools and 19% in government schools could not go beyond sentence level, in P6 25% in private schools and 38% in government schools could not go beyond this level, and in P7 25% in private schools and 18% in government schools stopped at this level. (See chart 41)

At comprehension level, while there was a fairly steady rise in the numbers of children who could read and comprehend a P2 story as they progressed percentages were too low in both government and private schools with government schools being worse off. At P7 level, for example, while 75% of children in private schools could read and comprehend a P2 story a miserable 57% in government schools could do so. (See chart 42)

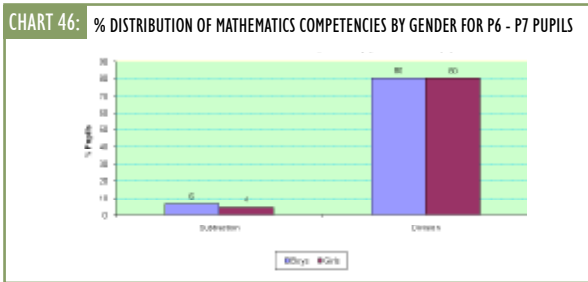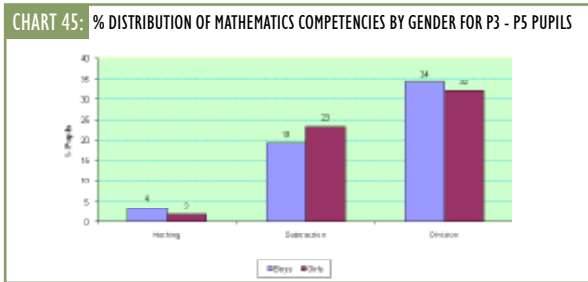| Class	Nothing	Identify 1-9	Identify 10-99	Addition	Subtraction	Multiplication	Division	Total
P1	38.8	47.8	5.7	2.5	3.7	-	1.6	100.0
P2	10.9	29.9	19.6	14.1	13.0	5.4	7.1	100.0
P3	4.6	14.8	14.8	18.1	23.2	7.9	16.7	100.0
P4	1.9	3.3	6.5	15.4	23.7	11.6	37.7	100.0
P5	0.8	0.8	4.6	13.9	14.6	12.3	53.1	100.0
P6	-	-	0.9	6.2	7.1	12.4	73.5	100.0
P7	-	1.5	-	3.0	1.5	3.0	90.9	100.0
Total	**11.1**	**18.2**	**8.8**	**11.2**	**13.9**	**7.2**	**29.6**	**100.0**

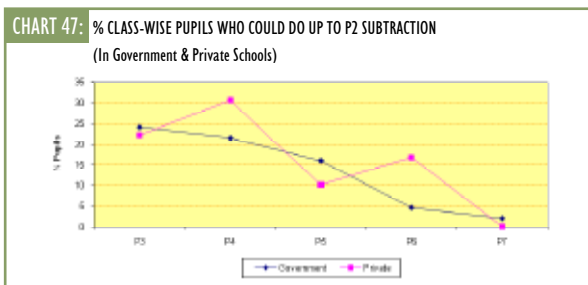Table 9: Distribution for mathematics competencies by class, P1-P7

CHART 43: % DISTRIBUTION FOR DIVISION COMPETENCIES FOR P3 PUPILS

CHART 44: % DISTRIBUTION FOR DIVISION COMPETENCIES FOR P7 PUPILS

Children in Kamuli district returned much better results in mathematics compared to reading at all levels though overall it was still bad result. In P7 only 91% of all the children tested were able to pass the P2 division test leaving 9% who failed. In P6 and P5 74% and 53% respectively passed the division tests. At P3 level only 16% were able to pass the division test, 5% could not even identify numbers while over 40% stopped at addition and subtraction levels. (See also charts 43 and 44)

CHART 45: % DISTRIBUTION OF MATHEMATICS COMPETENCIES BY GENDER FOR P3 - P5 PUPILS

CHART 46: % DISTRIBUTION OF MATHEMATICS COMPETENCIES BY GENDER FOR P6 - P7 PUPILS

While boys did slightly better in mathematics at lower primary level (19% of boys and 23% of girls stopping at subtraction level and 34% of boys and 32% of girls passing division level test), at upper primary level there was no gender variation in mathematical competence. (See chart 45 and 46)

CHART 47: % CLASS-WISE PUPILS WHO COULD DO UP TO P2 SUBTRACTION
(In Government & Private Schools)

CHART 48: % CLASS-WISE PUPILS WHO COULD DO UP TO P2 DIVISION
(In Government & Private Schools)
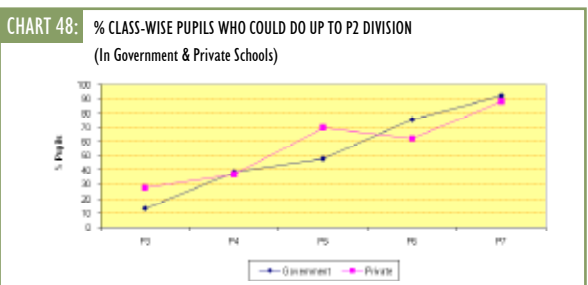
While in government schools there is a steady drop in the numbers of children stopping at subtraction level from 24% in P3 to 25 in P7, the drop is irregular in private schools with 22% in P3 stopping at subtraction level with the figure rising to 30% in P4 and dropping to 10% in P5 rising again to 17% in P6 and finally dropping to 0% in P7. Overall therefore, there is consistent and slightly better performance in government schools.

At division level the trend is up for both government and private schools as children progressed from one class to the next with almost no difference between government and private school though there was unexplained drop in performance in P6.

4.5 KATAKWI DISTRICT

In Katakwi district the average weekly absenteeism rate among pupils was 21.3% (21.6% male and 20.9% female) and the rate among teachers was 14.6% (14% male and 16% female teachers). Of all the parents interviewed in the district 87% said that they never visited children at school during the last year to discuss their learning.

Table 10: % Distribution for reading competencies by class, P1-P7

Class	Nothing	Letter	Word	Sentence	Story	Comprehension	Total
P1	85.6	14.4	-	-	-	-	100.0
P2	62.4	35.6	2.1	-	-	-	100.0
P3	33.3	55.3	9.1	1.8	0.5	-	100.0
P4	15.3	43.9	25.5	12.2	1.5	1.5	100.0
P5	7.5	24.8	28.6	23.6	1.2	14.3	100.0
P6	-	6.5	16.1	36.6	7.5	33.3	100.0
P7	-	-	1.6	11.1	4.8	82.5	100.0
Total	**40.6**	**29.6**	**11.0**	**8.6**	**1.3**	**8.8**	**100.0**

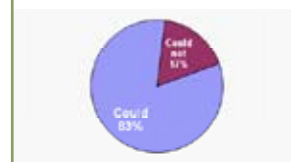**CHART 49:** % DISTRIBUTION OF COMPREHENSION ABILITIES FOR P3 PUPILS
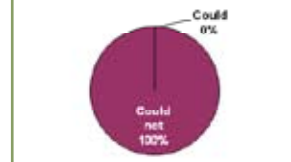
**CHART 50:** % DISTRIBUTION OF COMPREHENSION ABILITIES FOR P7 PUPILS

Katakwi is one of the districts that returned very poor results in reading at all levels. In P7 only 82% of all the children tested were able to read and comprehend a P2 story. Only 33% and 14% in P6 and P5 respectively were able to do so with 8% in P5 unable to correctly identify numbers. In P3 no child was able to read and comprehend a P2 story, 33% could not identify numbers while 43% could only identify letters. (See also charts 49 and 50)

CHART 51: % DISTRIBUTION OF READING COMPETENCIES BY GENDER FOR P3 - P5 PUPILS

CHART 52: % DISTRIBUTION OF READING COMPETENCIES BY GENDER FOR P6 - P7 PUPILS
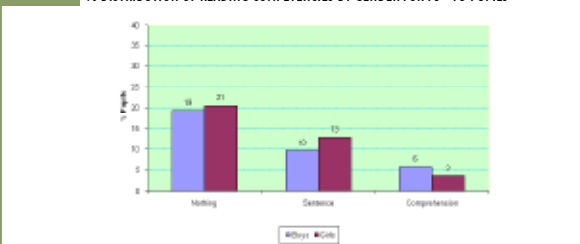
In Katakwi district at both lower and upper primary levels boys did slightly better than girls. 19% of the boys compared to 21% of girls could not even identify letters, 10% of boys and 13% of girls stopped at sentence level and 6% of boys and 3% of boys could read and comprehend a P2 story. (See chart 51)
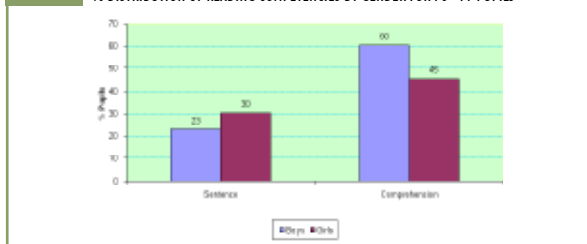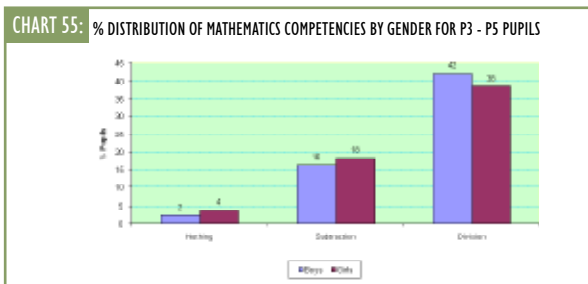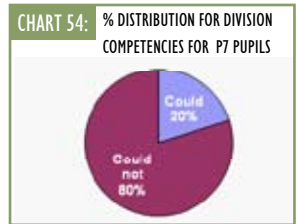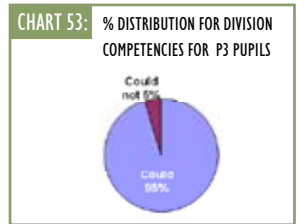
At upper primary level boys still did better than girls with 23% of boys and 30% of girls stopping at sentence level while 60% of boys and 45% of boys could read and comprehend a P2 story. (See chart 52)

Class	Nothing	Identify 1-9	Identify 10-99	Addition	Subtraction	Multiplication	Division	Total
P1	48.6	46.0	0.6	2.6	1.6	0.6	-	100.0
P2	11.9	51.6	9.3	11.9	11.9	2.6	1.0	100.0
P3	5.5	16.9	12.3	23.3	16.0	5.9	20.1	100.0
P4	2.6	2.6	7.1	14.3	18.9	9.7	44.9	100.0
P5	0.6	1.2	0.6	7.5	17.4	11.2	61.5	100.0
P6	-	-	-	6.5	3.2	11.8	78.5	100.0
P7	-	-	-	-	1.6	3.2	95.2	100.0
Total	**15.5**	**23.2**	**5.0**	**10.4**	**10.7**	**5.7**	**29.6**	**100.0**

Table 11: Distribution for mathematics competencies by class, P1-P7

CHART 53: % DISTRIBUTION FOR DIVISION COMPETENCIES FOR P3 PUPILS

CHART 54: % DISTRIBUTION FOR DIVISION COMPETENCIES FOR P7 PUPILS

There was a better performance in mathematics even though it was still below par. At P7 level 95% of all the children tested were able to correctly answer P2 division questions. 79% and 62% in P6 and P5 respectively were able to do so though 0.6% of children in P5 could not even correctly identify numbers. At P3 level only 20% of the children tested were able to correctly answer the division questions, 5.5% could not identify numbers while majority 40% could only stop at addition and subtraction levels. (See also charts 53 and 54)

CHART 55: % DISTRIBUTION OF MATHEMATICS COMPETENCIES BY GENDER FOR P3 - P5 PUPILS

CHART 56: % DISTRIBUTION OF MATHEMATICS COMPETENCIES BY GENDER FOR P6 - P7 PUPILS

At both lower and upper primary levels boys did better than girls in mathematics in Katakwi district. At lower primary level more girls (4%) than boys (2%) could not identify numbers, more girls (18%) than boys (16%) stopped at subtraction level but more boys (42%) than girls (38%) were able to answer the division questions.
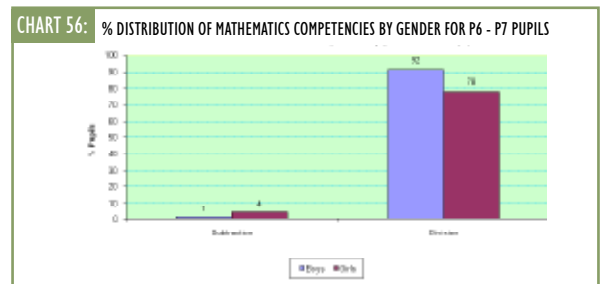
At upper primary level 4% of girls compared to 1% of boys stopped at subtraction level while 92% of boys compared to 78% of girls were able to answer the division question. The district has almost no private primary schools so it was not possible to carry out a comparison of performance in private and government schools.

4.6 MAYUGE DISTRICT

The average weekly absenteeism rate among pupils in the district was 13.4% (13.4% male and 13.3% female) and the rate among teachers was 20.7% (20.3% male and 21.3% female teachers). Of all the parents interviewed in the district 83% said that they never visited children at school during the last year to discuss their learning.

Table 12: % Distribution for reading competencies by class, p1-p7

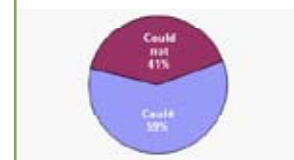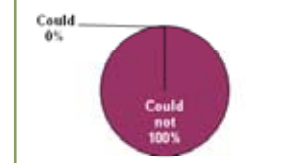| Class	Nothing	Letter	Word	Sentence	Story	Comprehension	Total
P1	49.6	45.1	4.6	0.4	0.4	-	100.0
P2	33.9	43.6	20.0	2.6	-	-	100.0
P3	21.5	30.0	39.0	8.5	0.9	-	100.0
P4	6.2	19.4	51.1	18.1	2.2	3.1	100.0
P5	5.3	9.0	40.4	27.1	3.2	14.9	100.0
P6	1.9	4.5	21.3	38.1	5.2	29.0	100.0
P7	2.1	1.0	8.3	20.8	8.3	59.4	100.0
Total	20.3	25.2	27.5	14.5	2.2	10.2	100.0

CHART 57: % DISTRIBUTION OF COMPREHENSION ABILITIES FOR P3 PUPILS

This is another district with very poor performance in reading. At P7 level only 59% of all the children tested were able to read and comprehend a P2 story while 2.1% of the children could not even identify letters. Only 29% and 15% respectively in P6 and P5 were able to do the same while 2.1% of children in P6 and 5.3% in P5 could not identify letters. A majority 40% in P5 could only stop at word identification level while 385 in P6 could only read P2 sentences. At P3 level no single child was able to read and comprehend a P2 story, 22% could not correctly identify letter and a majority 69% could only identify letters and words. (See also charts 57 & 58)

CHART 58: % DISTRIBUTION OF COMPREHENSION ABILITIES FOR P7 PUPILS

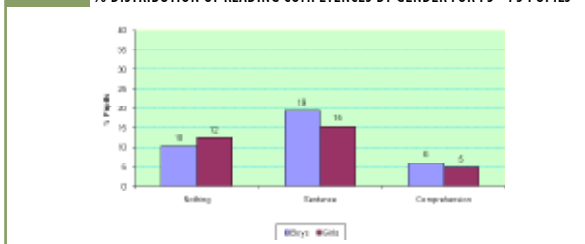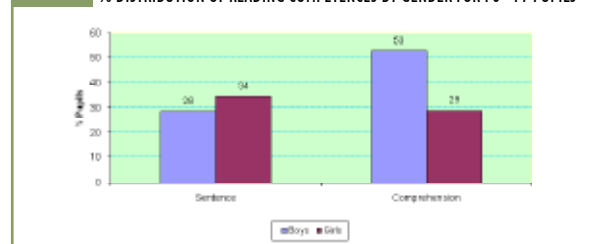CHART 59: % DISTRIBUTION OF READING COMPETENCES BY GENDER FOR P3 - P5 PUPILS

CHART 60: % DISTRIBUTION OF READING COMPETENCES BY GENDER FOR P6 - P7 PUPILS

At the lower primary level there was almost no difference between boys and girls in performance though less girls (15%) stopped at sentence level compared to 19% boys. At comprehension level however slightly more boys (6%) were able to read and comprehend a P2 story compared to 5% for girls (See chart 59 above). At upper primary level however boys did much better than girls with only 28% of boys stopping at sentence level compared to 34% of girls, and 53% of boys were able to read and comprehend a P2 story compared to 29% of girls (See chart 60).

CHART 61: % CLASS-WISE PUPILS WHO COULD READ UP TO P2 SENTENCES (In Government & Private Schools)

CHART 62: % CLASS-WISE PUPILS WHO COULD READ AND COMPREHEND A P2 STORY (In Government & Private Schools)

Chart 61 indicates that performance in reading is very bad in both government and private schools with high percentages of children stopping at sentence level especially at the upper primary level. In P5 28% and 27% of children private and government schools respectively were not able to go beyond sentence level. In P6 it is 40% government and 31% private and in P7 25% private and 19% government.
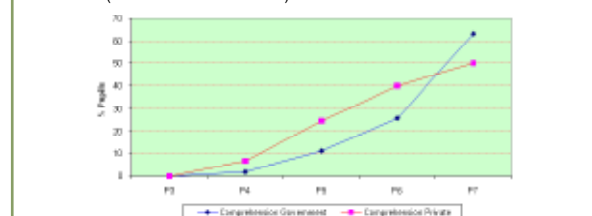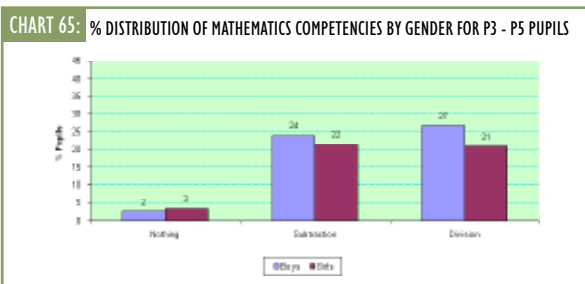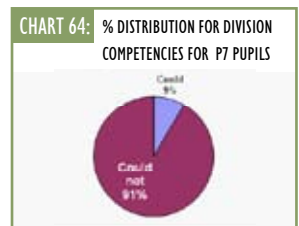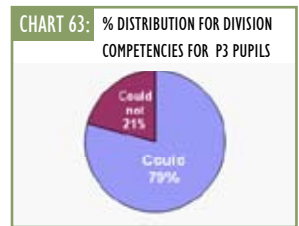
At comprehension level the trend is up for both government and private schools as children progress from one class to the next but the percentages are too low at every stage especially at the upper primary levels. Although private schools perform slightly better at lower classes, in P7 government schools overtake them.

Table 13: Distribution for mathematics competencies by class, P1-P7								
Class	Nothing	Identify 1-9	Identify 10-99	Addition	Subtraction	Multiplication	Division	Total
P1	33.8	50.8	8.3	3.8	1.9	1.1	0.4	100.0
P2	14.4	36.4	22.6	11.3	9.7	4.1	1.5	100.0
P3	5.4	14.8	13.5	30.0	21.5	6.3	8.5	100.0
P4	2.2	4.9	7.1	21.2	27.3	13.7	23.8	100.0
P5	0.5	3.2	5.3	16.0	18.6	14.4	42.0	100.0
P6	1.3	-	1.9	4.5	19.2	19.2	53.9	100.0
P7	-	1.0	1.0	5.2	6.3	7.3	79.2	100.0
Total	10.2	19.0	9.3	14.0	15.2	8.9	23.4	100.0

CHART 63: % DISTRIBUTION FOR DIVISION COMPETENCIES FOR P3 PUPILS

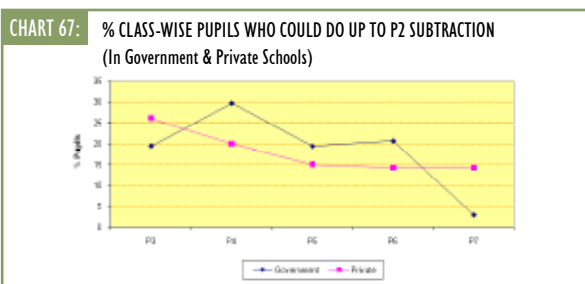CHART 64: % DISTRIBUTION FOR DIVISION COMPETENCIES FOR P7 PUPILS

The results for mathematics in Mayuge district are no better the reading results. There is generally poor performance at all levels with even the upper levels producing very poor results. In P7 only 79% of all the children tested were able to correctly answer P2, division sums. 54% and 42% respectively in P6 and P5 were able to do so and there were a few children in these classes who could not correctly identify numbers. At P3 level only 8.5% could correctly answer division questions while 5.4 could not even correctly identify numbers. (See also charts 63 and 64)

CHART 65: % DISTRIBUTION OF MATHEMATICS COMPETENCIES BY GENDER FOR P3 - P5 PUPILS

CHART 66: % DISTRIBUTION OF MATHEMATICS COMPETENCIES BY GENDER FOR P6 - P7 PUPILS

At lower primary level there was almost no difference in performance between boys and girls in mathematics though boys at 27% did slightly better at division level than girls at 21%.
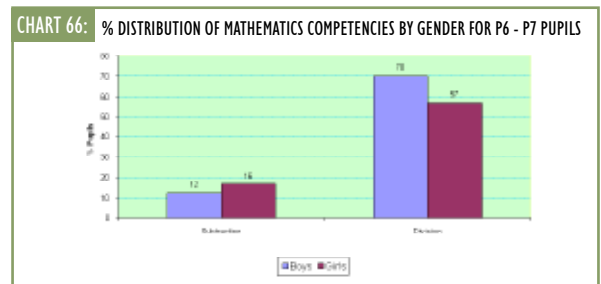
At upper primary level too boys did much better than girls with a higher percentage of girls (16% compared to 12% for boys) stopping at subtraction level while a higher percentage of boys (70% compared to 57% for girls) were able to correctly answer P2 division questions.

CHART 67: % CLASS-WISE PUPILS WHO COULD DO UP TO P2 SUBTRACTION (In Government & Private Schools)

CHART 68: % CLASS-WISE PUPILS WHO COULD DO UP TO P2 DIVISION (In Government & Private Schools)

At subtraction level private schools performed a bit better with lower percentages of children stopping at subtraction level. However in P7 government schools were much better then the private schools as 14% in private schools compared to 3% in government schools stopped at subtraction level.
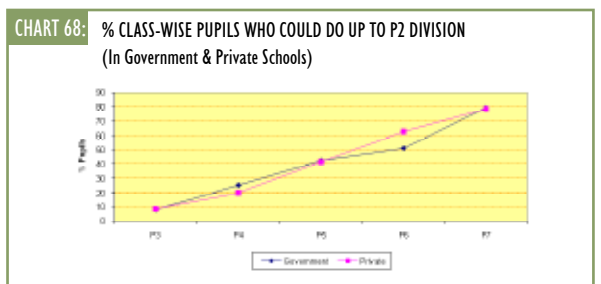
There was very little difference between government and private schools in performance at division level. Overall there was an upward trend in the numbers of children able to answer division questions and almost same percentages of children able to answer at each level although at P6 level the children in government schools fell a bit below those in private schools.
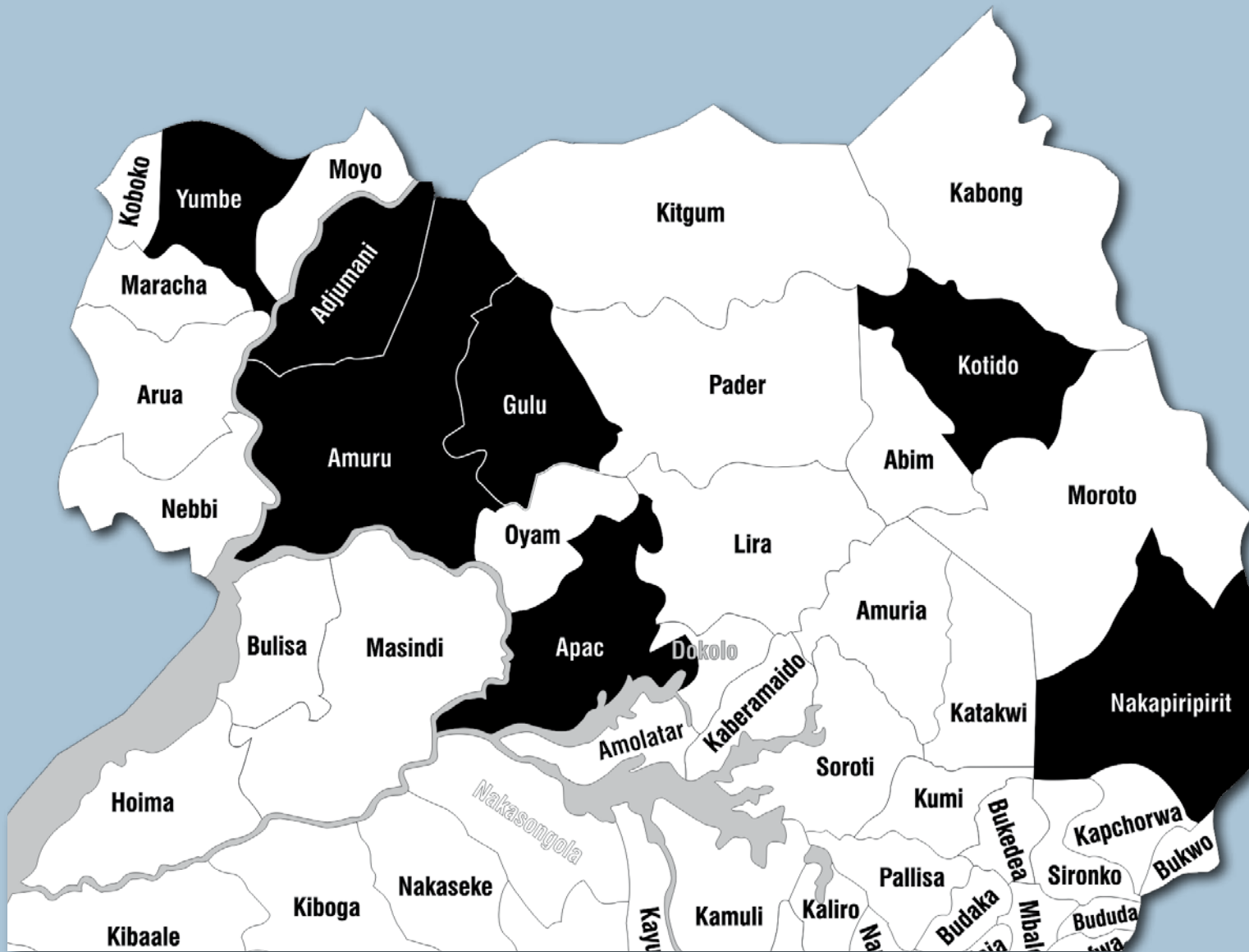
5 Northern Region

The districts in the region visited during the study included;

Adjumani

Amuru

Apac

Gulu

Kotido

Nakapiripirit and

Yumbe.

5.1 ADJUMANI DISTRICT

In the district 86% of the parents interviewed said that they had never visited the schools where their children study to talk about their learning. This also a district with very high absenteeism rates with average weekly rates of 10.5% (10.8% for boys and 10.3% for girls). The weekly average teacher absenteeism rate is also high standing at 18.2% (17% for male and 20% for female teachers)

| Table 1: Distribution for reading competencies by class, P1-P7							
Class	Nothing	Letter	Word	Sentence	Story	Comprehension	Total
P1	71.7	23.9	3.6	-	0.4	0.4	100.0
P2	34.3	50.0	11.6	4.1	-	-	100.0
P3	15.6	39.3	42.2	2.9	-	-	100.0
P4	7.0	22.2	43.9	23.4	0.6	2.9	100.0
P5	1.4	5.7	30.5	39.0	5.0	18.4	100.0
P6	-	-	9.9	31.0	7.0	52.1	100.0
P7	-	-	2.1	6.4	19.2	72.3	100.0
Total	28.2	24.7	22.1	12.8	2.2	10.1	100.0

CHART 1: % DISTRIBUTION OF COMPREHENSION ABILITIES FOR P3 PUPILS
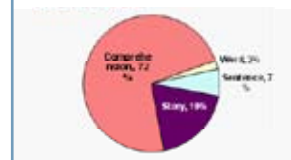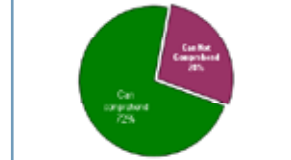
The district analysis for Adjumani indicates that of all the children tested only 10% where able to read a P2 story and comprehend it. None in P3 could read or comprehend a story while only 72% in P7 could read and comprehend a P2 story. Only about half (52%) of the children in P6 could read and comprehend a P2 story. This picture is depicted more clearly in charts 1 and 2.

CHART 2: % DISTRIBUTION OF COMPREHENSION ABILITIES FOR P7 PUPILS

CHART 3: % DISTRIBUTION OF READING COMPETENCES BY GENDER FOR P3 - P5 PUPILS

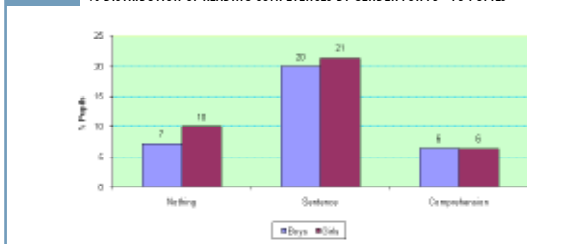**CHART 4:** % DISTRIBUTION OF READING COMPETENCES BY GENDER FOR P6 - P7 PUPILS

Chart 3 shows that for children in P3, P4 and P5, in Adjumani district, there are no major gender variations in competences in reading. Only 6% of the boys and 6% of the girls in those classes could read and comprehend a P2 story. 7% of the boys and 10% girls could not even identify letters which is the most basic skill in reading.
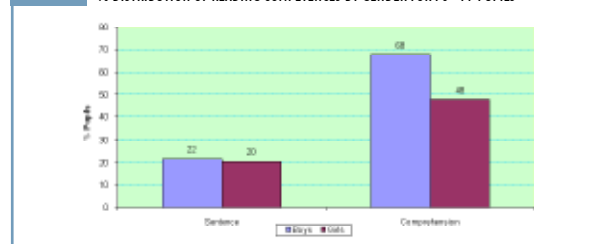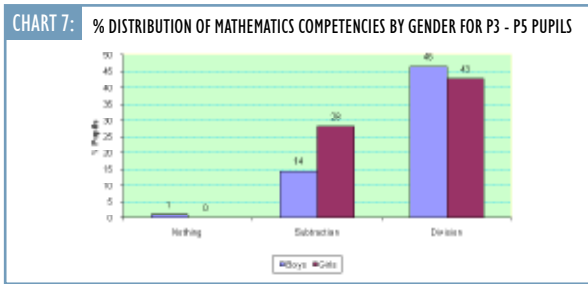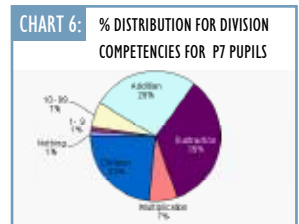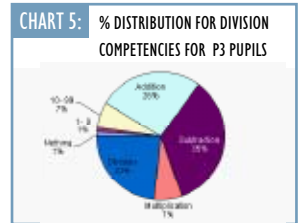
Gender variations in reading competencies are more pronounced at P6 and P7 levels, especially in comprehension, as revealed by the chart above. Whereas 68% of the boys in P6 and P7 in Adjumani district could read and comprehend a P2 story, only 48% of the girls could do so. There were no major gender variations at the level of sentence or paragraph reading.

Table 2: Distribution for mathematics competencies by class, p1-p7							
Class	Nothing	1- 9	10 - 99	Addition	Subtraction	Multiplication	Division	Total
P1	18.5	49.6	8.3	14.5	5.4	0.7	2.9	100
P2	3.4	15.8	14.4	23.3	26.7	4.8	11.6	100
P3	1.2	1.2	6.4	26.3	34.5	7.0	23.4	100
P4	0.6	2.3	1.8	9.4	30.4	11.1	44.4	100
P5	-	0.7	2.1	7.1	14.9	4.3	70.9	100
P6	-	-	-	1.4	1.4	7.0	90.1	100
P7	-	-	-	-	-	-	100.0	100
Total	5.77	16.32	5.96	14.27	18.28	4.99	34.41	100

CHART 5: % DISTRIBUTION FOR DIVISION COMPETENCIES FOR P3 PUPILS

CHART 6: % DISTRIBUTION FOR DIVISION COMPETENCIES FOR P7 PUPILS

Overall children in Adjumani exhibited better competencies in mathematics than reading with 100% of children in P7 able to answer P2 division questions which was the highest level tested. Only 23% of those in P3 were able to answer division questions with most stopping at addition and subtraction levels. This information is also depicted in charts 5 and 6 in relation to competencies in division for P3 and P7 pupils.

CHART 7: % DISTRIBUTION OF MATHEMATICS COMPETENCIES BY GENDER FOR P3 - P5 PUPILS

CHART 8: % DISTRIBUTION OF MATHEMATICS COMPETENCIES BY GENDER FOR P6 - P7 PUPILS

In relation to competencies in mathematics, by gender, girls did better than the boys at P3-P5 level. Whereas all girls in these classes were, at least, able to identify numbers 1-9, one percent of the boys were not able to identify any numbers. Only 14% of the boys were able to subtract as opposed to 28% of the girls. The difference at division level was not significant as 46% boys and 43% girls were able to pass division level.
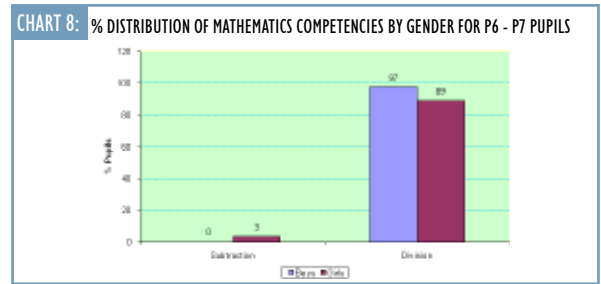
At P6 and P7 levels boys had a slight edge over the girls as 97% of the boys at these levels as opposed to 89% of the girls were able to go up to division level. There were no boys who stopped at subtraction level as opposed to 3% of the girls implying that probably all boys at least reached multiplication level, which is the level just below division.

5.2 AMURU DISTRICT

The district has average weekly absenteeism rate of 9.9% among pupils (10.6% boys and 9.1% girls). The average weekly absenteeism rate among teachers is also high standing at 18.4% (18.6% male and 18% female teachers). Of all the parents interviewed only 36% said they did visit children at school to discuss their learning.

Table 3: % Distribution for reading competencies by class, P1-P7

Class	Nothing	Letter	Word	Sentence	Story	Comprehension	Total
P1	76.7	22.6	0.7	-	-	-	100.0
P2	60.9	32.4	6.3	0.5	-	-	100.0
P3	32.5	44.2	17.5	4.4	0.5	1.0	100.0
P4	20.9	37.0	26.1	10.9	1.3	3.9	100.0
P5	6.6	29.7	25.8	18.8	3.1	16.2	100.0
P6	2.9	9.4	21.0	26.1	6.5	34.1	100.0
P7	3.4	2.3	11.2	14.6	2.3	66.3	100.0
Total	**35.4**	**28.1**	**14.9**	**9.1**	**1.6**	**11.0**	**100.0**

CHART 9: % DISTRIBUTION OF COMPREHENSION ABILITIES FOR P3 PUPILS

Whereas at least 1% of the children in P3 were able to comprehend a P2 story, over 30% could not identify letters. At P7 level only 66% of the children were able to comprehend a P2 story, close to 17% stopped at sentence level and almost 4% of the children in P7 could not identify letters correctly (see also the charts 9 & 10).
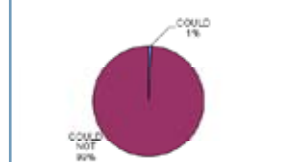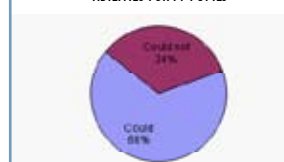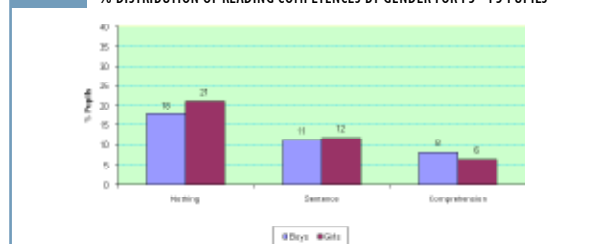
CHART 10: % DISTRIBUTION OF COMPREHENSION ABILITIES FOR P7 PUPILS

CHART 11: % DISTRIBUTION OF READING COMPETENCES BY GENDER FOR P3 - P5 PUPILS

CHART 12: % DISTRIBUTION OF READING COMPETENCES BY GENDER FOR P6 - P7 PUPILS

There were no major gender variations in reading competencies at P3-P5 level though boys did slightly better than the girls. More girls (21%) than boys (18%) in these classes were not able to identify letters correctly while more boys (8%) than girls were able to comprehend a P2 story.
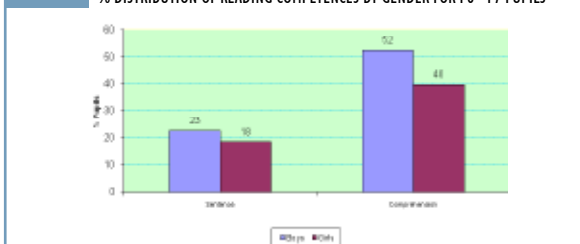
The trend in gender variations continues to P6 and P7 levels where girls came worse off than the boys at all levels of competencies. While the variation is small at sentence level with 23% of the boys and 18% of the girls able to reach that level, the gap widens at comprehension level where half (50%) of the boys were able to comprehend a P2 story as opposed to 40% of the girls.
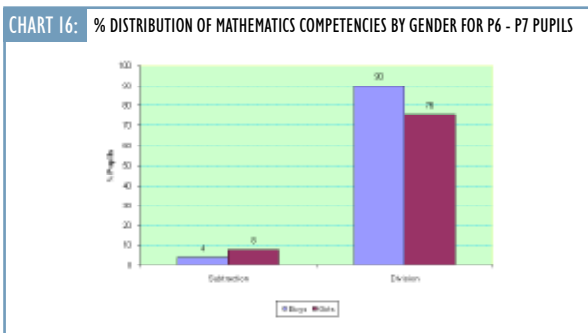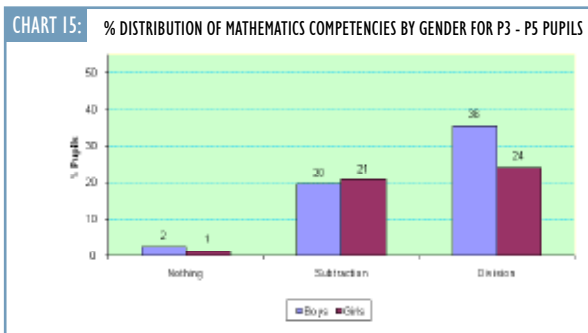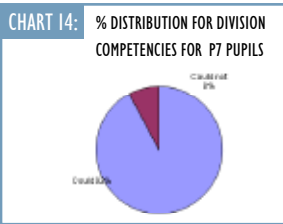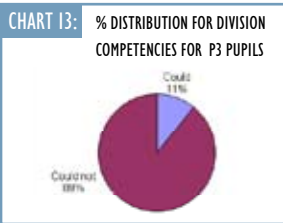
Tale 4: Distribution for mathematics competencies by class, P1-P7							
Class	Nothing	Identify 1-9	Identify 10-99	Addition	Subtraction	Multiplication	Division	Total
P1	39.3	39.3	8.9	7.2	3.6	-	1.6	100
P2	11.6	27.5	19.3	18.8	14.5	2.4	5.8	100
P3	2.9	12.1	12.6	28.6	22.8	10.2	10.7	100
P4	1.3	5.2	10.0	22.1	20.4	13.9	27.3	100
P5	1.7	1.7	2.2	13.9	17.8	13.5	49.1	100
P6	0.7	-	0.7	5.8	8.0	6.5	78.3	100
P7	-	-	-	3.4	2.3	2.3	92.1	100
Total	11.24	15.5	8.68	15.22	13.44	7.11	28.81	100

CHART 13: % DISTRIBUTION FOR DIVISION COMPETENCIES FOR P3 PUPILS

Children in Amuru district also exhibited better competencies in mathematics as compared to reading. At P3 level at least 11% of all the children tested were able to answer questions up to division level; with 3% unable to identify any numbers, and majority of about 50% able to go up to addition and subtraction levels. At P7 level 92% of the children were able to answer division questions correctly (implying at least 8% of the children at this level were not able to go up to division level in P2 work. This picture is further depicted in charts 13 and 14.

CHART 14: % DISTRIBUTION FOR DIVISION COMPETENCIES FOR P7 PUPILS

CHART 15: % DISTRIBUTION OF MATHEMATICS COMPETENCIES BY GENDER FOR P3 - P5 PUPILS

CHART 16: % DISTRIBUTION OF MATHEMATICS COMPETENCIES BY GENDER FOR P6 - P7 PUPILS

At P3 – P5 level gender variations competencies were greatest with 36% of the boys answering division questions correctly and 24% of the girls able to do so. Differences at lower levels of competencies were minimal and insignificant.

At P6 and P7 levels gender variations are even greater at division level of competence with 90% of the boys able to correctly answer division questions compared to 76% of the girls. The smaller percentage of boys at subtraction level probably means that most of the boys were able to move to higher competence levels.

5.3 APAC DISTRICT

In Apac district average weekly absenteeism among pupils stood at 14.3% (14.9 for boys and 13.8% for girls and among teachers at 10.9% (10.6% male and 11.9% female teachers). Of all the parents interviewed in the district 81% said they never visited children at school to discuss their learning.

Table 5: % Distribution for reading competencies by class, P1-P7							
Class	Nothing	Letter	Word	Sentence	Story	Comprehension	Total
P1	75.8	20.6	3.1	0.5	-	-	100.0
P2	44.5	40.7	12.3	2.6	-	-	100.0
P3	26.0	43.9	22.5	2.3	1.7	3.5	100.0
P4	16.4	37.0	30.9	10.9	1.8	3.0	100.0
P5	7.8	13.2	31.7	25.8	5.4	16.2	100.0
P6	0.8	9.5	14.2	24.4	6.3	44.9	100.0
P7	-	-	-	11.7	15.0	73.3	100.0
Total	**29.0**	**26.3**	**17.9**	**10.4**	**3.1**	**13.4**	**100.0**

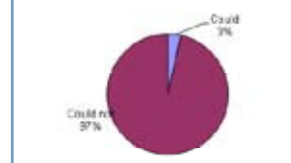CHART 17: % DISTRIBUTION OF COMPREHENSION ABILITIES FOR P3 PUPILS
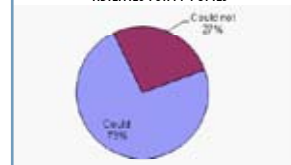

CHART 18: % DISTRIBUTION OF COMPREHENSION ABILITIES FOR P7 PUPILS

Apac district analysis reveals very poor competencies in reading among children at all levels. At P3 level only 4% of all the children tested were able to comprehend a P2 story, 26% could not even identify letters correctly while a majority of the children (close to 70%) stopped at letter and word identification levels. The situation is no better at P7 level with only 73% of all the children tested able to comprehend a P2 story. Close to 12% of the children were only able to read up to sentence level. (see also charts 17 and 18)

CHART 19: % DISTRIBUTION OF READING COMPETENCIES BY GENDER FOR P3 - P5 PUPILS

CHART 20: % DISTRIBUTION OF READING COMPETENCIES BY GENDER FOR P6 - P7 PUPILS
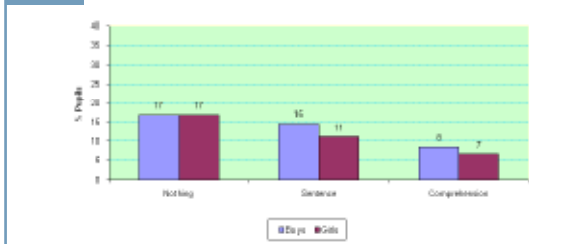
Gender variations in competences at the P3 – P5 levels are minimal although less and less girls were able to move up the competence levels. Though 17% of boys and girls were not even able to identify letters, 15% of boys as compared to 11% of girls were able to read sentences correctly, and 8% of boys and 7% of girls were able to comprehend a P2 story.
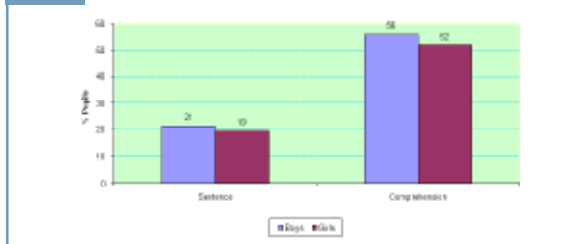
The trend is similar at P6-P7 levels with 56% of boys and 52% of girls able to comprehend a P2 story. There were also more boys (21%) and less girls (19%) who were able to read up to sentence level.

CHART 21: % CLASS-WISE PUPILS WHO COULD READ UP TO P2 SENTENCES (In Government & Private Schools)

CHART 22: % CLASS-WISE PUPILS WHO COULD READ AND COMPREHEND A P2 STORY (In Government & Private Schools)
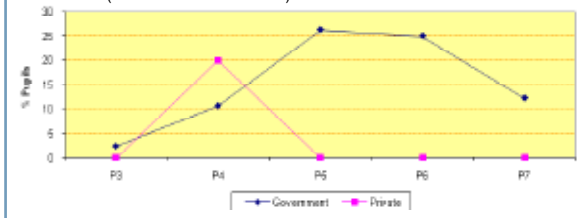
In private schools the highest number of children stopping at sentence level was in P4 (20%) and from P5 all children tested were able to go beyond sentence level. In government schools however, the highest number of children stopping at sentence level (26%) was in P5. From P6 the numbers begin to drop but still there are children in P6 (25%) and P7 (12%) who stopped at sentence level.
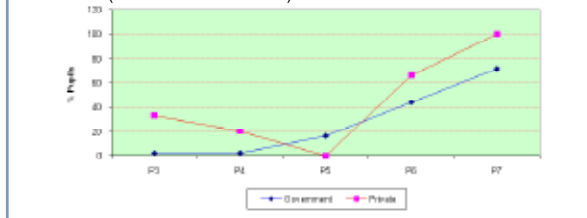
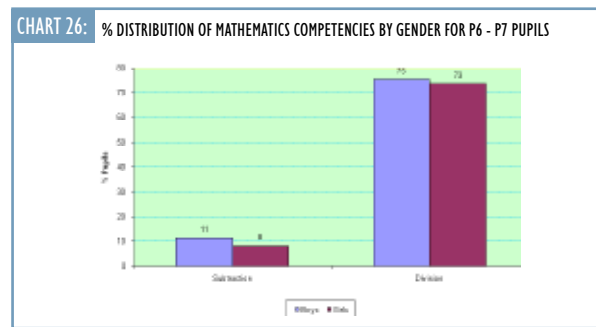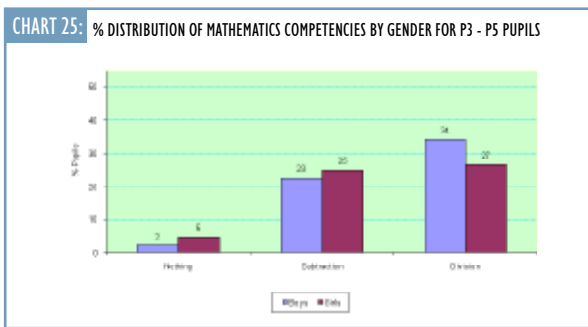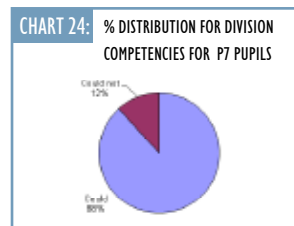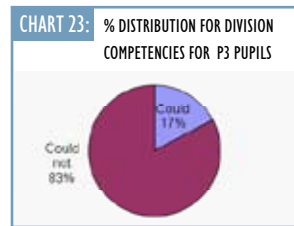In private schools some 33% and 20% of children in primary 3 and 4 respectively were able to read and comprehend a P2 story. Comprehension level, for unknown reason, drops down to zero in P5 but rises rapidly in P6 to 67% and to 100% in P7. In government schools however only 2% of children in P3 and P4 were able to comprehend a P2 story. This figure rises steadily to 16% in P5, 44% in P6 and 72% in P7.
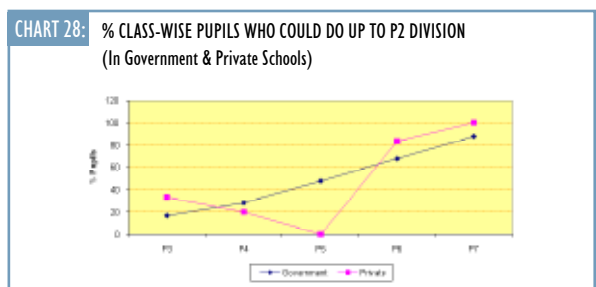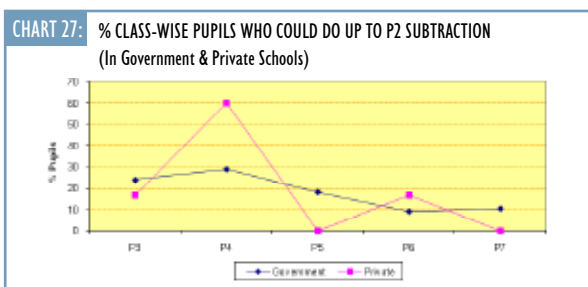
Table 6: Distribution for mathematics competencies by class, P1-P7							
Class	**Nothing**	**Identify 1-9**	**Identify 10-99**	**Addition**	**Subtraction**	**Multiplication**	**Division**	**Total**
P1	27.0	49.5	6.6	7.7	7.7	0.5	1.0	100
P2	6.5	30.5	20.8	11.7	14.9	6.5	9.1	100
P3	6.4	8.1	13.9	24.3	23.7	6.4	17.3	100
P4	3.6	1.8	3.6	18.8	29.7	14.6	27.9	100
P5	0.6	0.6	0.6	20.4	18.0	13.2	46.7	100
P6	0.8	0.8	2.4	3.9	9.5	15.0	67.7	100
P7	-	-	1.7	-	10.0	-	88.3	100
Total	**7.87**	**15.64**	**7.68**	**13.92**	**16.89**	**8.35**	**29.65**	**100**

CHART 23: % DISTRIBUTION FOR DIVISION COMPETENCIES FOR P3 PUPILS

CHART 24: % DISTRIBUTION FOR DIVISION COMPETENCIES FOR P7 PUPILS

Competence levels in mathematics are much higher than reading though mathematics was also poorly done particularly by children in the upper classes. At P7 level only 88% of all the children tested were able to answer P2 questions correctly up to division level. Only 68% in P6 and less than 50% in P5 were able to go up to that level. A whole 10% of the children in P7 could only stop at subtraction level. At P3 level only 17% of all the children tested were able to correctly answer division questions while almost 50% could only stop at addition and subtraction levels. (See also charts 23 and 24 below)

CHART 25: % DISTRIBUTION OF MATHEMATICS COMPETENCIES BY GENDER FOR P3 - P5 PUPILS

CHART 26: % DISTRIBUTION OF MATHEMATICS COMPETENCIES BY GENDER FOR P6 - P7 PUPILS

Analysis in charts 25 and 26 show that there were no major gender variations in mathematical competencies at both P3 – P5 and P6-P7 levels though more boys than girls were able to division level in both cases

CHART 27: % CLASS-WISE PUPILS WHO COULD DO UP TO P2 SUBTRACTION (In Government & Private Schools)

CHART 28: % CLASS-WISE PUPILS WHO COULD DO UP TO P2 DIVISION (In Government & Private Schools)

In both private and government schools the highest number of children who were able to go up to subtraction level was in P4 (60% in private schools and 29% in government schools). In private schools this number drops to zero in P5 and P7 meaning all children were able to go beyond subtraction level (interestingly and for unknown reasons there were some 17% of children in P6 who could not go beyond subtraction level). In government schools the numbers stopping at subtraction level begins to drop in P5 but by P7 there are still 11% of children unable to go beyond subtraction level.

While in government schools there is a steady rise in the numbers of children able to correctly answer P2 division questions as they progress from one class to the next this rise only stop at 88% in P7. Meaning that by end of P7 there are still many children (12%) who are unable to do P2 division work. In private schools, on the other hand, for unknown reasons there is a steady decline from 33% in P3 to 0% in P5 and then the number rises steeply to 83% in P6 and by P7 100% of all the children are able to do P2 division work.

5.4 GULU DISTRICT

In Gulu district the average weekly absenteeism rate among pupils was 7.9% (8% among boys and 7.7% among girls) and the rate among teachers is 10.5% (11.2% male and 9.6% female teachers. Of all the parents interviewed in the district 50% said they never visited children in school during the last one year to discuss their learning.

Class	Nothing	Letter	Word	Sentence	Story	Comprehension	Total
P1	70.9	29.1	-	-	-	-	100.0
P2	42.1	51.1	6.8	-	-	-	100.0
P3	20.0	54.8	19.1	5.2	-	1.0	100.0
P4	8.8	37.0	32.9	16.2	-	5.1	100.0
P5	3.1	18.4	24.7	32.7	1.4	19.7	100.0
P6	-	2.8	8.3	21.4	4.8	62.8	100.0
P7	-	-	3.6	6.0	2.4	88.0	100.0
Total	23.4	31.2	15.2	12.1	0.9	17.3	100.0

Table 7: % Distribution for reading competencies by class, P1-P7

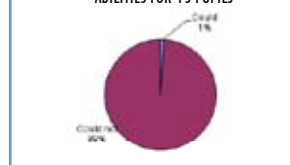CHART 29: % DISTRIBUTION OF COMPREHENSION ABILITIES FOR P3 PUPILS
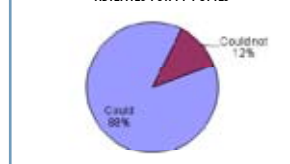

CHART 30: % DISTRIBUTION OF COMPREHENSION ABILITIES FOR P7 PUPILS

The analysis for Gulu district reveals low reading competence for all the classes. At P3 level only 1% of all the children tested were able to comprehend a P2 story, a whole 20% were not even able to correctly identify letters, and a whole 70% could only identify letters and words. At P7 level only 88% of all the children tested were able to comprehend a P2 story while about 4% could only read up to word level. (see also charts 29 and 30)

CHART 31: % DISTRIBUTION OF READING COMPETENCIES BY GENDER FOR P3 - P5 PUPILS

CHART 32: % DISTRIBUTION OF READING COMPETENCIES BY GENDER FOR P6 - P7 PUPILS
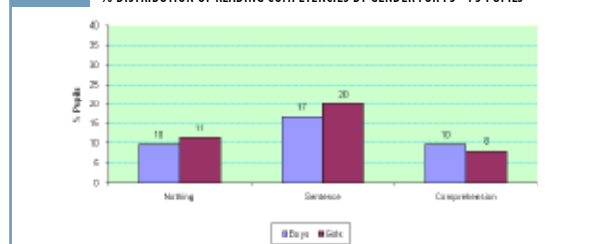
The gender variation in reading competencies among boys and girls at P3-P5 level in Gulu district is not very significant but boys still do slightly better than girls. There were more girls (20%) than boys (17%) who stopped at sentence level but more boys (10%) and less girls (8%) who were able to read and comprehend a P2 story.
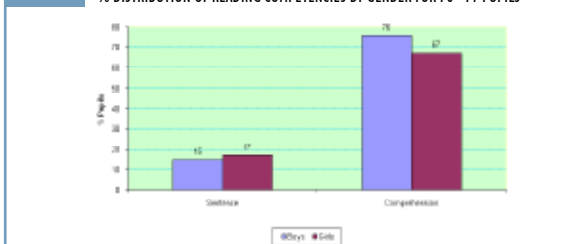
The same trend continues at P6-P7 level as more girls (17%) and fewer boys (15%) still stopped at sentence level and more boys (76%) and fewer boys (67%) went up to comprehension level.

CHART 33: % CLASS-WISE PUPILS WHO COULD READ UP TO P2 SENTENCES (In Government & Private Schools)

CHART 34: % CLASS-WISE PUPILS WHO COULD READ AND COMPREHEND A P2 STORY (In Government & Private Schools)
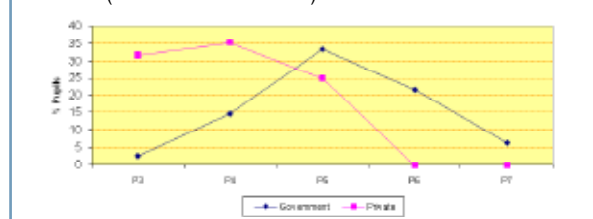
In private schools the highest number of children who stopped at sentence level was in P4 (35%) and this begins to drop in P5 to 25% and then steeply to zero percent in P6. In government schools however, the highest number of children stopping at sentence level was in P5 (33%) and this drops to 22% in P6 and 6.4% in P7.
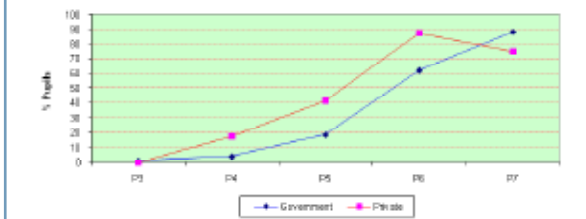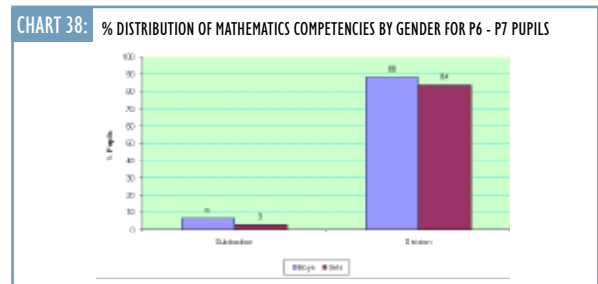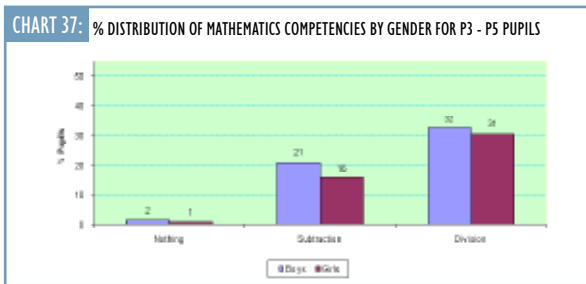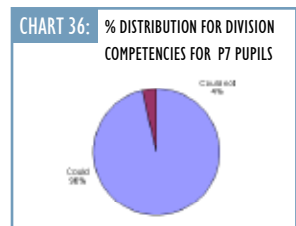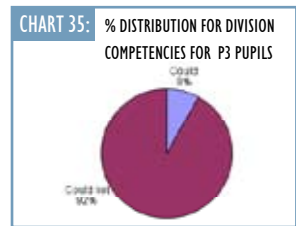
In both government and private schools there steady increase in comprehension as children progress from class to class. However more children in private schools were able to comprehend a P2 story at each level from P3 up to P6. At P7 level, more children in government schools were able to go up to comprehension stage than those in private schools.
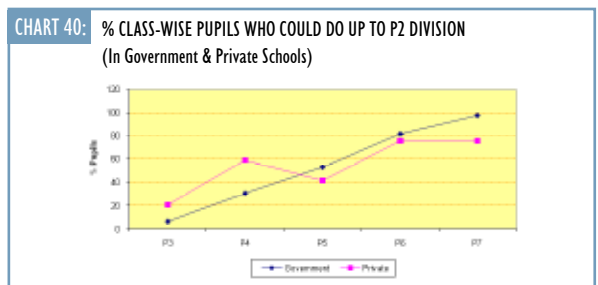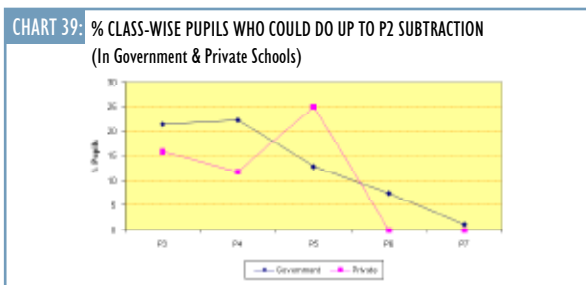
Table 8: Distribution for mathematics competencies by class, P1-P7							
Class	Nothing	Identify 1-9	Identify 10-99	Addition	Subtraction	Multiplication	Division	Total
P1	26.3	61.0	9.4	1.9	1.4	-	-	100
P2	8.4	33.2	24.7	17.4	11.1	3.2	2.1	100
P3	2.4	13.3	16.7	32.4	20.5	6.7	8.1	100
P4	1.4	2.3	5.1	23.2	21.3	13.9	32.9	100
P5	-	0.5	2.2	12.1	13.4	19.6	52.2	100
P6	-	-	-	0.7	6.9	11.7	80.7	100
P7	-	-	-	-	1.2	2.4	96.4	100
Total	6.25	17.72	9.21	14.29	12.02	8.82	31.69	100

CHART 35: % DISTRIBUTION FOR DIVISION COMPETENCIES FOR P3 PUPILS

CHART 36: % DISTRIBUTION FOR DIVISION COMPETENCIES FOR P7 PUPILS

In Gulu, like in other districts mathematics was better done than reading though passes at P5, P6 and P7 levels should have been higher. Almost 4% of children in P7, 20% in P6 and about 50% in P5 were not able to correctly do division sums at P2 level. Of children in P3 only 8% were able to do division sums correctly and the majority (over 50%) stopped at addition and subtraction level. Over 2% of children in P3 were at nothing level as they could not even identify numbers 1-9 correctly. (See also the charts 35 & 36)

CHART 37: % DISTRIBUTION OF MATHEMATICS COMPETENCIES BY GENDER FOR P3 - P5 PUPILS

CHART 38: % DISTRIBUTION OF MATHEMATICS COMPETENCIES BY GENDER FOR P6 - P7 PUPILS

Charts 37 and 38 reveal minimal variation in mathematical competencies between boys and girls at both P3-P5 and P6-P7 levels. However at both levels more boys were able to go up to division stage.

CHART 39: % CLASS-WISE PUPILS WHO COULD DO UP TO P2 SUBTRACTION (In Government & Private Schools)

CHART 40: % CLASS-WISE PUPILS WHO COULD DO UP TO P2 DIVISION (In Government & Private Schools)

The performance in private schools is varied in lower primary classes up to P5 when there is a steep drop to zero percent by P6 implying that all children in P6 and P7 were able to go beyond subtraction level. In government schools there is a steady decline in the percentage of children who stopped at subtraction level from P4 up to P7 but by P6 and P7 there are still 8% and 1% of children respectively who could not go beyond subtraction level.

Government primary schools performed better at division level as there was a steady rise in the numbers of children who were able to divide from 7% in P3 to 97% in P7. In private schools there was no clear trend as there was a decline from 56% in P4 to 42% in P5 and eventual rise to 75% in P6 and P7 implying that at least 25% of children in P6 and P7 were not able to divide.

5.5 KOTIDO DISTRICT

The average weekly absenteeism rate among pupils in Kotido was 13.2% (13.5% boys and 12.7% girls) and the rate among teachers was 9% (6.4% among male and 13.2% among female teachers. Of all parents interviewed said that they never visited children at school during the last one year to discuss their learning.

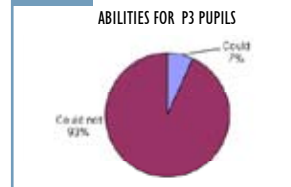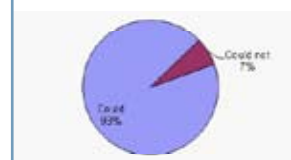| Class	Nothing	Letter	Word	Sentence	Story	Comprehension	Total
Table 9: % Distribution for reading competencies by class, P1-P7							
P1	74.9	24.7	0.4	-	-	-	100.0
P2	53.9	41.7	4.5	-	-	-	100.0
P3	21.0	40.0	25.7	6.7	-	6.7	100.0
P4	5.9	10.3	26.5	32.4	2.9	22.1	100.0
P5	2.9	-	17.1	22.9	8.6	48.6	100.0
P6	-	-	-	4.0	8.0	88.0	100.0
P7	-	6.7	-	-	-	93.3	100.0
Total	**44.7**	**27.1**	**9.3**	**6.0**	**1.1**	**11.8**	**100.0**

CHART 41: % DISTRIBUTION OF COMPREHENSION ABILITIES FOR P3 PUPILS

Analysis for Kotido district reveals very good performance in reading particularly at upper primary levels. But a closer look at the figures shows that this is mainly as a result of the low frequencies (low enrolment) at those levels. At P7 level 93% of the children tested were able to comprehend a P2 story. An equally high figure of 88% is shown for those in primary 6. At primary 3 level where enrolments are more realistic only 7% of the children were able to comprehend a P2 story. A majority of the children were only able to identify letters (40%) and words (23%) but 21% were at nothing level as they could not even recognise letters correctly.

CHART 42: % DISTRIBUTION OF COMPREHENSION ABILITIES FOR P7 PUPILS

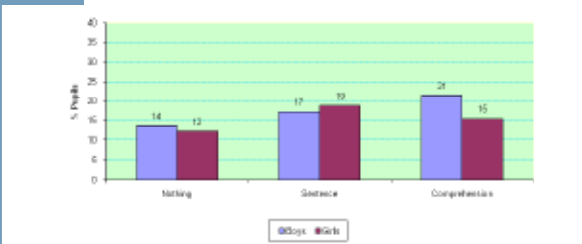**CHART 43:** % DISTRIBUTION OF READING COMPETENCIES BY GENDER FOR P3 - P5 PUPILS

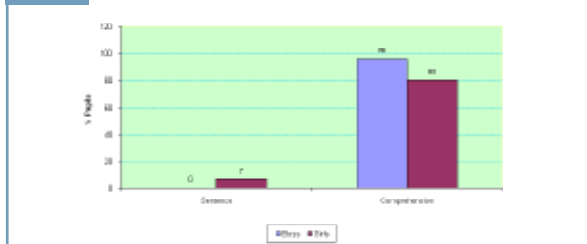**CHART 44:** % DISTRIBUTION OF READING COMPETENCIES BY GENDER FOR P6 - P7 PUPILS

Chart 43 above and chart 44 below reveal that boys in Kotido did slightly better than girls in reading with 21% of boys and 15% of girls able to comprehend a P2 story at the P3-P5 level and 96% of boys and 80% of girls able to comprehend.

CHART 45: % CLASS-WISE PUPILS WHO COULD READ UP TO P2 SENTENCES (In Government & Private Schools)

CHART 46: % CLASS-WISE PUPILS WHO COULD READ AND COMPREHEND A P2 STORY (In Government & Private Schools)
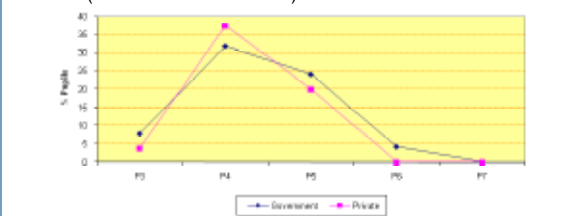
Chart 45 above reveals that P4 had the highest number of children who stopped at sentence level in both government (32%) and private (38%) schools. These figures dropped to 24% for government and 20% for private schools by P5. In private schools by P6 all children were able to go beyond sentence level which in government schools is only achieved in P7 revealing a slightly better performance in private than government schools.
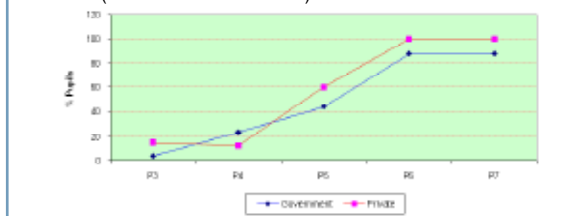
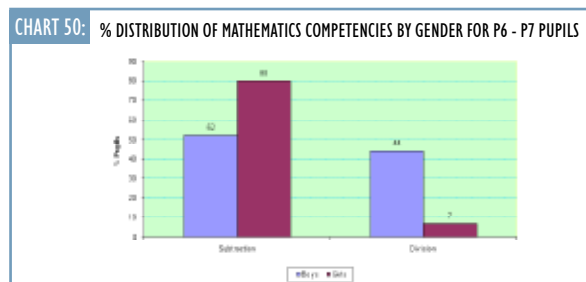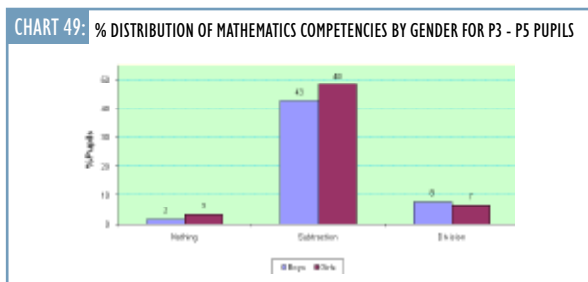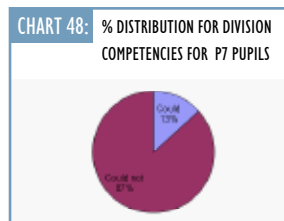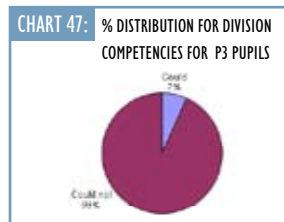At comprehension level, in both private and government schools, there is a steady rise in the numbers of children who were able to comprehend a P2 story as they progress from one class to the next. However for private schools by P6 all the children were able to comprehend while for government schools the highest level achieved is 88% at P6 and P7 levels again revealing a better performance in private schools
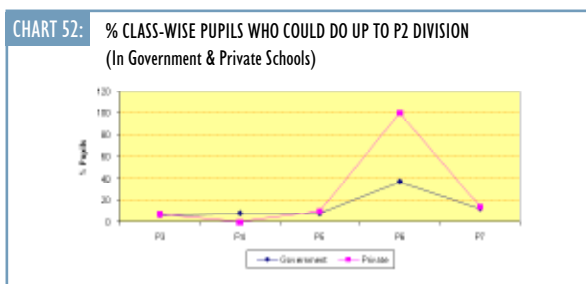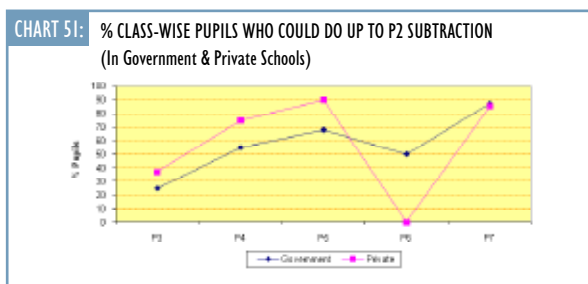
Table 10: Distribution for mathematics competencies by class, p1-p7							
Class	Nothing	Identify 1-9	Identify 10-99	Addition	Subtraction	Multiplication	Division	Total
P1	38.1	52.0	4.8	0.9	3.0	0.9	0.4	100
P2	14.1	42.3	16.0	13.5	9.6	2.6	1.9	100
P3	4.8	16.2	17.1	21.0	27.6	6.7	6.7	100
P4	-	1.5	8.8	19.1	57.4	5.9	7.4	100
P5	-	2.9	2.9	11.4	74.3	-	8.6	100
P6	-	-	-	4.0	48.0	8.0	40.0	100
P7	-	-	-	-	86.7	-	13.3	100
Total	18.11	32.28	9.61	9.92	22.2	2.99	4.88	100

CHART 47: % DISTRIBUTION FOR DIVISION COMPETENCIES FOR P3 PUPILS

Analysis for Kotido in table 10 above reveals that performance in mathematics was worse than reading at all levels. At P7 level only 13% of the children tested were able to go up to division level with a majority of 87% stuck at subtraction level. The same trend is revealed for P4, P5 and P6 levels. At P3 level only 6.7% were able to go up to division level with large proportions of children stuck at number identification addition and subtraction levels. 4.8% of the children in P3 could not even correctly identify numbers 1-9. (See also charts 47 and 48)

CHART 48: % DISTRIBUTION FOR DIVISION COMPETENCIES FOR P7 PUPILS

CHART 49: % DISTRIBUTION OF MATHEMATICS COMPETENCIES BY GENDER FOR P3 - P5 PUPILS

CHART 50: % DISTRIBUTION OF MATHEMATICS COMPETENCIES BY GENDER FOR P6 - P7 PUPILS

Charts 49 and 50 reveal that a large percentage of both boys and girls stopped at subtraction level in both P3-P5 and P6-P7. Interestingly there were more girls than boys stopping at this level and at division level boys did better than girls especially in P6 and P7. It could be that the worst results are being posted in P6-P7 because girls rather than boys decline considerably in performance once they reach those levels.

CHART 51: % CLASS-WISE PUPILS WHO COULD DO UP TO P2 SUBTRACTION
(In Government & Private Schools)

CHART 52: % CLASS-WISE PUPILS WHO COULD DO UP TO P2 DIVISION
(In Government & Private Schools)

Analysis in chart 51 above reveals a steady rise, form P3 to P5, in the numbers of children who were able to go up to subtraction level in both private and government schools with more children in private than in government schools doing so. There is a steep drop from 90% in P5 to 0% in P6 in private schools implying that all children in P6 were able to go beyond subtraction level. The corresponding drop in government schools is from 68% to 50% implying that 50% of children in P6 in government schools were only able to go up subtraction level. Interestingly there is a reversal in P7 in both government and private schools where 88% of children in P7 in government schools and 86% in private schools could only stop at subtraction level. This same trend is revealed at division level in chart 52, 100% of children in P6 were able to go up division level in private schools but this figure drops to 14% in P7. In government schools the drop is from 38% in P6 to 13% in P7. This drop could probably be explained by decline in school attendance or concentration due to other commitments outside of school. Whatever the reason is, it seems there is something that goes terribly wrong once children reach Primary 7

5.6 NAKAPIRIPIRIT DISTRICT

The average weekly absenteeism rate among pupils was 16.7% (16.3% boys and 7.1% girls) while the rate among teachers stood at 18.7% (18.6% male and 19.1% female teachers). Of all parents interviewed in the district 79% said that they never visited children in school to discuss their learning.

Table 11: % distribution for reading competencies by class, p1-p7							
Class	**Nothing**	**Letter**	**Word**	**Sentence**	**Story**	**Comprehension**	**Total**
P1	80.5	18.6	0.5	0.5	-	-	100.0
P2	41.1	47.8	10.0	0.6	-	0.6	100.0
P3	17.0	36.0	37.9	7.2	-	2.0	100.0
P4	3.5	12.9	28.5	39.7	2.6	12.9	100.0
P5	3.3	4.9	11.5	16.4	-	63.9	100.0
P6	-	-	7.7	23.1	3.9	65.4	100.0
P7	-	-	-	4.2	-	95.8	100.0
Total	**36.3**	**25.6**	**15.3**	**9.7**	**0.5**	**12.6**	**100.0**

CHART 53: % DISTRIBUTION OF COMPREHENSION ABILITIES FOR P3 PUPILS
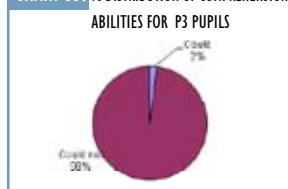
Analysis for Nakapiripirit, just as Kotido, reveals very poor performance in reading at lower primary levels and much better results at upper primary levels. 95% of all children in P7 could read a P2 story and comprehend with percentages of 65 and 64 respectively for P6 and P5. Interestingly though a whole 23% of children in P6 could only stop at sentence level. However in P3 only 2% of all the children tested were able to read and comprehend a P2 story. Majority of the children in this class could only identify letters and words. (See also charts 53 and 54)

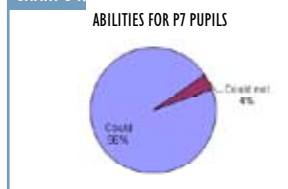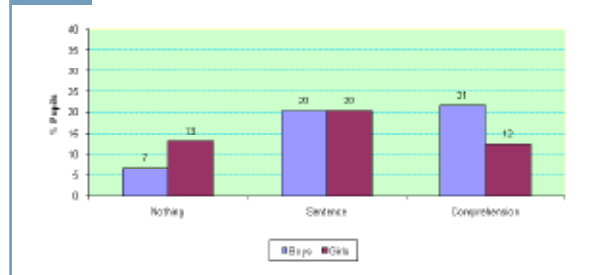CHART 54: % DISTRIBUTION OF COMPREHENSION ABILITIES FOR P7 PUPILS

CHART 55: % DISTRIBUTION OF READING COMPETENCIES BY GENDER FOR P3 - P5 PUPILS

CHART 56: % DISTRIBUTION OF READING COMPETENCIES BY GENDER FOR P6 - P7 PUPILS

Overall the analysis presented in chart 55 above reveals that boys did better in reading than girls. 13% of girls in P3 – P5 compared to 7% of boys could not correctly identify letters while on the opposite end 21% of the boys were able to comprehend a P2 story compared to 12% of the boys.
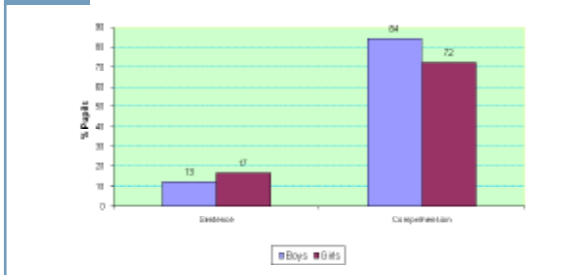
Even at P6-P7 level the chart 56 above reveals that boys did better in reading than the girls. 17% of the girls stopped at sentence level as compared to 13% of the boys. However, 84% of the boys were able to comprehend a P2 story as compared to 72% of the girls.

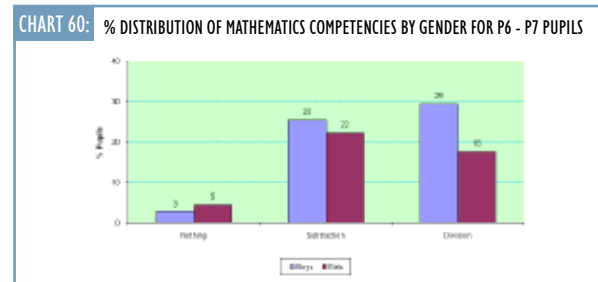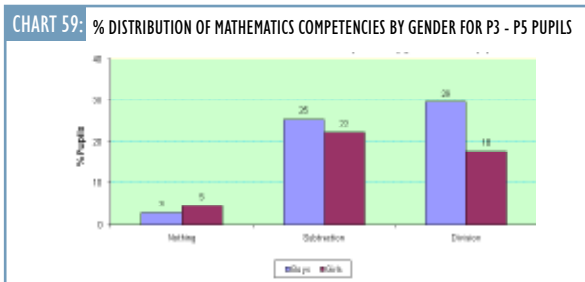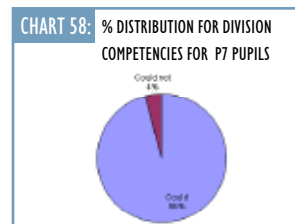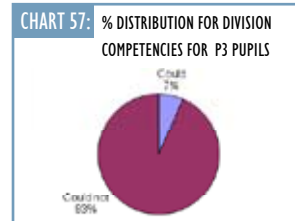| Table 12: Distribution for mathematics competencies by class, P1-P7							
Class	Nothing	Identify 1-9	Identify 10-99	Addition	Subtraction	Multiplication	Division	Total
P1	54.1	34.6	5.0	4.1	0.5	1.4	0.5	100
P2	20.0	36.7	19.4	13.3	7.8	2.2	0.6	100
P3	7.2	13.1	15.0	28.8	21.6	7.8	6.5	100
P4	0.9	4.3	0.9	16.4	34.5	18.1	25.0	100
P5	-	1.6	-	8.2	9.8	14.8	65.6	100
P6	-	-	-	-	7.7	19.2	73.1	100
P7	-	-	-	-	-	4.2	95.8	100
Total	**21.41**	**21.54**	**8.97**	**12.95**	**12.31**	**7.05**	**15.77**	**100**

CHART 57: % DISTRIBUTION FOR DIVISION COMPETENCIES FOR P3 PUPILS

CHART 58: % DISTRIBUTION FOR DIVISION COMPETENCIES FOR P7 PUPILS

Table 12 reveals equally good performance in mathematics in Nakapiripirit district at upper primary levels with 96% of children in P7 able to correctly do divisions sums at P2 level. 73% and 66% for P6 and P5 respectively were also able to correctly answer division questions. At P3 level however the situation is different only 6.5% were able to correctly answer division questions. Majority of the children in P3 (50%) stopped at addition and subtraction levels. 7.2% were not able to correctly identify numbers. (See also charts 57 and 58)

CHART 59: % DISTRIBUTION OF MATHEMATICS COMPETENCIES BY GENDER FOR P3 - P5 PUPILS

CHART 60: % DISTRIBUTION OF MATHEMATICS COMPETENCIES BY GENDER FOR P6 - P7 PUPILS

Among P3-P5 pupils gender variations in comprehension were most pronounced at division level where 29% of boys compared to 18% of girls were able to correctly answer division questions as shown in chart 59 above. This seems to reveal that as children progress with education performance of girls declines more so in the upper primary levels, which is a similar situation to the one in Kotido district.

5.7 YUMBE DISTRICT

The average weekly absenteeism rate among children in Yumbe district was 9.2% (8.7% boys and 9.7% girls) and the rate for teachers was 21.2% (20% male and 26% female teachers). Of all the parents interviewed in the district 73% said they never visited children at school during the last year to discuss their learning

Table13: % Distribution for reading competencies by class, P1-P7							
Class	Nothing	Letter	Word	Sentence	Story	Comprehension	Total
P1	75.1	22.8	2.2	-	-	-	100.0
P2	38.6	46.5	13.6	0.9	0.4	-	100.0
P3	19.4	45.1	29.7	4.5	0.5	0.9	100.0
P4	-	21.9	45.2	25.2	1.9	5.8	100.0
P5	0.8	5.3	21.4	29.8	9.9	32.8	100.0
P6	4.1	2.7	8.2	15.1	6.9	63.0	100.0
P7	-	2.8	-	5.6	8.3	83.3	100.0
Total	37.0	27.2	16.1	7.9	2.0	9.9	100.0

CHART 61: % DISTRIBUTION OF COMPREHENSION ABILITIES FOR P3 PUPILS

The analysis in table 13 reveals poor performance in reading in Yumbe district. Only 83% of the children in P7 were able to read and comprehend a P2 story while only 63% and 32% in P6 and P5 respectively were able to do so. At P3 level only 1% of the children were able to read and comprehend a P2 story. Majority of the children about 75% were only able to identify letters and words. (See also charts 61 and 62)
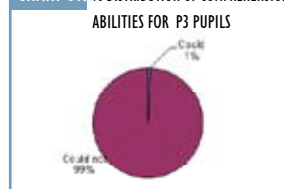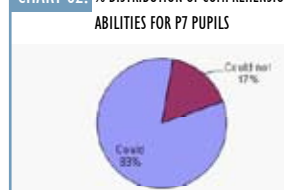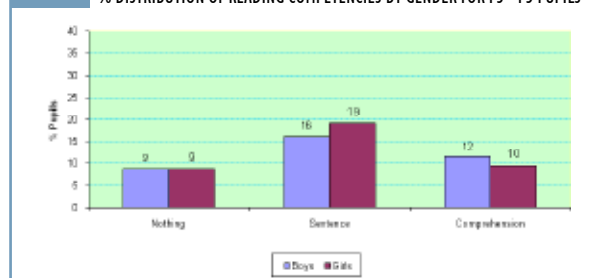

CHART 62: % DISTRIBUTION OF COMPREHENSION ABILITIES FOR P7 PUPILS

CHART 63: % DISTRIBUTION OF READING COMPETENCIES BY GENDER FOR P3 - P5 PUPILS

CHART 64: % DISTRIBUTION OF READING COMPETENCIES BY GENDER FOR P6 - P7 PUPILS

The analysis in chart 63 reveals limited gender variation in reading competencies with boys doing slightly better than girls. Equal numbers of boys and girls in P3-P5 (9%) were not able to correctly identify letters. There were slightly more girls (19%) than boys (16%) who stopped reading at sentence level and more boys (12%) than girls (10%) could read a P2 story and comprehend.
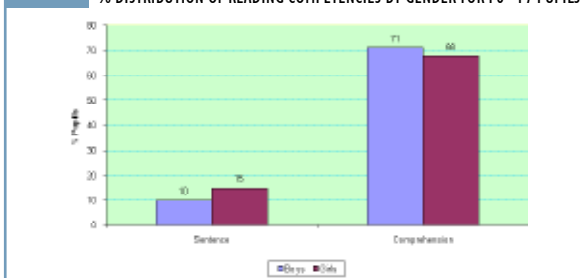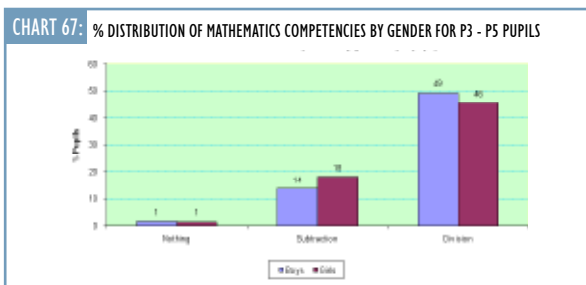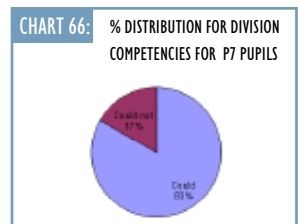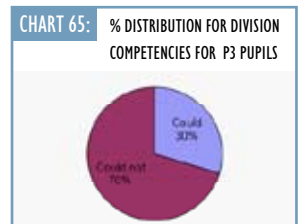
In the upper classes P6 and P7 there was still limited gender variation in reading competence and boys doing slightly better than girls. 15% of the girls compared to 10% of the boys stopped reading at sentence level and 71% of boys compared to 68% of girls were able to read and comprehend a P2 story.

Table 14: Distribution for mathematics competencies by class, P1-P7							
Class	Nothing	Identify 1-9	Identify 10-99	Addition	Subtraction	Multiplication	Division	Total
P1	34.1	44.4	10.8	5.6	2.6	1.7	0.9	100
P2	7.0	26.3	21.9	17.1	12.7	4.8	10.1	100
P3	2.7	6.3	9.9	23.3	17.0	11.2	29.6	100
P4	0.7	1.9	1.9	9.0	19.4	12.3	54.8	100
P5	-	1.5	1.5	5.3	8.4	13.7	69.5	100
P6	-	1.4	-	4.2	9.7	2.8	81.9	100
P7	-	-	-	-	13.9	2.8	83.3	100
Total	13.83	21.85	9.7	10.77	10.08	6.42	27.35	100

CHART 65: % DISTRIBUTION FOR DIVISION COMPETENCIES FOR P3 PUPILS

The analysis in table 14 above reveals slightly better results produced in mathematics compared to reading. Over 80% of the children in P6 and P7 and close to 70% in P5 were able to correctly answer mathematics questions up to division level. In P3 at least 30% of all the children tested were able to correctly answer questions up to division level. Majority of the children (more than 50%) in this class were able to answer questions up to addition, subtraction and multiplication levels. (See also charts 65 and 66)

CHART 66: % DISTRIBUTION FOR DIVISION COMPETENCIES FOR P7 PUPILS

CHART 67: % DISTRIBUTION OF MATHEMATICS COMPETENCIES BY GENDER FOR P3 - P5 PUPILS

CHART 68: % DISTRIBUTION OF MATHEMATICS COMPETENCIES BY GENDER FOR P6 - P7 PUPILS

The gender comparison in mathematics competence still reveals boys having a slight edge over the girls at the lower primary levels with 49% of boys and 46% of girls able to correctly answer questions up to division level (See chart 67 above).
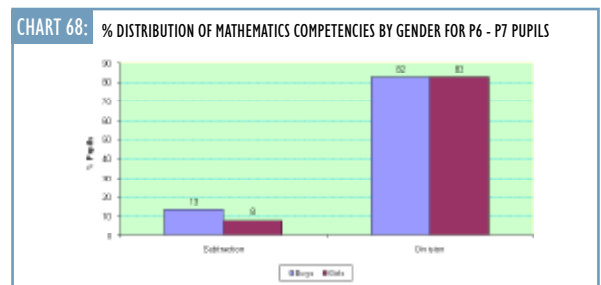
In upper primary that difference more or less evens out with 82% of boys and 83% of girls able to go up to division level (See chart 68).

6 Western Region

The districts in the region visited during the study included;

Buliisa

Bundibugyo

Bushenyi

Ibanda

Kabale

Kibaale

Kyenjojo and

Rukungiri.

6.1 BULIISA DISTRICT

In Buliisa district the average weekly absenteeism rate among pupils was about 14% by either gender and the overall rate among teachers was 15%. Of all the parents interviewed in the district only 13% reported to have visited children at school during the last one year to discuss their learning.

Table 1: % distribution for reading competencies by class, P1-P7							
Class	Nothing	Letter	Word	Sentence	Story	Comprehension	Total
P1	83.9	11.7	4.0	0.5	-	-	100.0
P2	60.5	32.5	6.5	0.5	-	-	100.0
P3	28.8	47.3	20.7	1.1	1.1	1.1	100.0
P4	13.6	27.8	36.1	15.4	3.0	4.1	100.0
P5	9.1	17.4	29.8	16.5	5.0	22.3	100.0
P6	2.0	7.9	10.9	19.8	12.9	46.5	100.0
P7	-	2.4	4.8	9.5	11.9	71.4	100.0
Total	38.2	24.5	16.4	7.1	3.0	10.9	100.0

**CHART 1:** % DISTRIBUTION OF COMPREHENSION ABILITIES FOR P3 PUPILS
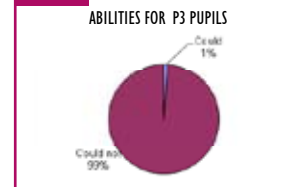
**CHART 2:** % DISTRIBUTION OF COMPREHENSION ABILITIES FOR P7 PUPILS
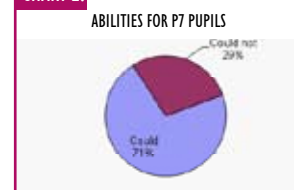
The analysis for Buliisa district presented in table 1 above presents a very poor performance in reading by children tested in the district. In Primary seven only 71% of the children tested could read and comprehend a P2 story and 2.4% could only stop at letter identification level. Only 47% and 22% respectively in P6 and P5 could read and comprehend a P2 story while some children 9% in P5 and 2% in P6 could not even correctly identify letters. In P3 only 1% could read and comprehend a P2 story, 29% could not correctly identify letters, while the majority 68% could only stop at letter and word identification levels. (See also charts 1 and 2)

CHART 3: % DISTRIBUTION OF READING COMPETENCIES BY GENDER FOR P3 - P5 PUPILS
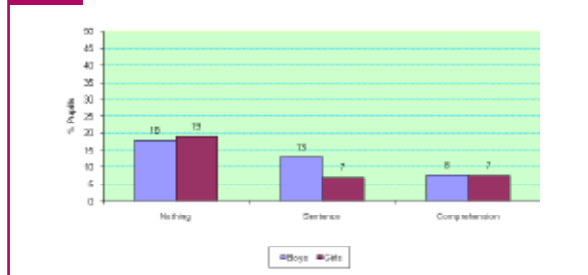

**CHART 4:** % DISTRIBUTION OF READING COMPETENCIES BY GENDER FOR P6 - P7 PUPILS
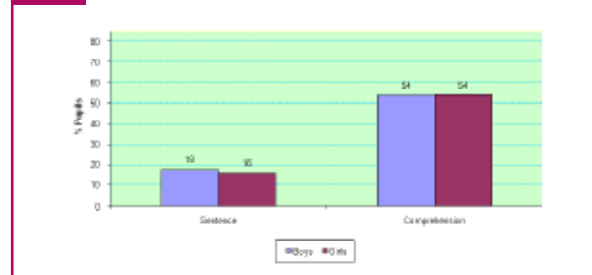
Overall there is almost no gender variation in reading competencies at both lower and upper primary levels. At lower primary level both boys and girls performed very badly in reading with only 8% of the boys and 7% of the girls able to read and comprehend a P2 story. At upper primary level only 54% of boys and girls could read and comprehend a P2 story. (See charts 3 and 4)

CHART 5: % CLASS-WISE PUPILS WHO COULD READ UP TO P2 SENTENCES (In Government & Private Schools)

CHART 6: % CLASS-WISE PUPILS WHO COULD READ AND COMPREHEND A P2 STORY (In Government & Private Schools)
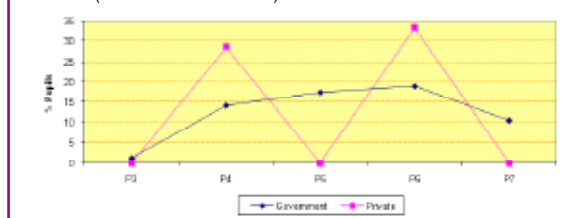
At sentence level there was no clear trend in performance within private schools as children progressed from one class to the next. By P7 however all children in private schools could go beyond sentence level. In government schools there is an upward trend in the percentages of children who stopped at sentence level from 1% in P3 to 19% in P6. In P7 there is a decline in the numbers of children stopping at this level but still 11% of the children could only stop at this level.
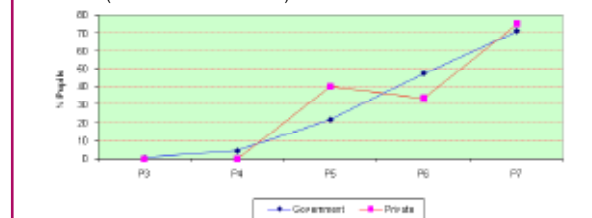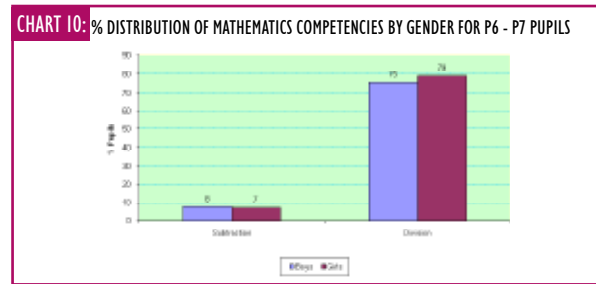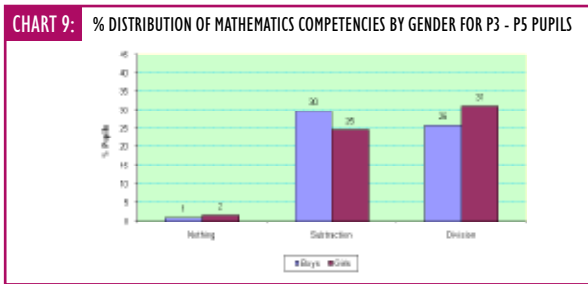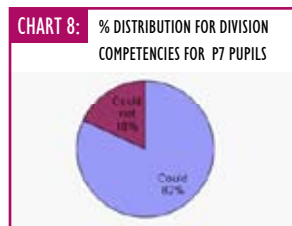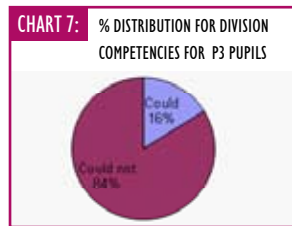
At comprehension level there is a clear upward trend in performance of children in government schools progressed from P3 0% to P7 71%. In private schools there were no children in P3 and P4 who could comprehend read and comprehend a P2 story. In both government and private schools even at P7 level, at least 25% of the children could not read and comprehend a P2 story.
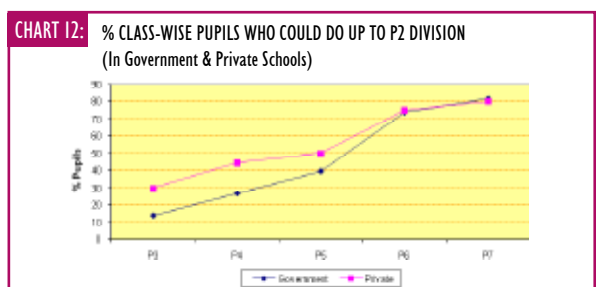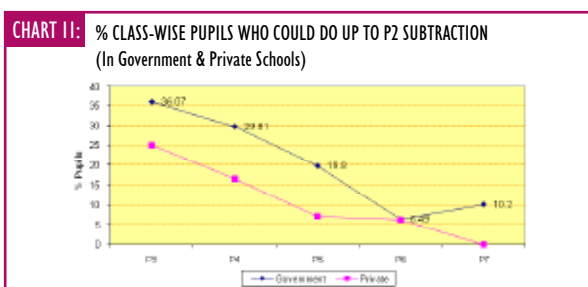
Table 2: Distribution for mathematics competencies by class, P1-P7							
Class	Nothing	1- 9	10 - 99	Addition	Subtraction	Multiplication	Division	Total
P1	48.2	36.0	8.1	4.5	2.3	0.5	0.5	100
P2	20.5	30.0	11.0	16.0	14.0	3.0	5.5	100
P3	3.3	13.0	12.0	27.2	19.0	8.7	16.9	100
P4	3.0	3.6	10.7	17.2	17.8	18.9	29.0	100
P5	-	1.7	1.7	11.6	11.6	8.3	65.3	100
P6	-	-	-	5.9	2.0	6.9	85.2	100
P7	-	-	-	-	-	2.4	97.6	100
Total	15.3	16.6	7.9	13.6	11.0	7.0	28.7	100

CHART 7: % DISTRIBUTION FOR DIVISION COMPETENCIES FOR P3 PUPILS

CHART 8: % DISTRIBUTION FOR DIVISION COMPETENCIES FOR P7 PUPILS

Overall the performance in mathematics was better than in reading in Buliisa district. About 98% of the children in P7 were able to correctly answer questions up to division level with only 2% stopping at multiplication level. 85% and 65% in P5 respectively were able to do so. At P3 level 17% were able to go up to division level, only 3% were not able to identify numbers and the majority 46% stopped at addition and subtraction levels. (See also charts 7 and 8)

CHART 9: % DISTRIBUTION OF MATHEMATICS COMPETENCIES BY GENDER FOR P3 - P5 PUPILS

CHART 10: % DISTRIBUTION OF MATHEMATICS COMPETENCIES BY GENDER FOR P6 - P7 PUPILS

At lower primary level girls produced much better results in mathematics than boys as 31% of girls as compared to 26% of boys were able to answer division questions correctly. Even at subtraction level fewer (25%) of girls stopped at that level compared to 30% of the boys. The same trend continues to the upper primary level as slightly more girls 79% passed division level compared to 75% of boys and less (7%) of girls compared to 8% of boys stopped at subtraction level. (See charts 9 and 10)

CHART 11: % CLASS-WISE PUPILS WHO COULD DO UP TO P2 SUBTRACTION (In Government & Private Schools)

CHART 12: % CLASS-WISE PUPILS WHO COULD DO UP TO P2 DIVISION (In Government & Private Schools)

At subtraction level, in both government and private schools, there was a downward trend in the percentages of children stopping at subtraction level from 25% in P3 to0% in P7 for private schools and 36% in P3 to 10% in government schools. This means that in government schools at P7 level there were still many children (10%) who were unable to go beyond subtraction level. At each level however there were more children in government schools stopping at subtraction level than private schools implying slightly better performance in private schools.

At division level there is also a clear upward trend in the numbers of children able to correctly answer P2 division questions from P3 to P7 levels. In private schools the numbers rise from 30% in P3 to 80% in P7 while in government schools it is from 14% to 81%. This again shows a slightly better performance in private
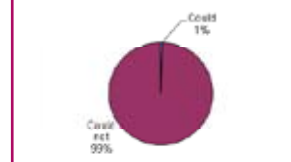
6.2 BUNDIBUGYO DISTRICT

In Bundibugyo district the average weekly absenteeism rate among pupils was 13% (14% boys and 13% girls) and the rate among teachers was 21% (19% male and 25% female teachers). Of all the parents interviewed in the district 69% said that they never visited children at school during the last one year to discuss their learning.

Table 3: % Distribution for reading competencies by class, P1-P7							
Class	Nothing	Letter	Word	Sentence	Story	Comprehension	Total
P1	62.9	34.5	2.0	0.6	-	-	100.0
P2	34.8	56.7	8.6	-	-	-	100.0
P3	18.4	44.3	29.3	7.5	-	0.6	100.0
P4	8.6	23.4	36.7	22.7	1.6	7.0	100.0
P5	6.3	18.8	28.1	31.3	3.1	12.5	100.0
P6	2.6	1.3	14.5	50.0	5.3	26.3	100.0
P7	2.6	5.1	12.8	15.4	10.3	53.9	100.0
Total	**32.0**	**33.8**	**15.7**	**11.3**	**1.2**	**6.0**	**100.0**

**CHART 13:** % DISTRIBUTION OF COMPREHENSION ABILITIES FOR P3 PUPILS

**CHART 14:** % DISTRIBUTION OF COMPREHENSION ABILITIES FOR P7 PUPILS
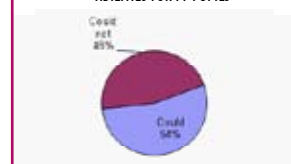
The analysis for Bundibugyo district as presented in table 3 above presents a very poor performance in reading at both lower and upper primary levels. At P7 level only 54% of the children tested were able to read and comprehend a P2 story and there were close to 3% of children who could not correctly identify letters. 26% and 12% for P6 and P5 respectively were able to read and comprehend a P2 story. In P3 only 1% of the children tested were able to read and comprehend a P2 story, 18% could not even correctly identify letters, and the majority about 74% stopped at letter and word identification levels. (See also charts 13 and 14)

CHART 15: % DISTRIBUTION OF READING COMPETENCIES BY GENDER FOR P3 - P5 PUPILS
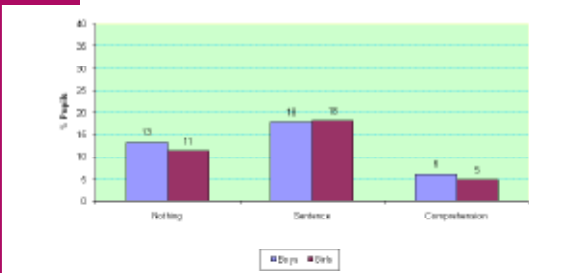

**CHART 16:** % DISTRIBUTION OF READING COMPETENCIES BY GENDER FOR P6 - P7 PUPILS
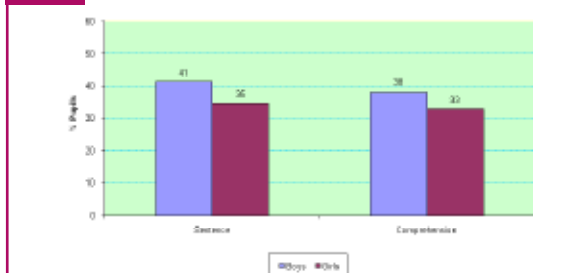
There is virtually no gender variation in reading competencies at both lower and upper primary levels with boys performing marginally better than the girls at upper primary level. 38% of boys compared to 33% of girls were able to read and comprehend a P2 story. (See charts 15 and 16)

CHART 17: % CLASS-WISE PUPILS WHO COULD READ UP TO P2 SENTENCES (In Government & Private Schools)

CHART 18: % CLASS-WISE PUPILS WHO COULD READ AND COMPREHEND A P2 STORY (In Government & Private Schools)
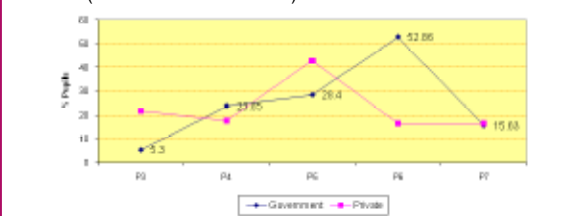
At sentence level the private schools did better than the government schools as the highest number of children to stop at sentence level was in P5 (43%) while in government schools the highest number was in P6 (53%). Overall it was poor performance in both government and private schools as at least 16% of the children tested in P7 in both government and private schools were not able to go beyond sentence. (See chart 17 above)
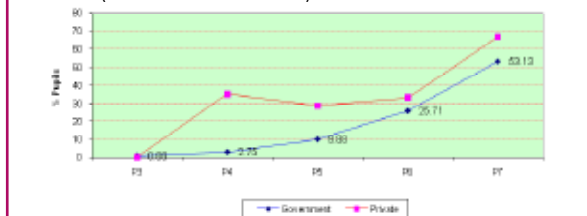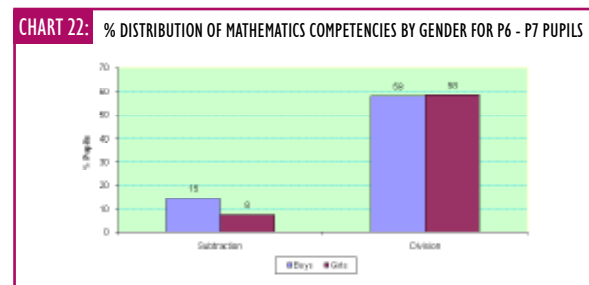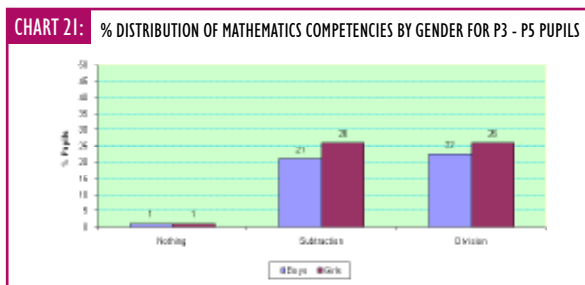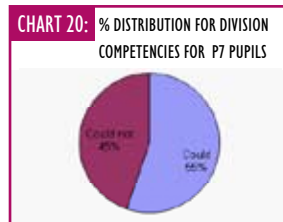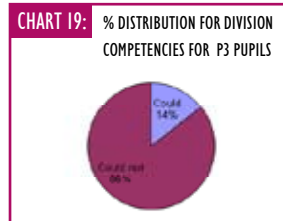
At comprehension level, in both government and private schools, there was an upward trend in the numbers of children who were able to read and comprehend a P2 story from P3 to P7. It is a slightly better performance in private schools but 50% or more failure at P7 level at comprehension in both private and government schools is very poor performance overall. (See chart 18 above)
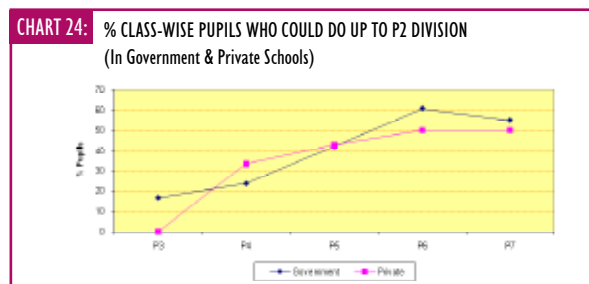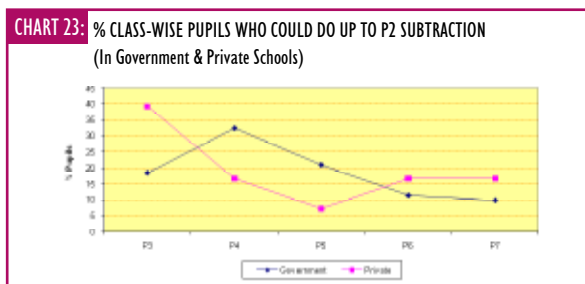
Table 4: Distribution for mathematics competencies by class, P1-P7							
Class	Nothing	Identify 1-9	Identify 10-99	Addition	Subtraction	Multiplication	Division	Total
P1	30.9	48.3	7.2	4.6	6.7	1.5	0.9	100.0
P2	12.2	29.1	20.6	19.1	10.1	2.7	6.4	100.0
P3	1.2	10.9	16.1	29.3	21.3	6.9	14.4	100.0
P4	1.5	5.3	6.9	13.0	29.8	19.1	24.4	100.0
P5	-	3.1	1.0	11.5	18.8	24.0	41.7	100.0
P6	1.3	-	2.6	5.2	11.7	19.5	59.7	100.0
P7	-	-	2.6	2.6	10.5	29.0	55.3	100.0
Total	12.8	23.9	10.0	12.9	14.2	9.1	17.0	100.0

CHART 19: % DISTRIBUTION FOR DIVISION COMPETENCIES FOR P3 PUPILS

Performance in mathematics, in Bundibugyo district, is no better than in reading. In P7 only 55% of the children tested were able to correctly answer P2 division questions. 60% and 42% in P6 and P5 respectively were able to do so and at least 1% of the children tested in P6 were not even able to correctly identify numbers. In P3 only 14% were able to correctly answer the division questions while 1% were not able to correctly identify numbers and the majority 50% stopped at addition and subtraction levels. (See also charts 19 and 20)

CHART 20: % DISTRIBUTION FOR DIVISION COMPETENCIES FOR P7 PUPILS

CHART 21: % DISTRIBUTION OF MATHEMATICS COMPETENCIES BY GENDER FOR P3 - P5 PUPILS

CHART 22: % DISTRIBUTION OF MATHEMATICS COMPETENCIES BY GENDER FOR P6 - P7 PUPILS

Overall there was little gender variation in performance in mathematics though in lower primary girls did slightly better than boys with 26% of girls passing division level compared to 22% of boys. At upper primary level however the differences even out as 58% of boys and girls were able to correctly answer division questions.

CHART 23: % CLASS-WISE PUPILS WHO COULD DO UP TO P2 SUBTRACTION (In Government & Private Schools)

CHART 24: % CLASS-WISE PUPILS WHO COULD DO UP TO P2 DIVISION (In Government & Private Schools)

Overall there was a downward trend in the numbers of children stopping at subtraction level in both government and private schools from P3 to P7 meaning that more and more children were able to progressively go beyond subtraction level. There a better performance in private schools in lower primary level but this dropped at P6 and P7 with government schools doing better as less children in P6 and P7 in government schools stopped at subtraction level compared to private schools.

At division level there is also an upward trend in percentages of children who were able to pass division level tests from P3 to P7 in both government and private schools. However overall private schools performed slightly better in lower primary level while government schools did better at upper primary levels in P6 and P7. In all however it was poor performance in both private and government schools with almost 50% of P7 children in both government and private schools unable to answer P2 division questions.
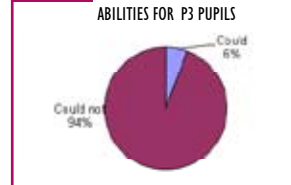
6.3 BUSHENYI DISTRICT

In Bushenyi district the average weekly absenteeism rate among pupils was 4% (3.7% boys and 3.8% girls) and the overall rate among teachers was 23%. Of all the parents interviewed in the district 40% said that they had visited children at school during the last one year to discuss their learning.

Table 5: % distribution for reading competencies by class, P1-P7							
Class	Nothing	Letter	Word	Sentence	Story	Comprehension	Total
P1	42.6	47.7	9.3	-	-	0.4	100.0
P2	5.8	34.1	54.4	2.9	0.7	2.2	100.0
P3	1.9	10.3	69.2	12.8	-	5.8	100.0
P4	0.7	4.4	30.2	34.6	2.2	27.9	100.0
P5	-	1.0	9.4	24.0	7.3	58.3	100.0
P6	2.0	-	2.9	12.8	2.9	79.4	100.0
P7	-	-	4.4	13.0	6.5	76.1	100.0
Total	13.3	20.7	28.1	12.1	1.8	23.9	100.0

CHART 25: % DISTRIBUTION OF COMPREHENSION ABILITIES FOR P3 PUPILS

CHART 26: % DISTRIBUTION OF COMPREHENSION ABILITIES FOR P7 PUPILS
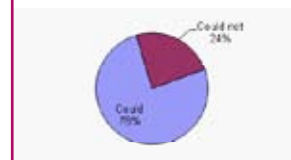
The analysis for Bushenyi district as presented in table 5 above does not present very good results in reading at both lower and upper primary levels. In P7 only 76% of all the children tested were able to read and comprehend a P 2 story. In P6 and P5 79% and 58% respectively were able to do so. At least 2% of the children in P6 were not even able to correctly identify letters. At P3 level only 6% of the children tested were able to read and comprehend a P2 story. At least 2% of the children tested could not correctly identify letters while the majority of the children (70%) at this level stopped at word identification level. (See also charts 25 and 26)

CHART 27: % DISTRIBUTION OF READING COMPETENCIES BY GENDER FOR P3 - P5 PUPILS
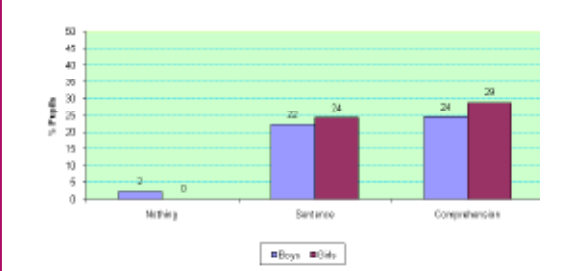
CHART 28: % DISTRIBUTION OF READING COMPETENCIES BY GENDER FOR P6 - P7 PUPILS
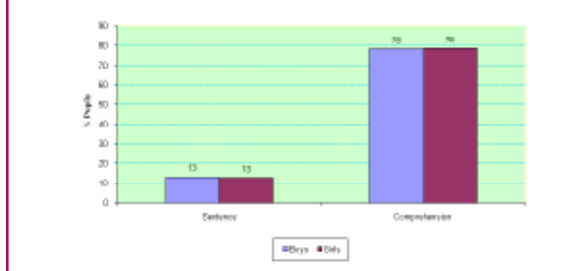
There were no major gender variations in reading at both lower and upper primary levels. At lower primary level girls performed slightly better than boys with 29% of the girls compared to 245 of the boys reading and comprehending a P2 story. At upper primary level however that marginal difference evens out and 78% of both boys and girls were able to read and comprehend a P2 story. (See also charts 27 and 28)

CHART 29: % CLASS-WISE PUPILS WHO COULD READ UP TO P2 SENTENCES (In Government & Private Schools)
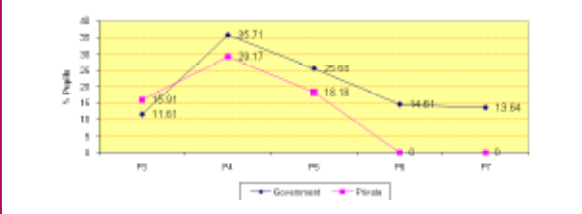
CHART 30: % CLASS-WISE PUPILS WHO COULD READ AND COMPREHEND A P2 STORY (In Government & Private Schools)
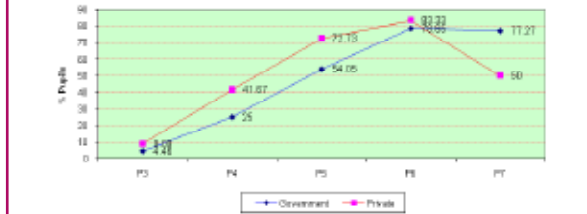
The analysis in chart 29 reveals a better performance in private schools compared to government ones. Whereas in both cases the highest numbers of children that stopped at sentence level was in P4 there were more in government (36%) compared to private (29%) schools. In P5 there were only 18% that stopped at this level in private schools while in government it was 26%.

There was also slightly better performance in private schools compared to government at comprehension level at least up to P6 level. But there was a clear reverse at P7 level where only 50% of the children P7 in private schools were able read and comprehend compared to 77% in government schools.

Table 6: Distribution for mathematics competencies by class, P1-P7							
Class	Nothing	Identify 1-9	Identify 10-99	Addition	Subtraction	Multiplication	Division	Total
P1	22.2	46.3	18.7	4.7	6.6	1.2	0.4	100.0
P2	2.2	7.3	12.3	22.5	34.1	5.1	16.7	100.0
P3	0.6	-	5.1	15.4	26.3	12.2	40.4	100.0
P4	-	0.7	-	6.6	15.4	13.2	64.0	100.0
P5	-	1.0	2.1	1.0	16.7	8.3	70.8	100.0
P6	-	-	-	4.9	2.9	5.9	86.3	100.0
P7	-	-	-	2.2	6.5	8.7	82.6	100.0
Total	6.6	14.1	8.1	8.9	15.9	7.0	39.5	100.0

CHART 31: % DISTRIBUTION FOR DIVISION COMPETENCIES FOR P3 PUPILS

There was a slightly better performance in mathematics compared to reading in Bushenyi district at both lower and upper primary levels. In P7 83% of the children tested were able to answer correctly the P2 division questions. 86% in P6 and 71% in P5 were able to do the same. In P3, 40% of the children tested were able to do division numbers, 0.6% could not even correctly identify numbers, while 42% stopped at addition and subtraction levels. (See also charts 31 and 32)

CHART 32: % DISTRIBUTION FOR DIVISION COMPETENCIES FOR P7 PUPILS

CHART 33: % DISTRIBUTION OF MATHEMATICS COMPETENCIES BY GENDER FOR P3 - P5 PUPILS

**CHART 34:** % DISTRIBUTION OF MATHEMATICS COMPETENCIES BY GENDER FOR P6 - P7 PUPILS
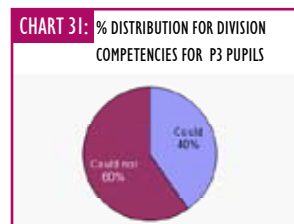
At both lower and upper primary levels boys did better than girls in mathematics as 53% of girls as compared to 59% of boys were able to pass division level tests while at upper primary level 90% of boys compared to 81% of girls were able to pass division level tests.

CHART 35: % CLASS-WISE PUPILS WHO COULD DO UP TO P2 SUBTRACTION (In Government & Private Schools)

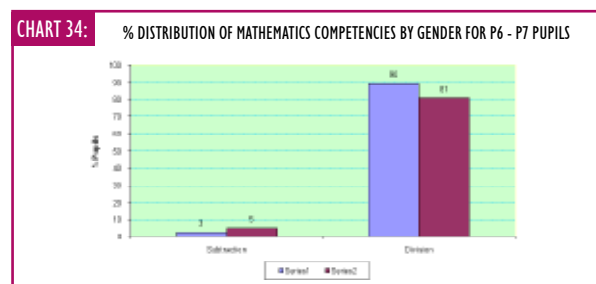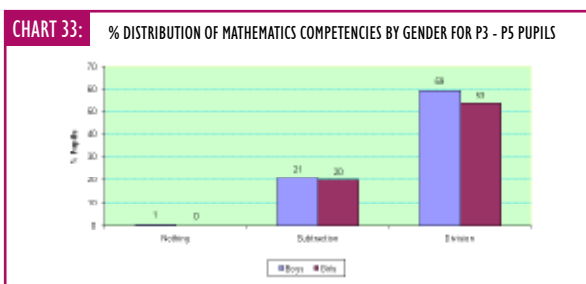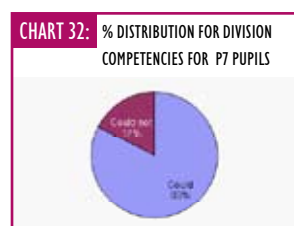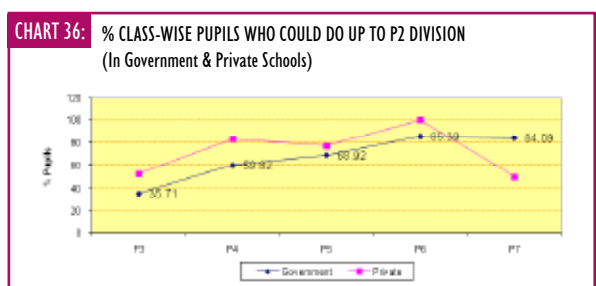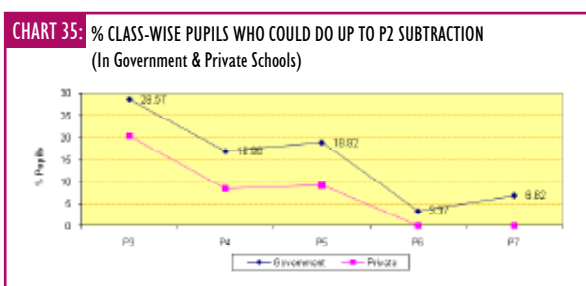**CHART 36:** % CLASS-WISE PUPILS WHO COULD DO UP TO P2 DIVISION (In Government & Private Schools)

In both government and private schools there was a downward trend in performance at subtraction level from P3 to P7 implying more and more children were able to go beyond subtraction level as they moved from P3 to P7. However there was a much better performance in private schools as less and less children in private schools stopped at subtraction level as they progressed from class to class compared to government schools.

At division level there was again a consistent upward trend in performance in both private and government schools as they progressed from P3 to P6 but with more children in private schools doing so implying better performance in private schools. However, for unknown reasons, there was a reverse in P7 with a huge decline in the numbers of children who were able to do division questions from 100% in P6 to 50% in P7.

6.4 IBANDA DISTRICT

In Ibanda district the average weekly absenteeism rate among pupils was 9% (9.8% boys and 8.1% girls) and the rate among teachers was 12% (12% male and 14% female teachers). Of all the parents interviewed in the district 75% said that they never visited children at school during the last one year to discuss their learning.

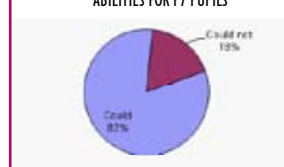| Table 7: % distribution for reading competencies by class, P1-P7							
Class	Nothing	Letter	Word	Sentence	Story	Comprehension	Total
P1	44.1	43.3	12.6	-	-	-	100.0
P2	18.7	33.8	43.2	2.9	-	1.4	100.0
P3	6.6	15.6	51.6	21.3	0.8	4.1	100.0
P4	1.8	5.4	30.4	44.6	4.5	13.4	100.0
P5	-	-	22.0	37.3	6.8	33.9	100.0
P6	-	3.1	7.7	20.0	7.7	61.5	100.0
P7	-	-	1.8	10.7	5.4	82.1	100.0
Total	17.8	22.4	26.0	15.3	2.3	16.2	100.0

CHART 37: % DISTRIBUTION OF COMPREHENSION ABILITIES FOR P3 PUPILS

CHART 38: % DISTRIBUTION OF COMPREHENSION ABILITIES FOR P7 PUPILS

The analysis for Ibanda district presented in table 7 above reveals a poor performance in reading at both lower and upper primary levels. In P7 only 82% of all the children tested were able to read and comprehend a P2 story. 61% and 34% respectively in P6 and P5 were able to do so too. At P3 level only 4% of all the children tested were able to read and comprehend a P2 story. (See also charts 37 and 38)
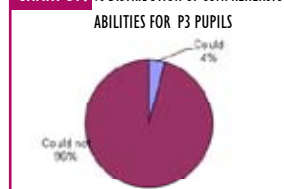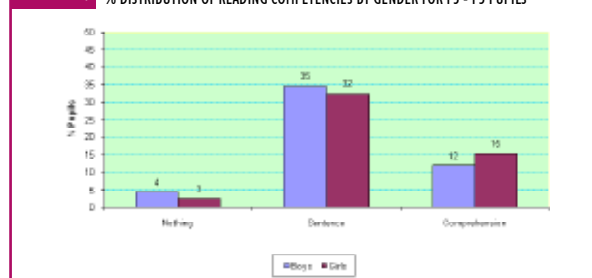
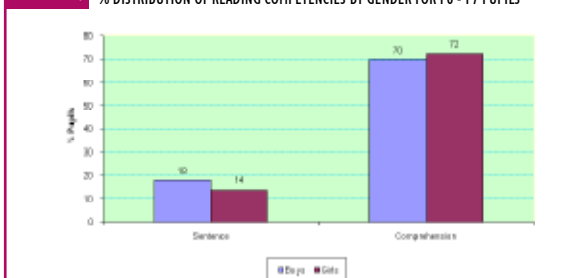**CHART 39:** % DISTRIBUTION OF READING COMPETENCIES BY GENDER FOR P3 - P5 PUPILS

CHART 40: % DISTRIBUTION OF READING COMPETENCIES BY GENDER FOR P6 - P7 PUPILS

At both lower and upper primary levels girls did marginally better than boys in reading in Ibanda district. At lower primary level 15% of the girls compared to 12% boys were able to read and comprehend a P2 story while a lower number of girls 32% compared 35% of boys stopped at sentence level. At upper primary level 72% of girls compared to 70% of boys were able to read and comprehend a P2 story while 14% of girls compared to 18% of boys stopped at sentence level. (See charts 39 and 40)

CHART 41: % CLASS-WISE PUPILS WHO COULD READ UP TO P2 SENTENCES (In Government & Private Schools)

CHART 42: % CLASS-WISE PUPILS WHO COULD READ AND COMPREHEND A P2 STORY (In Government & Private Schools)
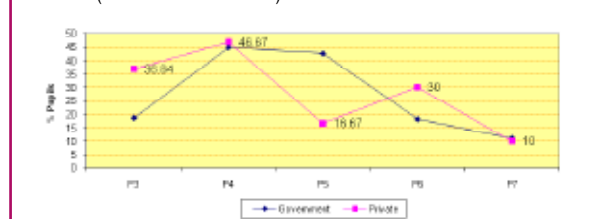
While in both government and private schools the highest numbers of children stopping at sentence level were at P4, in government schools there is a consistent decline in numbers from 45% in P4 to 11% in P7. In private schools there was no consistency even though there was a downward trend overall. Whereas there is a drop in the numbers of children stopping at sentence level from 47% in P4 to 17% in P5, there is an unexplained reversal in P6 with 30% of the children stopping at this level which eventually drops to 10% in P7.
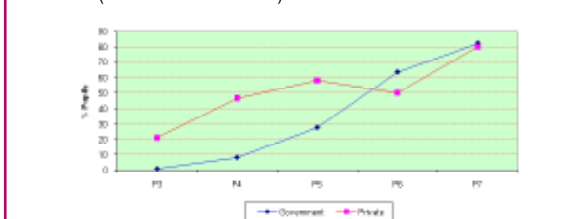
At comprehension level there was an upward trend in performance as children progressed from class to class in both private and government schools. Private schools performed better at lower primary level up to P6 and there was a reversal at upper primary levels (P6 and P7) with more children in government schools able to read and comprehend a P2 story than private schools.

Table 8: Distribution for mathematics competencies by class, P1-P7

Class	Nothing	Identify 1-9	Identify 10-99	Addition	Subtraction	Multiplication	Division	Total
P1	24.0	47.1	13.0	9.7	5.5	0.4	0.4	100.0
P2	5.0	11.5	20.9	25.2	20.9	6.5	10.1	100.0
P3	1.6	4.1	7.3	26.0	26.8	17.1	17.1	100.0
P4	-	2.7	2.7	13.4	25.0	23.2	33.0	100.0
P5	-	3.4	-	10.2	22.0	25.4	39.0	100.0
P6	-	-	-	1.5	15.2	15.2	68.2	100.0
P7	-	-	-	5.4	7.1	12.5	75.0	100.0
Total	8.3	17.4	9.1	14.5	16.4	11.2	23.1	100.0

CHART 43: % DISTRIBUTION FOR DIVISION COMPETENCIES FOR P3 PUPILS

CHART 44: % DISTRIBUTION FOR DIVISION COMPETENCIES FOR P7 PUPILS

In Ibanda district performance in mathematics was not any better than reading infact in some instances children did better in reading than mathematics. In P7 only 75% of all the children tested were able to correctly answer the division questions. In P6 and P5 only 68% and 39% respectively were able to correctly answer division questions. In P3 only 17% were able to answer division questions, 1.6% could not even correctly identify numbers and majority of the children tested (52%) stopped at addition and subtraction levels. (See also charts 43 and 44)

CHART 45: % DISTRIBUTION OF MATHEMATICS COMPETENCIES BY GENDER FOR P3 - P5 PUPILS

CHART 46: % DISTRIBUTION OF MATHEMATICS COMPETENCIES BY GENDER FOR P6 - P7 PUPILS
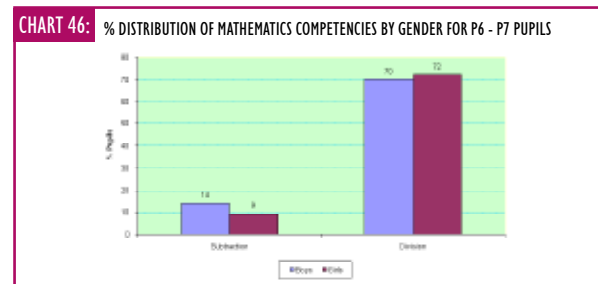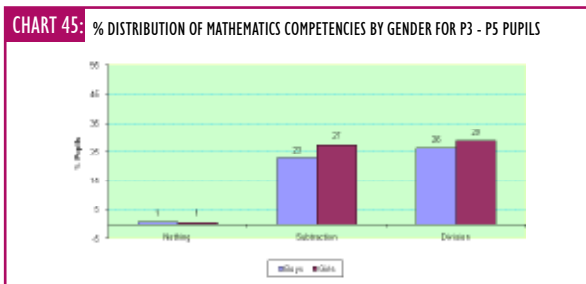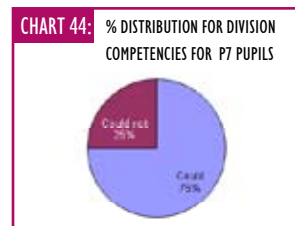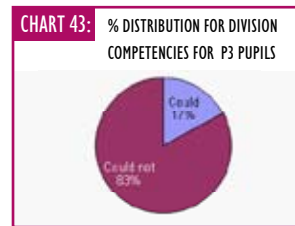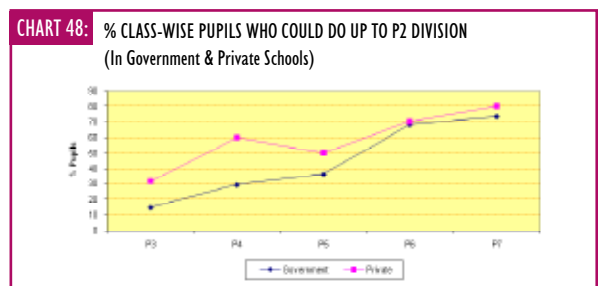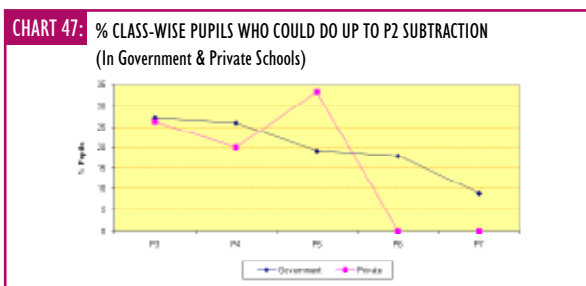

In Ibanda district at both lower primary and upper primary levels girls did marginally better than boys in mathematics. At lower primary level 29% of girls and 26% of boys were able to correctly answer P2 division questions. At upper primary level 72% of girls compared to 70% of boys were able to do the same. Overall gender variation in competencies in mathematics was insignificant.

CHART 47: % CLASS-WISE PUPILS WHO COULD DO UP TO P2 SUBTRACTION
(In Government & Private Schools)

CHART 48: % CLASS-WISE PUPILS WHO COULD DO UP TO P2 DIVISION
(In Government & Private Schools)

In government schools there is a consistent drop in numbers of children who stopped at subtraction level from 27% in P3 to 9% in P7; however, in private schools there seems to be no consistency in performance. Whereas there is a drop from 26% in P3 to 20% in P4 there is a reverse in P5 with 33% of the children stopping at this level. But by P6 all children in private schools were able to go beyond subtraction level.

At division level there is a clear upward trend in performance from P 3 to P 7 in both private and government schools though there was a slight drop at P5 level in private schools. At this level private schools perform better than government schools at all levels with more children in private schools able to answer division questions than government schools at all the levels.

6.5 KABALE DISTRICT

In Kabale district the average weekly absenteeism rate among pupils was 6% (7% boys and 6% girls) and the rate among teachers was 11% (10% male and 12% female teachers). Of all the parents interviewed in the district 88% said that they never visited children at school during the last one year to discuss their learning.

Table 9: % Distribution for reading competencies by class, P1-P7
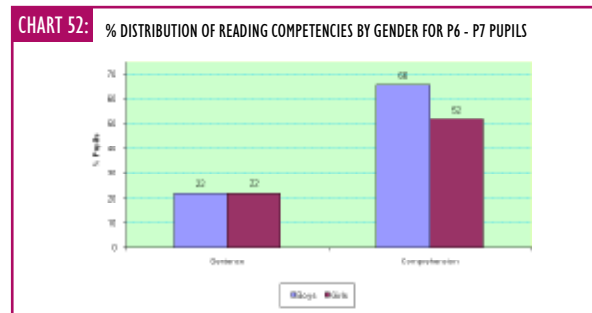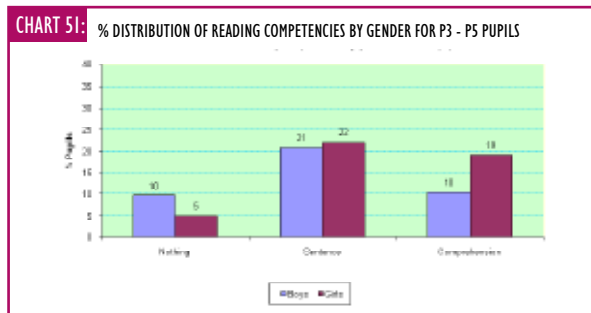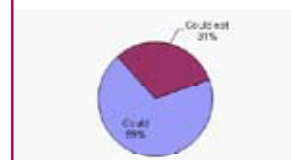
Class	Nothing	Letter	Word	Sentence	Story	Comprehension	Total
P1	59.4	31.2	5.3	0.6	-	3.5	100.0
P2	29.8	45.5	19.0	-	0.8	5.0	100.0
P3	11.4	24.8	50.5	7.6	-	5.7	100.0
P4	7.9	17.5	34.2	28.1	3.5	8.8	100.0
P5	1.3	9.2	22.4	30.3	1.3	35.5	100.0
P6	4.1	4.1	6.1	24.5	12.2	49.0	100.0
P7	2.4	-	2.4	19.1	7.1	69.1	100.0
Total	23.9	24.1	21.4	12.4	2.2	16.0	100.0

CHART 49: % DISTRIBUTION OF COMPREHENSION ABILITIES FOR P3 PUPILS

CHART 50: % DISTRIBUTION OF COMPREHENSION ABILITIES FOR P7 PUPILS

The analysis for Kabale district with regard to performance in reading, as presented in table 9 above, indicates a poor performance in reading at both lower and upper primary levels. At P7 level only 69% of all the children tested were able to read and comprehend a P2 story. Interestingly at least 2.4% of children in P7 were not even able to correctly identify letters. In P6 and P5 49% and 36% respectively were able to comprehend a P2 story. In P3, only 6% were able to read and comprehend a P2 story. (See also charts 49 and 50)

CHART 51: % DISTRIBUTION OF READING COMPETENCIES BY GENDER FOR P3 - P5 PUPILS
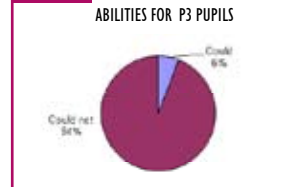
CHART 52: % DISTRIBUTION OF READING COMPETENCIES BY GENDER FOR P6 - P7 PUPILS

The analysis in chart 51% reveals a marked gender variation in reading competency at lower primary level with girls doing much better than boys at comprehension level. While 19% of the girls tested were able to read and comprehend a P2 test only 10% of the boys were able to do so. At upper primary level however it is the reverse with boys performing better than the girls, 66% of the boys compared to 52% of the girls tested were able to read and comprehend a P2 story.

CHART 53: % CLASS-WISE PUPILS WHO COULD READ UP TO P2 SENTENCES (In Government & Private Schools)

CHART 54: % CLASS-WISE PUPILS WHO COULD READ AND COMPREHEND A P2 STORY (In Government & Private Schools)
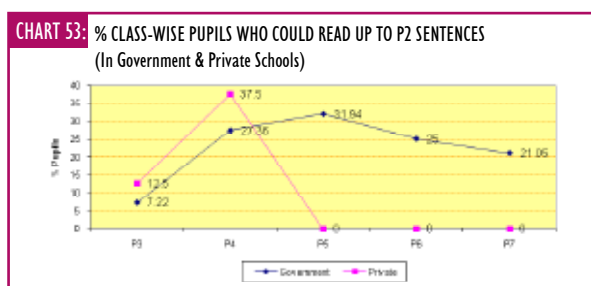
At sentence level private schools did much better than government schools as from P4 (the class with the highest percentage of children who stopped at this level) there was a sharp decline from 38% to 0% in P5 implying that from P5 to P7 there were no children. In government there is a gradual drop to 21% in P7 implying by P7 there were still children, in government schools, who could not go beyond sentence level.
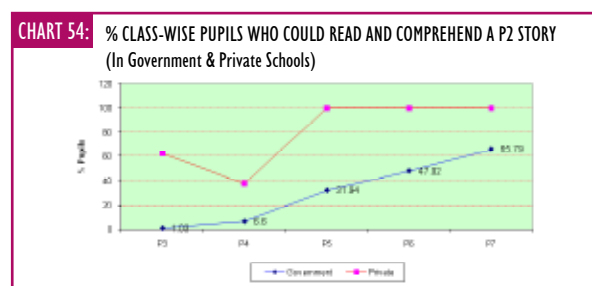
At comprehension level, private schools also did much better than government schools as from P5 onwards all children tested were able to read and comprehend a P2 story. In government schools however there is a gradual rise in the numbers of children able to read and comprehend a P2 test from 1% in P3 to 66% in P7 meaning a whopping 34% of children in P7 in government schools were not able to read and comprehend a P2 story.

Table 10: Distribution for mathematics competencies by class, P1-P7							
Class	Nothing	Identify 1-9	Identify 10-99	Addition	Subtraction	Multiplication	Division	Total
P1	46.5	33.5	9.4	2.4	5.9	-	2.4	100.0
P2	11.6	26.5	24.0	14.1	12.4	5.8	5.8	100.0
P3	3.8	9.5	19.1	22.9	16.2	11.4	17.1	100.0
P4	2.6	2.6	9.7	11.4	21.9	12.3	39.5	100.0
P5	-	1.3	1.3	9.2	21.1	25.0	42.1	100.0
P6	-	-	8.2	6.1	14.3	8.2	63.3	100.0
P7	-	2.4	4.8	-	23.8	9.5	59.5	100.0
Total	14.8	15.4	12.3	10.0	14.8	8.9	23.9	100.0

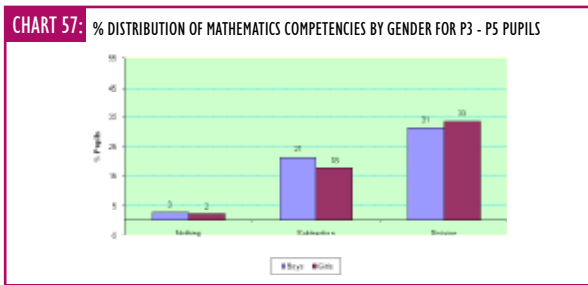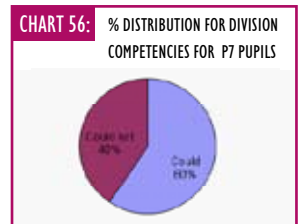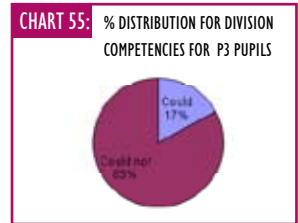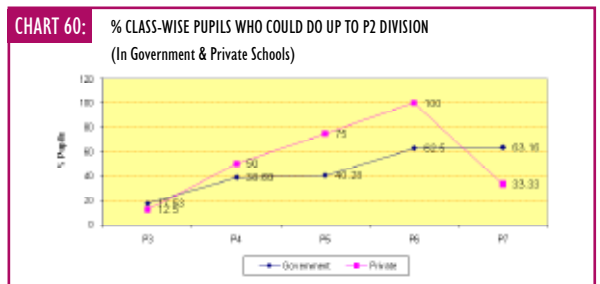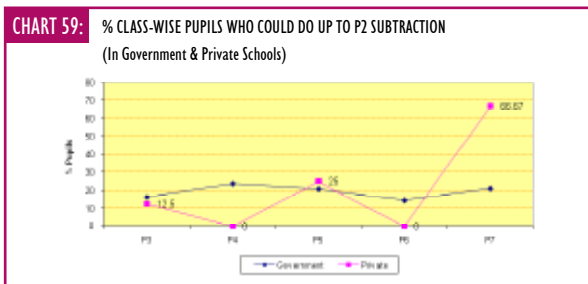**CHART 55:** % DISTRIBUTION FOR DIVISION COMPETENCIES FOR P3 PUPILS

CHART 56: % DISTRIBUTION FOR DIVISION COMPETENCIES FOR P7 PUPILS

Kabale is one of the few districts where performance in mathematics was much worse than in reading at all levels. In P7 only about 60% of all the children tested were able to correctly answer P2 division questions. In P6 and P5 63% and 42% respectively were able to do so. At P3 level only 17% were able to correctly answer P2 division questions, 3.8% could not even identify numbers and the majority about 40% stopped at addition and subtraction levels. (See also charts 55 and 56)

CHART 57: % DISTRIBUTION OF MATHEMATICS COMPETENCIES BY GENDER FOR P3 - P5 PUPILS

CHART 58: % DISTRIBUTION OF MATHEMATICS COMPETENCIES BY GENDER FOR P6 - P7 PUPILS
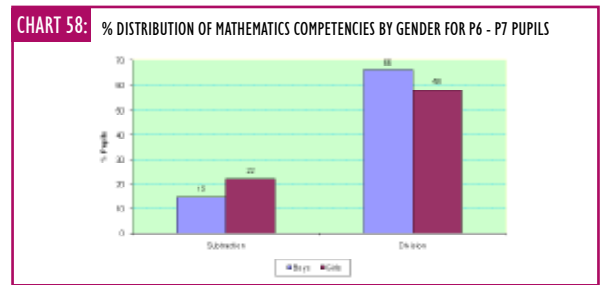
There were slight gender variations in competencies in competencies in mathematics at both lower and upper primary levels. While girls were able to do marginally better than boys at lower primary level with 33% of girls compared to 31% of boys able to answer division questions, at upper primary level boys did better then girls with 66% of boys compared to 58% of girls passing P2 division tests. (see charts 57 and 58)

CHART 59: % CLASS-WISE PUPILS WHO COULD DO UP TO P2 SUBTRACTION
(In Government & Private Schools)

CHART 60: % CLASS-WISE PUPILS WHO COULD DO UP TO P2 DIVISION
(In Government & Private Schools)

At subtraction level government schools produced a consistent results with less and less children stopping at subtraction level as they progressed from class to class. The private schools however produced an outrageous result with close to 70% of the children in P7 stopping at subtraction level having done well at lower classes with all children in P4 and P6 going beyond subtraction level.

At subtraction level government schools again produced a consistent result with more and more children passing division test as they progressed in classes. However even at P7 level there were still about 37% of the children tested who could not pass P2 division test. In private schools there was consistency up to P6 with all the children at that level passing P2 division test. However there was a big unexplained drop in P7 with only 33% of the children able to answer division questions.
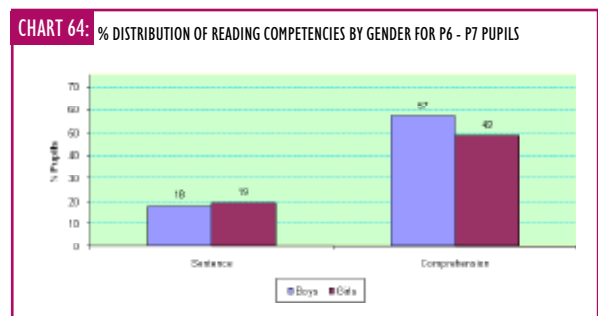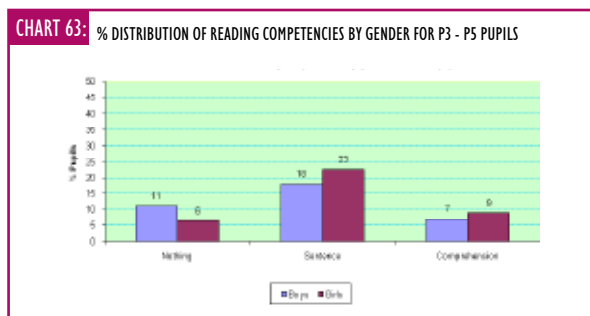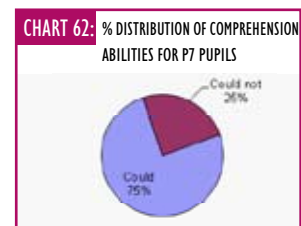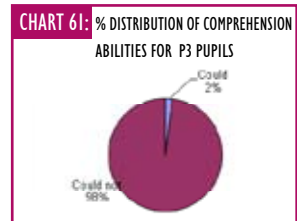
6.6 KIBAALE DISTRICT

In Kibaale district the average weekly absenteeism rate among pupils was 72% (17.5% boys and 16.8% girls) and the rate among teachers was 21% (19% male and 25% female teachers). Of all the parents interviewed in the district 77% said that they never visited children at school during the last one year to discuss their learning.
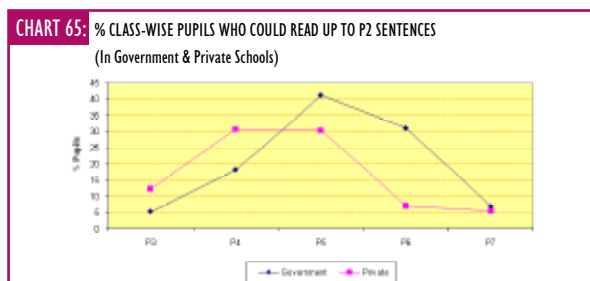
Class	Nothing	Letter	Word	Sentence	Story	Comprehension	Total
P1	67.4	25.3	5.4	0.9	0.5	0.5	100.0
P2	31.1	49.4	16.7	2.2	-	0.6	100.0
P3	14.5	41.0	35.0	7.0	0.5	2.0	100.0
P4	6.6	24.1	39.8	21.1	3.0	5.4	100.0
P5	3.0	9.6	21.5	39.3	6.7	20.0	100.0
P6	-	2.3	18.2	27.3	14.8	37.5	100.0
P7	-	-	1.6	6.6	16.4	75.4	100.0
Total	23.7	26.8	21.3	12.9	3.7	11.5	100.0

Table 11: % distribution for reading competencies by class, P1-P7

CHART 61: % DISTRIBUTION OF COMPREHENSION ABILITIES FOR P3 PUPILS

CHART 62: % DISTRIBUTION OF COMPREHENSION ABILITIES FOR P7 PUPILS

The analysis for Kibaale district presented in table 11 above indicates a very poor performance in reading at all levels. At P7 only 75% of all the children tested were able to read and comprehend a P2 story. 37% and 20% respectively for P6 and P5 were able to do so too. In P5 however 3% of the children tested could not even correctly identify letters and a majority of the children stopped at word identification and sentence levels. At P3 level only 2% were able to read and comprehend a P2 story. (See also charts 61 and 62)

CHART 63: % DISTRIBUTION OF READING COMPETENCIES BY GENDER FOR P3 - P5 PUPILS

CHART 64: % DISTRIBUTION OF READING COMPETENCIES BY GENDER FOR P6 - P7 PUPILS

There was very minimal gender variation in reading competencies at both lower and upper primary levels. At ower primary level girls did marginally better than boys in comprehension with 9% of girls and 7% of boys able to read and comprehend a P2 story. At upper primary level however boys out did the girls marginally with 57% of boys and 49% of girls reading and comprehending a P2 story. (See charts 63 and 64)

CHART 65: % CLASS-WISE PUPILS WHO COULD READ UP TO P2 SENTENCES (In Government & Private Schools)

CHART 66: % CLASS-WISE PUPILS WHO COULD READ AND COMPREHEND A P2 STORY (In Government & Private Schools)

At sentence level private schools performed better than government schools especially at upper primary level as progressively less and less children, compared to government schools, stopped at sentence in those classes. However in both cases there were still children in P7 who were not able to go beyond sentence level.
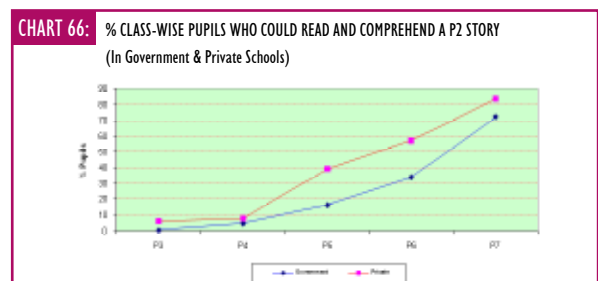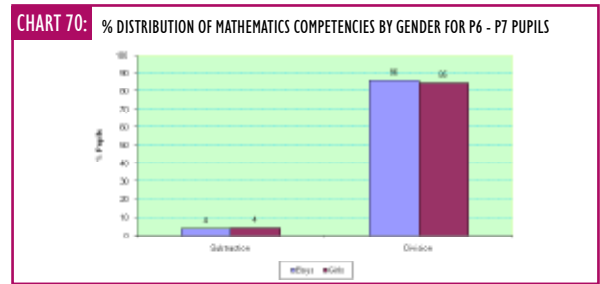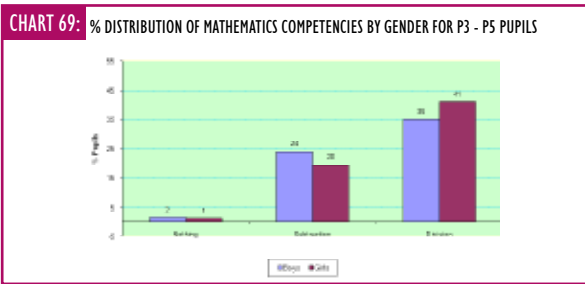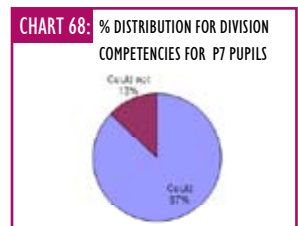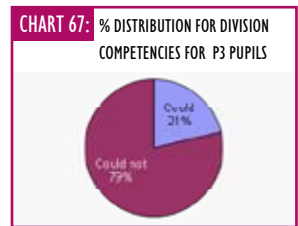
At comprehension level there was an upward trend in both government and private schools as children progressed from P3 to P7. However at all levels the percentage of children able to read and comprehend a P2 story was higher in private schools than government implying better performance in private schools.
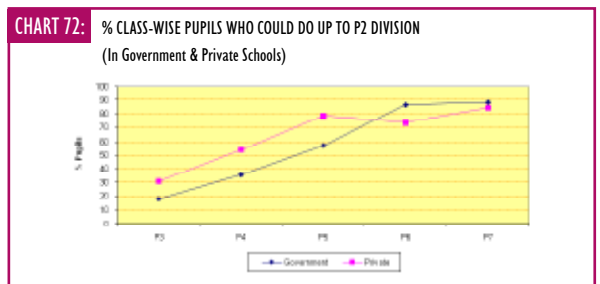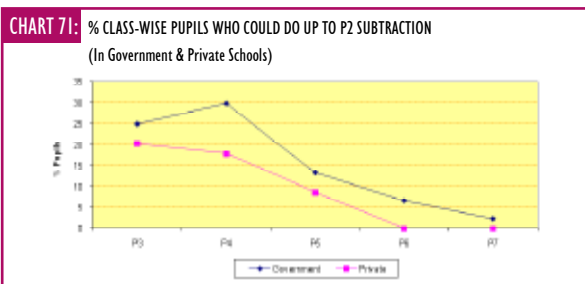
Table 12: Distribution for mathematics competencies by class, P1-P7							
Class	**Nothing**	**Identify 1-9**	**Identify 10-99**	**Addition**	**Subtraction**	**Multiplication**	**Division**	**Total**
P1	33.9	43.8	11.2	7.6	2.2	-	1.3	100.0
P2	7.8	25.0	16.7	12.8	22.2	7.8	7.8	100.0
P3	2.5	9.9	11.4	20.8	23.8	10.4	21.3	100.0
P4	0.6	1.2	7.2	10.8	27.1	13.3	39.8	100.0
P5	0.7	2.2	0.7	5.9	12.6	17.0	60.7	100.0
P6	-	-	1.1	2.3	5.6	6.7	84.3	100.0
P7	-	1.6	-	-	1.6	9.7	87.1	100.0
Total	**9.2**	**16.0**	**8.7**	**10.4**	**15.2**	**8.7**	**31.9**	**100.0**

CHART 67: % DISTRIBUTION FOR DIVISION COMPETENCIES FOR P3 PUPILS

The table 12 above shows that mathematics was better done in Kibaale than reading at all levels. In P7 87% of all the children tested were able to correctly answer P2 division questions. 84% in P6 and 61% in P5 were able to do the same. At P3 level only 21% were able to correctly answer P2 division questions, 2.5% could not correctly identify numbers and the majority 44% stopped at addition and subtraction levels.
(See also charts 67 and 68)

CHART 68: % DISTRIBUTION FOR DIVISION COMPETENCIES FOR P7 PUPILS

CHART 69: % DISTRIBUTION OF MATHEMATICS COMPETENCIES BY GENDER FOR P3 - P5 PUPILS

CHART 70: % DISTRIBUTION OF MATHEMATICS COMPETENCIES BY GENDER FOR P6 - P7 PUPILS

Charts 69 and 70 reveal very limited gender variation in performance in mathematics at both lower and upper primary levels with girls doing slightly better than boys in lower primary (41% of girls and 35% of boys passed division level). At upper primary level boys marginally edged girls with 86% of boys and 85% of girls passing division level. Overall therefore girls seem to do slightly better than boys.

CHART 71: % CLASS-WISE PUPILS WHO COULD DO UP TO P2 SUBTRACTION
(In Government & Private Schools)

CHART 72: % CLASS-WISE PUPILS WHO COULD DO UP TO P2 DIVISION
(In Government & Private Schools)

In both private and government schools there was a downward trend in percentages of children who stopped at subtraction level as children progressed from class to class. The private schools however seemed to perform better because they had a smaller percentage of children stopping at subtraction level at each level. Infact in private schools all children in P6 and P7 went beyond subtraction level. (See chart 71 above). At division level there was also an upward trend in performance from P3 to P7 in both government and private schools with private schools doing better in lower (as they had more children passing division level) and government doing better in upper classes. (See chart 72)
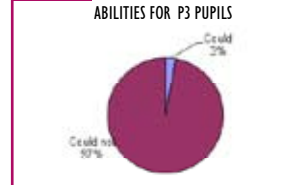
6.7 KYENJOJO DISTRICT

In Kyenjojo district the average weekly absenteeism rate among pupils was 25% (26% boys and 23% girls) and the rate among teachers was 11% (12% male and 10% female teachers). Of all the parents interviewed in the district 84% said that they never visited children at school during the last one year to discuss their learning.

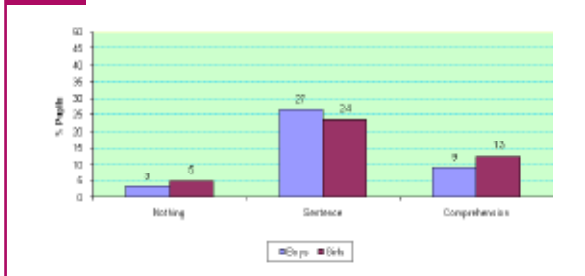| Table 13: % distribution for reading competencies by class, P1-P7							
Class	Nothing	Letter	Word	Sentence	Story	Comprehension	Total
P1	55.3	38.8	5.1	0.4	-	0.4	100.0
P2	17.0	59.6	21.3	1.6	0.5	-	100.0
P3	5.8	40.3	43.9	6.5	0.7	2.9	100.0
P4	4.5	15.8	37.6	32.3	2.3	7.5	100.0
P5	2.0	10.9	14.9	40.6	5.0	26.7	100.0
P6	1.6	-	6.4	23.8	15.9	52.4	100.0
P7	-	4.4	2.2	6.5	8.7	78.3	100.0
Total	20.5	32.5	19.9	12.4	2.6	12.0	100.0

CHART 73: % DISTRIBUTION OF COMPREHENSION ABILITIES FOR P3 PUPILS


The analysis for Kyenjojo district as presented in table 13 reveals a very poor performance in reading at all levels. At P7 level only 78% of all the children tested were able to read and comprehend a P2 story. At P6 and P5 levels only 52% and 27% respectively were able to do so moreover 1.6% and 2% of children in P6 and P5 respectively could not correctly identify letters. At P3 level only 3% of the children tested were able to read and comprehend a P2 story. (See also charts 73 and 74)

CHART 74: % DISTRIBUTION OF COMPREHENSION ABILITIES FOR P7 PUPILS

CHART 75: % DISTRIBUTION OF READING COMPETENCIES BY GENDER FOR P3 - P5 PUPILS

CHART 76: % DISTRIBUTION OF READING COMPETENCIES BY GENDER FOR P6 - P7 PUPILS
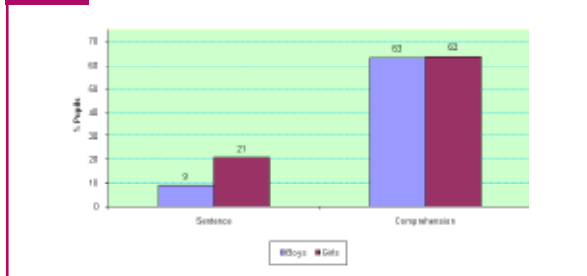
Charts 75 and 76 reveal little variation in performance between boys and girls in reading at both lower and upper primary levels. At lower primary level however girls performed slightly better than the boys with 13% able to read and comprehend a P2 story compared to 9% of boys. There were also less girls 24% who stopped at sentence level compared to 27% of boys. At upper primary level exactly 63% of boys and girls were able to read and comprehend a P2 story.

CHART 77: % CLASS-WISE PUPILS WHO COULD READ UP TO P2 SENTENCES (In Government & Private Schools)

CHART 78: % CLASS-WISE PUPILS WHO COULD READ AND COMPREHEND A P2 STORY (In Government & Private Schools)
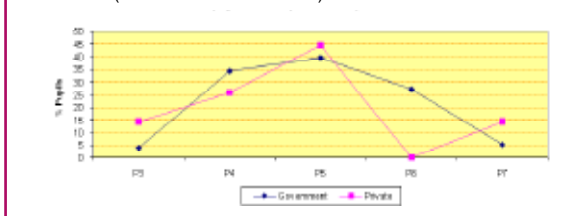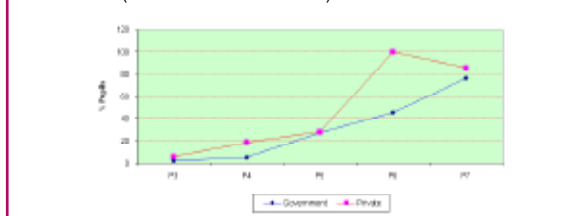
Chart 77 reveals a consistent trend in performance at sentence level for government schools from P3 to P7 with more and more children reaching sentence level from P3 to P5 which has the highest percentage of 40%. Form P6 to P7 there is a down ward trend as more and more children were able to go beyond sentence level. In private schools there is also a consistent trend up to P6 with the highest percentage of children reaching sentence level being in P5 (44%).

At comprehension level there is an upward trend in performance in both government and private schools from P3 to P7 with private schools doing better than government schools at all levels even though there was a decline in performance at P7 in private schools (In P6 all children in private schools were able to read and comprehend a P2 story but in P7 only 86% could do so).

Table 14: distribution for mathematics competencies by class, P1-P7							
Class	Nothing	Identify 1-9	Identify 10-99	Addition	Subtraction	Multiplication	Division	Total
P1	26.5	48.6	12.5	5.1	4.7	2.0	0.8	100.0
P2	7.0	24.6	17.1	21.4	18.7	5.9	5.4	100.0
P3	2.9	2.1	6.4	24.3	23.6	9.3	31.4	100.0
P4	-	2.3	1.5	18.9	19.7	18.2	39.4	100.0
P5	-	2.0	1.0	5.9	9.9	8.9	72.3	100.0
P6	-	-	-	6.4	6.4	9.5	77.8	100.0
P7	2.2	-	-	-	8.7	2.2	87.0	100.0
Total	9.3	19.3	8.2	13.2	13.4	7.5	29.2	100.0

CHART 79: % DISTRIBUTION FOR DIVISION COMPETENCIES FOR P3 PUPILS

In Kyenjojo district mathematics was better done than reading at least in the upper primary levels as revealed by the analysis in table 14 above. At P7 level 87% of all the children tested were able to correctly answer P2 division questions with 2.2% in P7 unable to correctly identify numbers. In P6 and P5 78% and 72% respectively were able to do so. At P3 level 31% of all the children tested were able correctly answer P2 division questions, 2.9% could not correctly identify numbers and majority 48% stopped at addition and subtraction levels. (See also charts 79 and 80)

CHART 80: % DISTRIBUTION FOR DIVISION COMPETENCIES FOR P7 PUPILS

CHART 81: % DISTRIBUTION OF MATHEMATICS COMPETENCIES BY GENDER FOR P3 - P5 PUPILS

CHART 82: % DISTRIBUTION OF MATHEMATICS COMPETENCIES BY GENDER FOR P6 - P7 PUPILS

At lower primary level there is a huge variation in performance between boys and girls in mathematics with 47% of the boys able to answer division questions compared to only 15% of the girls. But at upper primary level that seems to even out 83% of boys and 81% of girls able to correctly answer division questions. (See charts 81 and 82)

CHART 83: % CLASS-WISE PUPILS WHO COULD DO UP TO P2 SUBTRACTION (In Government & Private Schools)

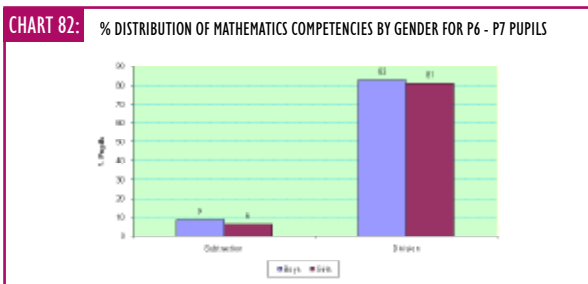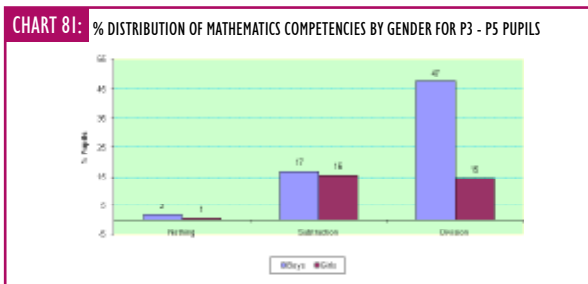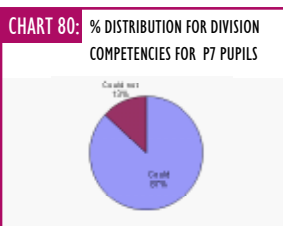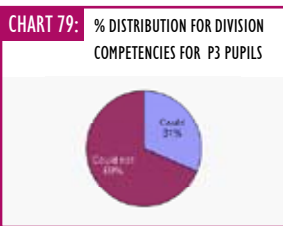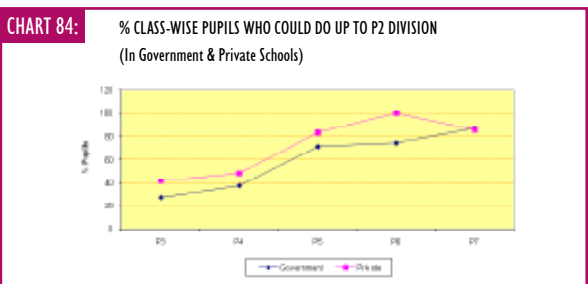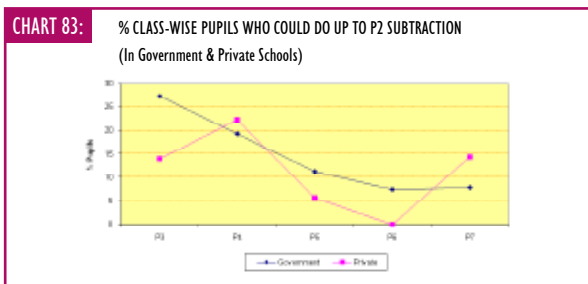**CHART 84:** % CLASS-WISE PUPILS WHO COULD DO UP TO P2 DIVISION (In Government & Private Schools)

At subtraction level there is consistent and clear downward trend in performance in government schools from P3 to P7 indicating more and more children going beyond subtraction level in each class. In private schools there is also a similar downward trend from P4 to P6 with all children in P6 able to go beyond subtraction level. However, for unclear reason, this trend reverses in P7 with 14% of the children in P7 stopping at subtraction level.

At division level there is an upward trend in performance from P3 to P& in both government and private schools with private schools doing better than government schools as they had bigger percentages of children passing division tests in each class. By P6 all children in private schools were able to correctly answer division questions but, again for unknown reasons, there is a reversal in P7 with 14% of the children unable to answer division questions.
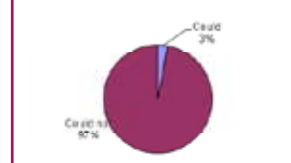
6.8 RUKUNGIRI DISTRICT

In Rukungiri district the average weekly absenteeism rate among pupils was 7% with no gender difference and the rate among teachers was 10% (12% male and 8% female teachers). Of all the parents interviewed in the district 79% said that they never visited children at school during the last one year to discuss their learning.
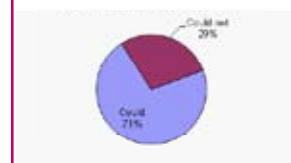
Table 15: % distribution for reading competencies by class, P1-P7

| Class	Nothing	Letter	Word	Sentence	Story	Comprehension	Total
P1	38.81	46.12	14.61	0	0	0.46	100
P2	20.74	40.74	33.33	2.96	1.48	0.74	100
P3	6.38	14.18	57.45	16.31	2.84	2.84	100
P4	3.23	9.68	30.65	45.16	6.45	4.84	100
P5	1.69	2.54	8.47	50	11.02	26.27	100
P6	1.02	1.02	7.14	22.45	13.27	55.1	100
P7	1.79	0	0	12.5	14.29	71.43	100
Total	**14.59**	**21.55**	**23.91**	**19.19**	**5.39**	**15.38**	**100**

CHART 85: % DISTRIBUTION OF COMPREHENSION ABILITIES FOR P3 PUPILS


The analysis for Rukungiri district presented in table 15 above reveals a very poor performance in reading at all levels in Rukungiri district. In P7 only 71% of all the children tested were able to read and comprehend a P2 story and about 2% of children in this class could not correctly identify letters. At P3 level only 3% of all children tested were able to read and comprehend a P2 story. (See also charts 85 and 86)

CHART 86: % DISTRIBUTION OF COMPREHENSION ABILITIES FOR P7 PUPILS

CHART 87: % DISTRIBUTION OF READING COMPETENCIES BY GENDER FOR P3 - P5 PUPILS
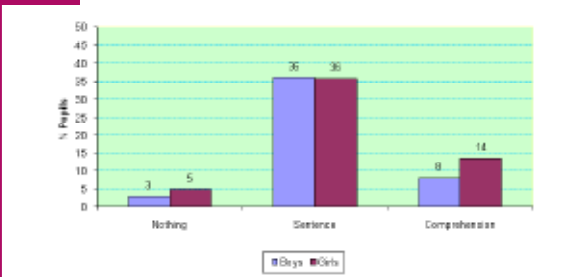
CHART 88: % DISTRIBUTION OF READING COMPETENCIES BY GENDER FOR P6 - P7 PUPILS
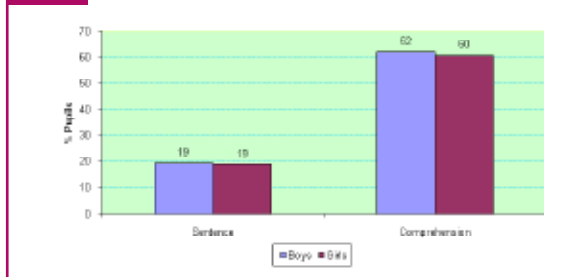
In Rukungiri district there was very little variation in reading competencies between boys and girls at both lower and upper primary levels. In lower primary girls did slightly better than boys with 14% of girls and 8% of boys able to read and comprehend a P2 story. At upper primary level this difference evens reduces further with 62% of boys and 60% of girls able to read and comprehend a P2 story. (See charts 87 and 88)

CHART 89: % CLASS-WISE PUPILS WHO COULD READ UP TO P2 SENTENCES (In Government & Private Schools)

CHART 90: % CLASS-WISE PUPILS WHO COULD READ AND COMPREHEND A P2 STORY (In Government & Private Schools)
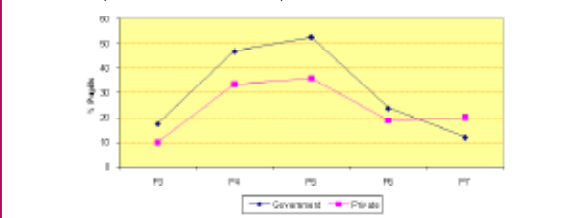
Chart 89 reveals a consistent trend in performance in government schools from P3 to P7 with increasing numbers of children reaching sentence level up to P5 which has the highest percentage (52%). After P5 there is a downward trend indicating increasing numbers of children in the upper classes going beyond sentence level. In private schools there is a similar trend up to P6 level were 19% of the children were not able to go beyond sentence level. However there is a slight reverse in P7 with 20% of the children not able to go beyond sentence level.

At comprehension level there is a consistent upward trend in both private and government schools indicating increasing numbers of children able to read and comprehend a P2 story as they progressed. The private schools however did better than government ones up to P6 level with more children at each level passing comprehension. In P7 however there is an unexplained reversal with government schools doing better than private ones as 74% of the children in government compared to 60% in private schools were able to pass comprehension.
(See chart 90 above)

Table 16: Distribution for mathematics competencies by class, P1-P7							
Class	Nothing	Identify 1-9	Identify 10-99	Addition	Subtraction	Multiplication	Division	Total
P1	18.4	49.5	19.7	5.5	4.1	1.8	0.9	100.0
P2	2.9	12.3	18.1	27.5	23.2	10.1	5.8	100.0
P3	0.7	3.5	7.8	20.4	34.5	16.9	16.2	100.0
P4	0.8	2.4	5.7	16.3	27.6	17.1	30.1	100.0
P5	-	-	2.6	10.3	18.1	27.6	41.4	100.0
P6	2.1	-	2.1	5.3	6.3	9.5	74.7	100.0
P7	-	-	-	-	9.1	9.1	81.8	100.0
Total	**5.4**	**15.0**	**10.3**	**13.1**	**17.6**	**12.3**	**26.4**	**100.0**

CHART 91: % DISTRIBUTION FOR DIVISION COMPETENCIES FOR P3 PUPILS

The analysis in table 16 above reveals a much better performance in mathematics than reading in Rukungiri district. In P7 82% of all the children tested were able to correctly answer P2 division questions. In P6 and P5 75% and 41% respectively were able to correctly answer division questions although some 2.1% in P6 were not able to correctly identify numbers. At P3 level 16% of the children correctly answered division questions, 0.7% could not correctly identify numbers and majority 55% stopped at addition and subtraction levels. (See also charts 91 and 92)

CHART 92: % DISTRIBUTION FOR DIVISION COMPETENCIES FOR P7 PUPILS

CHART 93: % DISTRIBUTION OF MATHEMATICS COMPETENCIES BY GENDER FOR P3 - P5 PUPILS

CHART 94: % DISTRIBUTION OF MATHEMATICS COMPETENCIES BY GENDER FOR P6 - P7 PUPILS
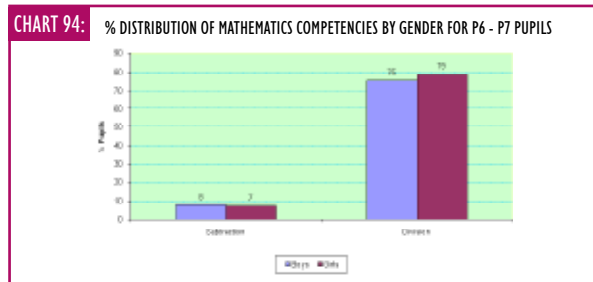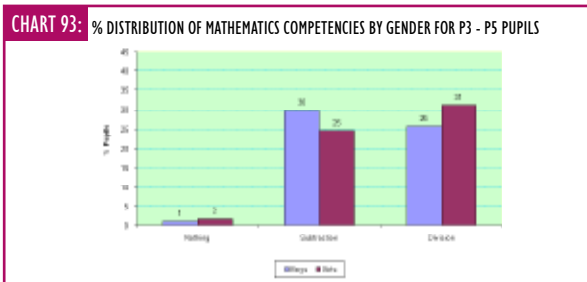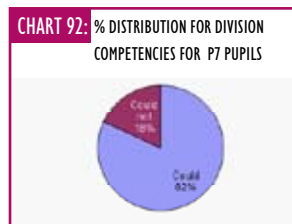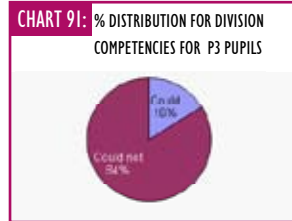
At lower primary level there were girls seemed to do slightly better than boys with 31% of girls and 26% of boys passing division level. In upper primary level however the difference almost disappears but with girls still having an upper hand at 79% of girls compared to 75% of boys.

CHART 95: % CLASS-WISE PUPILS WHO COULD DO UP TO P2 SUBTRACTION (In Government & Private Schools)

CHART 96: % CLASS-WISE PUPILS WHO COULD DO UP TO P2 DIVISION (In Government & Private Schools)

At subtraction level there is a downward trend in performance in both government and private schools showing reducing numbers of children stopping at subtraction level as they progressed from P3 to P7. Private schools seemed to do slightly better than government ones as more children in government schools were stopping at subtraction level per class and in private schools by P& all children were able to go beyond subtraction while in government there were at least 10% in P7 who stopped at subtraction level.
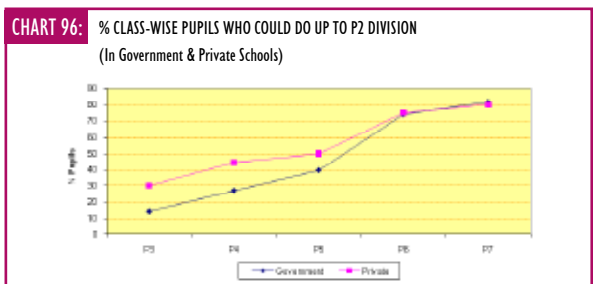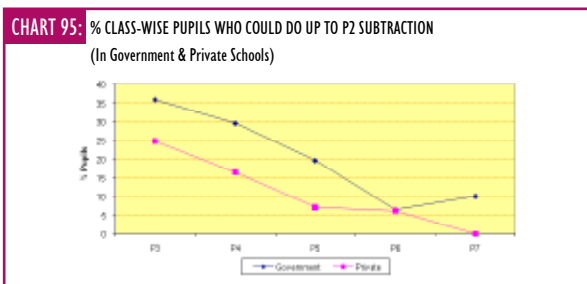
At division level there was also a consistent upward trend in performance in both government and private schools showing increasing numbers of children completing division level as they progressed from P3 to P7. Private schools again seemed to do slightly better than government ones as more children in private schools passed division level per class except P7 where government schools did slightly better than private. All in all in both private and government schools there were at least 20% of children tested who could not do division questions.

7 Annexes

Uwezo Uganda Advisory Committee

Uwezo Uganda Secretariat

Uwezo Uganda Assessment Team

District Partner Institutions and Contact Persons

Uwezo Uganda Advisory Committee

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Fagil Mandy (FAMECON)
Dr. Akim Okuni (AKDN)
Els M Heijnen (SNV)
Fredrick Mwesigye (FENU)
Sylvia Acana (UNEB)
Richard Ssewakiryanga   Secretary/Uwezo Country Coordinator
Kees De Graaf (SNV)
James Muwonge (UBOS)
Dr. Daniel Nkaada (MoES)

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Richard Ssewakiryanga   Country Coordinator
Emmanuel Mugole   Assessment Coordinator
Faridah Nassereka   Research Administrator
Judith N Tumusiime   Programme Assistant, Communications and Information

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9. Mbatidde Moses
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11. Bataringaya Denis
12. Babirye Winne
13. Najjemba Phiona
14. James Okello
15. Stella Atunyo
16. Rosie Kazibwe
17. Ojulun Jerome
18. Etusca Margaret
19. Walangalira Ismail
20. Nabadda Cotilda
21. Nnassuna Jacquelyne
22. Wanyana Esther
23. Kyeyago Viola
24. Kisiira Umaru
25. Adongo Judith
26. Muhumuza Ruth D
27. Musoke Robert K
28. Naggujja Josephine
29. Sentamu Ismail
30. Nanyonga Tattu
31. Nyatia Stephen
32. Nyakahuma Joel
33. Muwanga Angela
34. Nyakojo Patrick
35. Balikuddembe Fred
36. Kahunde B Sherry
37. Onyango Patrick
38. Musoke N Justine
39. Sendyose Godfrey
40. Nazziwa Milly
41. Nalugwa Rehema
42. Labong Catherine
43. Mulumba Mathias
44. Natumanya Elone
45. Nakanjako Esther
46. Nakigozi Noor
47. Lubega Fred
48. Bayigereza John Paul
49. Lubogo peter
50. Madoyi Moses
51. Nuwamanya Maureen

District Partner Institutions and Contact Persons

District	Institution	Contact Person
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Amuria	CIDI	Elakas Walter Okiring
Amuru	GWOKKE BER TWO PE YERO CBO	Otara White
Budaka	Budaka Local Government	Kirya Michael
Bullisa	Link Community Development(LCD)	Happy Rogers
Bundibugyo	Self-care Rural Education Support Association	Aguma Ignatius
Bushenyi	Bushenyi District Civil Society Forum(BUDCOF)	Kakonge Apollo
Busia	Organization for Capacity Building Initiative (OCABI)	Kasambira Amos
Gulu	Gulu NGO forum	Zipporah Jean
Ibanda	Ankole Diocese	Kwesiga Matsiya
Kabale	Kick Corruption Out of Kigezi (KICK)	Basheija Joseph
Kamuli	AIDS Education Group for the Youth (AEGY)	Waibi Mmerewoma Leo
Katakwi	Link Community Development	Agutu Hellen
Kibaale	Kibaale District Civil Society Organization's Network (KCSON)	Mulindwa Paul
Kotido	Uganda Joint Christian Council (UJCC)	Apuru Jean Mark
Kyenjojo	Development Foundation For Rural Areas (DEFORA)	Kemigabo Christine
Masaka	Planning Unit (Masaka Local Government)	Fausta Nnalugwa
Mayuge	Community Integrated Development activities for Poverty Alleviation (CIDAPA)	Mugoya Paul
Mubende	Children and Wives of Disabled Soldiers Association (CAWODIS)	Namatovu Achilles Mary
Mukono	Madak Integrated Community Health Initiative (MICHI)	Lubowa Frank
Nakapiripirit	Nakapiripirit Youth Development Organization (NAYONDO)	Byaruhanga Albert
Nakasongola	Nakasongola Local Government	Kasibante Herbert
Rakai	Orphan Community Based Organization Skills Development Project	Bwetunge Gerald
Rukungiri	Rukungiri Gender and Development association	Tukamuhebwa Robert
Wakiso	Lucia Youth Development Foundation	Kiranda Kizito Richard
Yumbe	Needy Kids- Uganda	Achema Muzamil

UGANDA NATIONAL NGO FORUM

who we are

The Uganda National NGO Forum is an all-inclusive membership organization of NGOs and their networks as well as 'un-networked NGO's, which subscribe to and support the organization's vision, mission and values. It was formed in 1997, to be a broad based national body for NGOs in Uganda to come together in pursuit of collective agendas and to engage with government and other actors in the development process. The Forum was registered with the NGO board in 2001 and has grown in strength and membership from fewer than 50 members in 2001 to over 400 members in 2009. Our members work in diverse fields in different parts of the country. They include district, regional, national and international NGOs.

Our Vision

Is a coherent, respected, and well informed NGO sector in Uganda, actively contributing to citizens' wellbeing and safe guarding their rights

Our Mission

To provide a sharing and reflection platform for NGO's to influence governance and development processes in Uganda, and enhance their operating environment

Our Values

- Social Justice and Equity
- Gender and Diversity Autonomy
- Accountability
- Collective action and solidarity
- Unity in diversity
- Self sufficiency

Objectives of the Uganda National NGO Forum:

- To act as a Forum drawing together Non-Governmental Organizations (NGOs) registered and operating in Uganda and other groups working in Uganda, to discuss and adopt strategies and to act collectively on matters of mutual concern to NGOs.

- To maintain dialogue with the Government and other National and International NGOs and bodies on behalf of all members and other NGOs operating in Uganda, that subscribe to UNNGOF's mission.

- To undertake Advocacy and Lobbying of Government and other bilateral and multilateral bodies on issues of common concern

- To promote informed dialogue, networking, and information exchange among the member NGOs, other NGOs and the wide civil society on matters of mutual concern.

Since 1997, the Government of Uganda has implemented the Universal Primary Education Policy. Today, Uganda boasts of impressive enrolment rates. But are Uganda's children better off as a result of these improvements? Are children in Uganda learning and at the levels they are supposed to be?

This report brings together findings from the first ever large scale citizen led national assessment of learning. In April 2010, Uwezo worked with a team of 1,620 volunteers and visited 16,200 households in 27 districts and administered a simple Primary Two test in Literacy and Maths to 34,752 children between the ages of 6-16.

Uwezo, meaning "capability" in Kiswahili, is a four year East African initiative to improve competencies in literacy and numeracy among children aged 6-16 years in Kenya, Tanzania and Uganda through an innovative, civic-driven and public accountability approach to social change. In Uganda the initiative is hosted by the Uganda National NGO Forum **(www.ngoforum.or.ug)**.

Uwezo seeks to fill the gap in educational assessment and social change by generating new information on children's literacy and numeracy across East Africa, in a manner that informs the public, stimulates countrywide debate, and creates pressure for policy change from the bottom-up.

Why a citizens focus? In our assumptions, the citizen focus is important in at least three regards;

- First, a lot can be done to improve literacy and numeracy by parents, children, teachers and other ordinary citizens, even within existing constraints.

- Second, citizen engagement is essential to creating the public pressure needed to hold leaders and service providers to account, both at local and national levels.

- Third, the citizen focus creates for greater sustainability by diversifying interest, ownership and follow-up, among people who are directly affected by the poor state of learning, rather than becoming dependant on a few elite individuals who may be moved, become corrupted or change their minds.

We anticipate that Uwezo will contribute to quality education through creating conditions that lead to a range of initiatives by other actors. The idea is that the broad public concern among citizens will compel government and its stakeholders to prioritize the issue of learning and take appropriate actions.

We welcome comments, reactions and contributions to this process. Independent analysis and sharing of this information is encouraged. Uwezo data is available for sharing and can be downloaded on **www.uwezo.net**

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