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Kampala, Uganda
info@teachforuganda.org
www.teachforuganda.org

LITERACY AND NUMERACY ASSESSMENT REPORT

April 2023

To nurture leaders who are committed to advancing equitable access to quality education in low-income communities.

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1.0 Introduction

Teach For Uganda (TFU) is a dynamic and locally-rooted leadership development organization committed to ensuring every child in Uganda receives an equitable and high-quality education. Our mission is to empower these children to thrive in a rapidly evolving economy, equipping them with the skills they need to succeed. With a strategic focus on advancing leadership for institutional change, nurturing agents of change, and strengthening the education ecosystem, TFU operates in seven districts within central and eastern Uganda: Mayuge, Namutumba, Bugiri, Namayingo, Kayunga, Mukono, and Buikwe.

At TFU, we understand the critical role that foundational literacy and numeracy skills play in shaping a child's academic success. As such, we place a particular emphasis on the lower primary level, catering to students from Primary one to Primary Three. Our dedicated and passionate teacher-leaders undergo rigorous training to ensure they are equipped with the knowledge and strategies needed to support learners in these essential areas, empowering them for future achievements.

The primary objective of this assessment was to establish a comprehensive understanding of the current literacy and numeracy abilities of learners within TFU's partner schools in the operational districts. This assessment, conducted in April 2023, serves as a crucial baseline for measuring the impact of TFU's interventions and guiding our ongoing efforts to enhance literacy and numeracy outcomes.

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Rationale for Assessing Literacy and Numeracy Abilities:

Assessing the literacy and numeracy abilities of our learners holds profound importance within the scope of TFU's goals. By meticulously evaluating their proficiency in these fundamental skills, we gain invaluable insights into their educational needs, identify areas that require targeted support, and develop evidence-based strategies to address these challenges effectively. This assessment serves as a powerful tool to track students' progress, measure the effectiveness of our interventions, and inform our decision-making processes with sound data and analysis.

To effect transformative and systemic change within Uganda's education landscape, TFU employs a multi-pronged approach that seeks to make the education ecosystem more equitable and inclusive for all children. This approach encompasses various initiatives, including our leadership for systemic change program, where dedicated in-service teachers and university graduates are recruited, rigorously trained, and placed within underserved communities for a transformative two-year commitment. By focusing on low-income government-aided primary schools, our teacher-leaders impart foundational literacy and numeracy skills, leveraging innovative technologies to accelerate learning outcomes and foster student success.

Furthermore, TFU runs an impactful alumni program that collaborates with like-minded leaders to tackle the systemic challenges embedded within the education ecosystem. Through strategic partnerships with the Ugandan government, TFU actively strengthens teacher training and continuous professional development initiatives. These collaborations extend to public

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universities and other esteemed institutions, facilitating fellow recruitment and enhancing the overall quality of education.

Teach For Uganda's operations are currently centered in seven districts: Mayuge, Namutumba, Bugiri, Namayingo, Kayunga, Mukono, and Buikwe. With a dedicated focus on the lower primary level, spanning from Primary one to Primary Three, our teacher-leaders are meticulously trained to provide comprehensive support to learners in literacy and numeracy skills.

To comprehensively assess the current literacy and numeracy abilities of learners within our partner schools across the operational districts, we conducted a comprehensive literacy and numeracy assessment in April 2023. The data collected from this assessment serves as a critical baseline for measuring the impact of TFU's interventions, providing valuable insights to support learners in their journey towards improved literacy and numeracy skills.

However, despite our efforts and those of other stakeholders in the education sector, Uganda still faces significant challenges in ensuring quality education for all its children. According to the 2018 Uwezo report[1], learning outcomes in literacy and numeracy remained low and appeared to be declining between 2015 and 2018[1]. The report revealed that only 39.5% of children in public schools in P3-7 could read and comprehend a P2 level story and only 48.8% could do P2 level math[1]. Moreover, the report showed that maternal education had a significant effect on children's learning outcomes[2], indicating that children from disadvantaged backgrounds were more likely to lag behind their peers[2]. Additionally, the 2018 NAPE report[3] found that only 53% of P3 learners could

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read a simple sentence in English correctly and only 49% could perform simple arithmetic operations correctly**3**.

These findings demonstrate the urgent need for improving the quality of education in Uganda, especially at the lower primary level where foundational skills are developed. They also highlight the importance of conducting regular assessments to monitor the progress of learners and teachers in literacy and numeracy abilities. By doing so, we can identify gaps in learning outcomes, evaluate the impact of our interventions, and adjust our strategies accordingly. Therefore, this assessment aimed at providing reliable data on the current status of literacy and numeracy abilities among learners within TFU's partner schools in the operational districts. The results of this assessment will serve as a baseline for measuring future improvements and informing our action plans.

Purpose of the Literacy and Numeracy Assessments:
The primary purpose of conducting the literacy and numeracy assessments was to establish an accurate and detailed understanding of the current status of learner literacy and numeracy abilities within TFU's partner schools in the districts of Kayunga, Mayuge, and Namutumba.

Objectives of the Assessments:
  I.   Assess the current levels of literacy and numeracy among learners in Kayunga, Mayuge, and Namutumba districts, providing a comprehensive snapshot of their abilities and areas for growth.
  II. Establish a robust baseline for measuring the outcomes and impact of literacy and numeracy interventions implemented by TFU, ensuring evidence-based decision-making and continuous improvement in our programs.

2.0 Methodology of Assessments

The assessments were conducted across the three districts of Kayunga, Namutumba, and Mayuge, encompassing a total of 79 partner primary schools; 7 schools were not assessed because of unavoidable circumstances. The data collection process primarily relied on primary sources and predominantly employed a quantitative data collection approach to determine students' numeracy and literacy skills. Previously, Teach For Uganda (TFU) had been measuring the learning outcomes of children using monthly and termly classroom results. However, at the beginning of this year, TFU transitioned to utilizing the standardized UWEZO tools, which are widely recognized for their reliability and validity in assessing foundational literacy and numeracy skills.These tools were specifically designed to comprehensively assess the proficiency of learners in key areas of literacy and numeracy.

The UWEZO 2019 assessment tools consist of various components that collectively provide a comprehensive evaluation of learners' skills. These components include:

Reading Comprehension: This component assesses learners' ability to understand and interpret written texts. It measures their reading fluency, vocabulary comprehension, and comprehension of the main ideas, details, and inferences within the texts.

Numerical Operations: This component measures learners' skills in basic mathematical operations such as counting, number recognition, place values, addition, subtraction, multiplication, and division. It assesses their ability to solve arithmetic problems accurately and efficiently.

Problem Solving: This component evaluates learners' ability to apply mathematical concepts and strategies to solve real-life problems. It assesses

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their critical thinking skills, logical reasoning, and ability to analyze and interpret numerical information.

Therefore, the assessments conducted in April 2023 serve as a baseline to measure the outcome and impact of TFU's interventions in all supported primary schools.

To ensure accurate and reliable data collection, the Monitoring, Evaluation, Accountability, and Learning (MEAL) team conducted a comprehensive four-day training session with 48 research assistants. The purpose of this training was to establish a common understanding of the assessment tools and ensure consistency in question interpretation during the data collection process. It also served as an opportunity to introduce the research assistants to the specific approach and techniques required for effective data collection.

To validate the assessment tools and minimize errors, a piloting exercise was conducted in two nearby schools and at the community level. This piloting exercise aimed to ensure clarity and understanding of all the questions among the research assistants. By testing the assessment tools beforehand, any necessary adjustments could be made to enhance their effectiveness and relevance in the local context.

The selection of learners for the assessment utilized a simple random sampling technique. Both Primary Three (P.3) and Primary Two (P.2) learners were selected for the assessment, ensuring representation from both boys and girls. The assessment tool consists of subtasks designed to measure foundational literacy and numeracy skills. Each selected learner underwent a one-on-one interview where the assessment tool was administered. The final score for each learner was determined by the highest subtask they successfully completed during the assessment.

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To streamline the data collection process, the responses from the children's final scores were captured using a mobile data collection tool called KoBo Collect. All research assistants involved in the assessment utilized this tool to record the data. In addition to literacy and numeracy skills, supplementary data on independent variables such as sex, gender, and age were also collected during the assessment.

The actual data collection process spanned four days, during which the research assistants visited the 79 schools to conduct the assessments. This comprehensive approach ensured that a representative sample of learners across the partner schools was included in the assessment, providing a comprehensive picture of the literacy and numeracy abilities in the districts.

While the assessment process was carefully designed and implemented, it is important to acknowledge certain limitations and potential biases. One potential limitation is the reliance on a one-on-one interview format, which may have influenced the responses of some learners. Additionally, the assessment tools themselves may have inherent biases or limitations in capturing the full range of skills and knowledge possessed by the learners. These factors should be taken into consideration when interpreting the assessment results and making conclusions based on the findings. Also, there was a communication gap between the researchers and the schools. In some schools, the information was delivered late to the head teachers which made the MEAL team fail to find children in some schools.

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2.1 Sampling

Simple random sampling was used to get a representative sample of the children across the partner schools in the three districts. A sample of 20 children per school in primary three was used with 5 from primary two and 15 from primary three. During the selection, the gender selection was (10 boys, 10 girls). The primary two learners were included to find out if they could do the primary three assessment. A total of 1546 and 1526 learners were assessed for numeracy and literacy respectively. 20 children were chosen to be the representative from each school based on the geographical coverage, time required to collect the data and the budget constraints.

2.2   Ethical considerations

● All the research assistants signed the Child Protection Policy and ensured that all potential areas of violation of Children's Rights were clarified during the training and guidance was given on what should be done.

● Voluntary participation and informed consent: Participation of the learners in the assessment was voluntary. The research assistants sought consent from the headteachers/deputy headteachers and assent from the learners before proceeding with the assessments.

● Vulnerable participants were taken into consideration. All the learners had the right to participate regardless of their disability and background statuses.

● Privacy and confidentiality: The team observed privacy and confidentiality while capturing and storing learner information.

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3.0 Data Analysis and Presentation of Findings

Data was analyzed using Excel and presented using descriptive statistics.

3.1 Findings from the Literacy Assessment

3.1.1 Learner background characteristics

A total of 1526 learners were assessed in literacy as shown in Table 1. Of these, 75.2% were from primary three while 24.8% were from primary two. Majority of the learners (59%) were female as shown in Figure 1 and most of them (53.1%) were aged between 8 and 10 years, followed by the age group of 11 to 14 (42.7%) years as shown in Figure 2.

Table 1: Learners assessed in Literacy per district

District	Female	Male	Total
Kayunga	371	228	599
Mayuge	258	186	444
Namutumba	274	209	483
Total	**903**	**623**	**1526**

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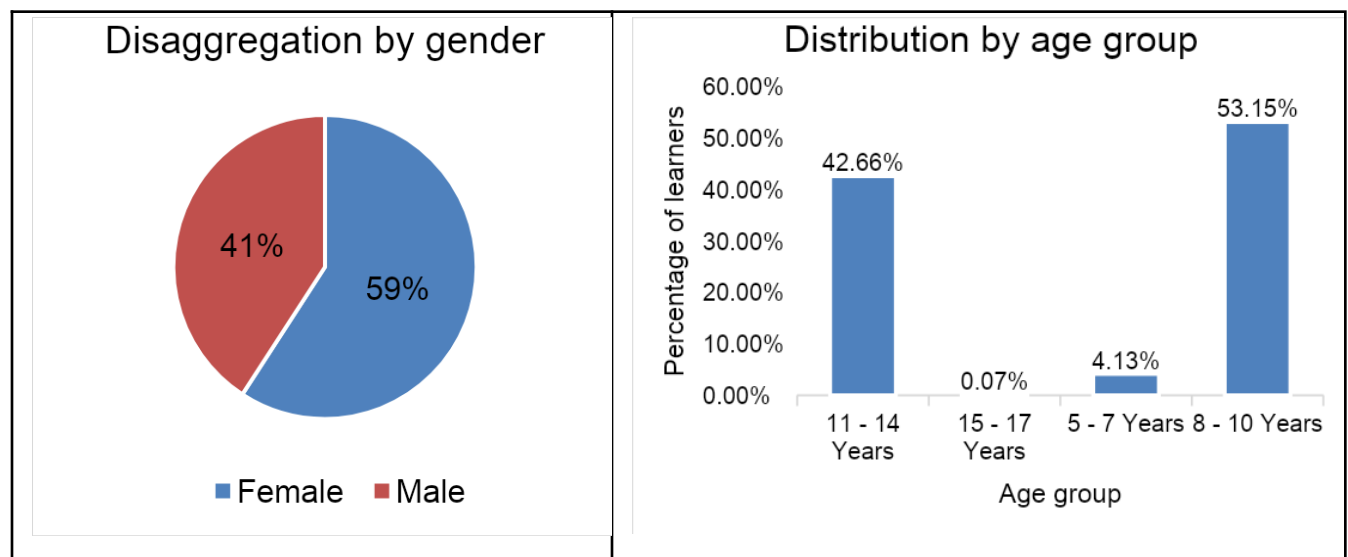
Figure 1: Learner disaggregation by gender	Figure 2: Learner distribution by age group

3.1.2 Languages used at home and school

From Figure 3, most of the learners (51.8%) mostly use Lusoga at home followed by Luganda (33.9%) and other languages (14.3%). Other languages include; Swahili, Sudanese language, Ludaama, Lugisu, Japadhola, Lunyoli, Lugwere, Samia among many. This implies that learners use local languages at home.

From Figure 4, most of the learners (91.8%) reported that English is the language of instruction at school followed by Lusoga (47.3%) and Luganda (31.2%). This implies that English is used most as the language of instruction. None of the learners reported using English at home which indicates why Luganda and Lusoga are used alongside English as languages of instruction at school.
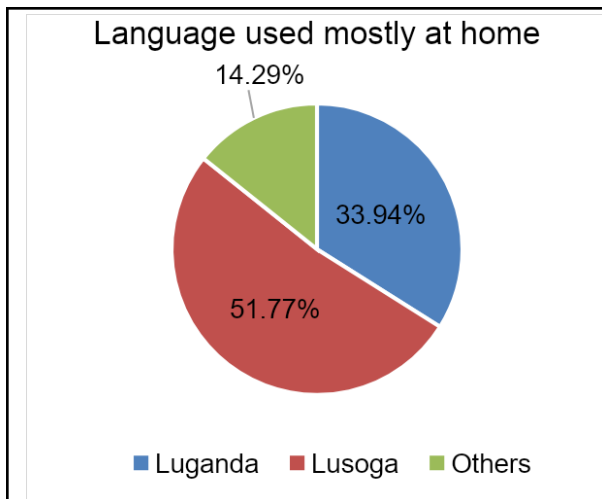
Figure 3: Language learners use mostly while at home
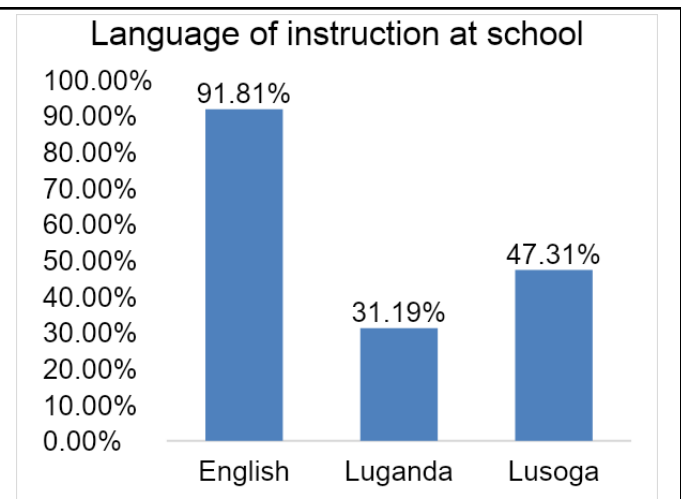
Figure 4: Language of instruction in school

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3.1.3 Participation in literacy activities

Learners were asked questions about their participation in literacy activities to boost their literacy abilities and the results are shown in Table 2. Majority of the learners (65.5%) hadn't participated in reading, story-writing and other literacy/numeracy activities in their school/community from the beginning of the school year. Those who had participated in literacy activities (34.5%) reported reading story books, reading from the chalkboard, telling and writing stories. Of those who had participated in the literacy activities, the majority (68.5%) thought they hadn't benefited from them.

Majority of the learners (76.3%) don't have reading/math clubs at school, don't have access to newspapers, text books for reading at home, school or in the community (53.3%) and don't have access to a book bank/Library in their community/school (51.3%). This implies that most learners are not engaged in literacy activities to improve their reading abilities. It's also worth noting that of the few who have participated, most of them think that they have not benefited from the activities.

Table 2: Participation in reading activities

Question	Yes	No
1. Have you participated in reading, story-writing and other literacy/numeracy activities in your school/community since your schools opened this year?	34.5%	65.5%
2. Do you think you benefited from participating in reading, story-writing and literacy activities?	31.5%	68.5%
3. Does your school have a reading/math club?	23.7%	76.3%
4. Do you participate in school Reading/Math Clubs?	16.8%	83.2%
5. Do you have access to newspapers, text books for reading at home, school or in the Community?	46.7%	53.3%
6. Do you have access to a Book Bank/Library in your Community/School?	48.7%	51.3%

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3.1.4 Parent support in children's learning

Learners were further asked questions to gauge parent involvement and support in their learning as shown in Table 3. Majority of the learners (53.9%), hadn't had their parents/guardians visit their schools to check on their performance. This implies that most parents rarely visit the school to check on their children's performance. Despite parents rarely visiting the school to check on their children's performance, the majority of the learners (61.1%) reported adults at home helping them with their reading and encouraging them to continue reading or checking their books/home work. This indicates that some parents are involved in their children's learning.

Table 3: Parent support in children's learning

Question	Yes	No
Since the School opened in February 2023, has your parent(s), or any member of the household visited your School to check on your performance?	46.1%	53.9%
Does any adult in your home help you with your reading, encourage you to continue reading or check your books/homework?	61.1%	38.9%

3.1.5 Literacy levels

Learners' literacy abilities were assessed using various tasks and they were graded using different levels as shown in Table 4.

Table 4: Literacy tasks and Grading criteria

Grading for Literacy	
Level	**Grading**
Letter identification level	● If the child can identify 4 out of 5 letters correctly, take the child to word level. ● If the child can only recognize 3 letters or less, grade the child as "nonreaders". – End of test
Word level	● If a child can read with ease at least 4 out of 5 words, take the child to paragraph level. ● If they can only read 3 or less words, grade the child at "letter". – End of test

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Paragraph level	● If the child can read any three of the sentences as a complete sentence (does not stop frequently or does not read the sentence as a string of words), take the child to story level. ● If they are hesitant in the reading, grade child at "word" – End of test
Story level	● If the child can read with ease, fluency and the sentences as a long text (does not stop frequently or does not read the sentence as a string of words), ask the child the comprehension questions ● If they are hesitant in the reading, grade the child at "paragraph" – end of test
Comprehensio n	● If the child gets 1 question correctly, mark it as "comprehension". ● If the child cannot correctly answer 1 question, grade child at "story" – End of test

From Figure 5, 51.1% of the learners could identify letters, 21.4% were non-readers, 16.8% could read words, 3.9% could read a paragraph, 2.6% could only read a story but not comprehend while 4.3% could read a story and comprehend. This implies that most of the learners could only identify letters.

Figure 5: Literacy rates
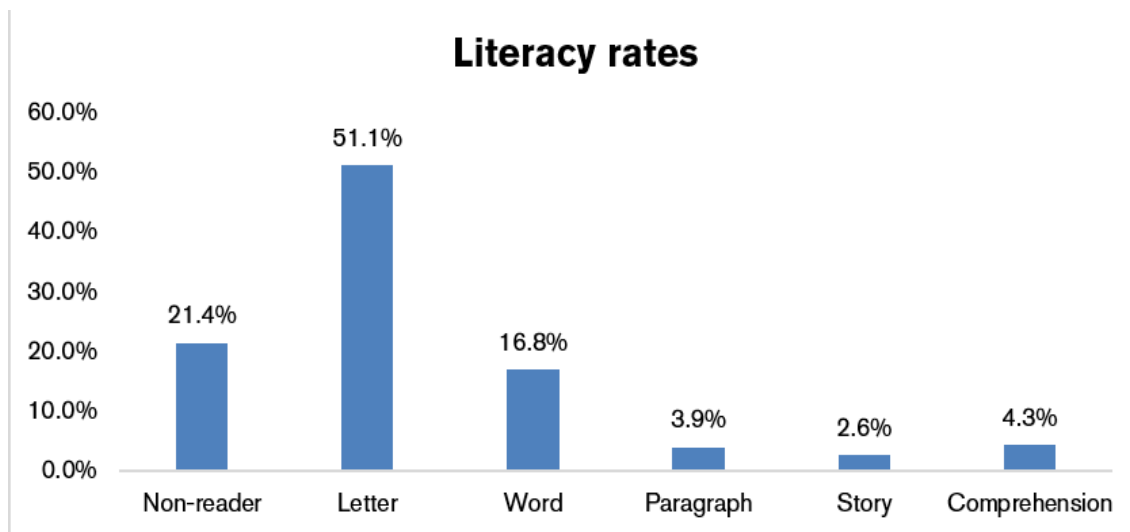
3.1.6 Literacy rates by Gender

In comparison by gender, more boys were non-readers (24.6%), could identify letters (52.3%), and could read only a story (2.6%) as compared to the girls. On the other hand, more girls (18.9%) could read words, read a

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paragraph (4.0%) and comprehend (5.1%) compared to the boys as shown in Figure 6. Overall, more girls were at comprehension level as compared to the boys which implies that girls performed better in the literacy assessment.

Figure 6: Literacy rates by Gender
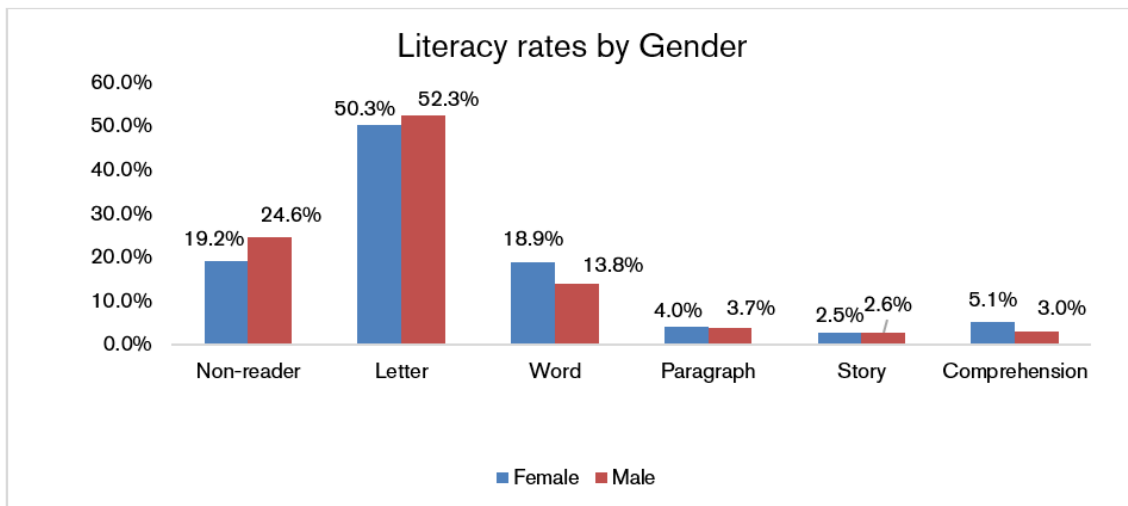
3.1.7   Literacy Rates by Learners' Class

Comparing literacy rates by class, more learners in primary two were non-readers (35%) as compared to primary three. This means that more

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primary two learners couldn't identify letters. More primary three learners could identify letters (52%), read words (18%), could read paragraphs (4%) and read only a story (3%). More primary three learners were at comprehension level (5%) as compared to primary two (1%) as shown in Figure 7. Overall, primary three learners were better in literacy as compared to primary two learners. It is worth noting that despite the assessment being for the primary three learners, there were primary two learners (1%) who achieved the comprehension level which was the highest literacy level.

Figure 7: Literacy rates by Learners' Class

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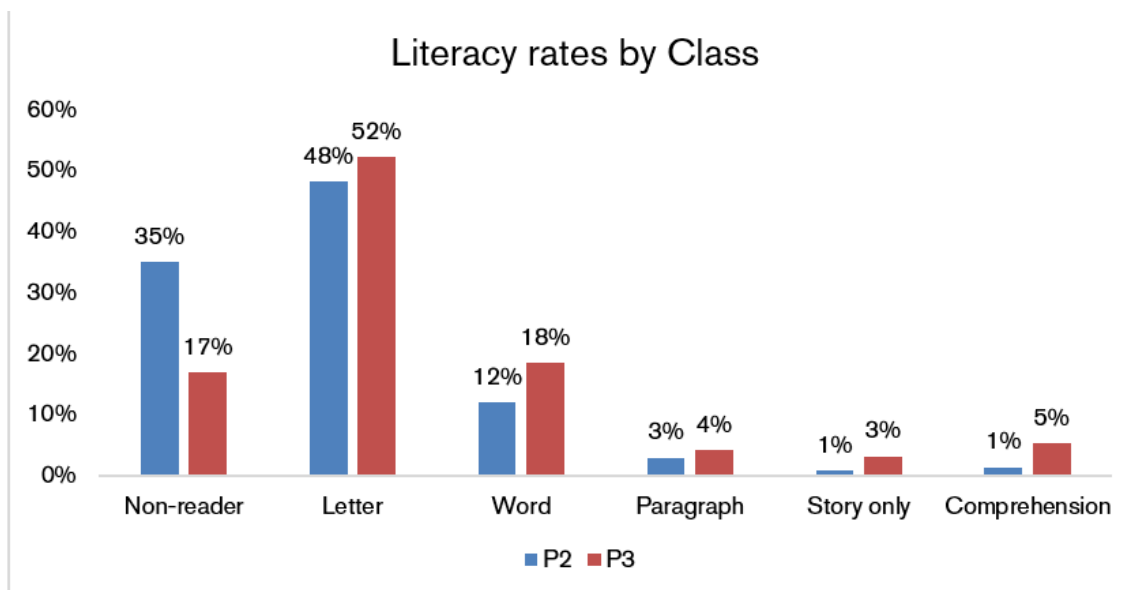
3.1.8   Literacy rates per district

From figure 8, Mayuge district had the most non-readers (29%) followed by Namutumba (24%) and Kayunga (14%) districts. At letter identification level, Namutumba district had the most learners (65%) that could identify letters, followed by Kayunga (45%) and Mayuge (44%) districts. This implies that there is intentionality in teaching learners the alphabet in Namutumba district. At word level, Kayunga district had the most learners that could read words (22%), followed by Mayuge (20%) and Namutumba (8%) districts. At paragraph (6%) and story level (4%), Kayunga district had the most learners compared to Mayuge and Namutumba districts. Overall, Kayunga district had the most learners that could comprehend a story (9%) compared to Mayuge (2%) and Namutumba (1%) districts.

Figure 8: Literacy rates per district

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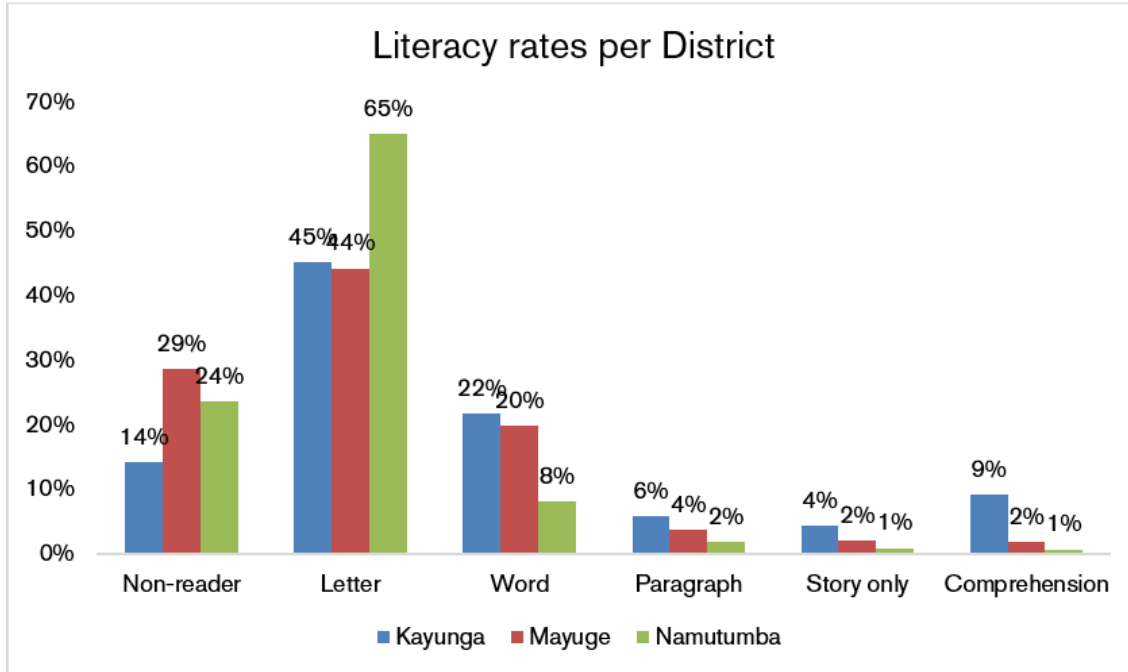
3.2 Findings from the Numeracy assessment

A total of 1546 learners were assessed in numeracy as shown in Table with 59% being female and 41% male. Most of the learners were aged between 8 and 10 years (53%) followed by 11 and 14 years (43%). There were also learners aged between 5 and 7 years (4%) and 15 and 17 years (0.06%). Most learners use Lusoga (54.1%) followed by Luganda (37.5%) at home.

Table 5: Learners assessed in numeracy per district

District	Female	Male	Grand Total
Kayunga	379	225	604
Mayuge	260	191	451
Namutumba	277	214	491
Grand Total	916	630	1546

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3.2.1   Learners with disabilities

Learners were asked if they had difficulty with sight, hearing, walking, self-care and communicating to establish if they had any disability. Most of the learners had no difficulty seeing, (94.1%), hearing (94.6%), walking or climbing steps (94.1%), remembering or concentrating, (76.5%) washing all over or dressing (95.2%), and communicating (93.3%) as shown in Table 6. All categories registered some learners not being able at all and 19.8% of the learners reported having some difficulty remembering and concentrating. This implies that there are learners with special education needs.

Table 6: Learners with disabilities

Question	Cannot do at all	No - no difficulty	Yes – a lot of difficulty	Yes – some difficulty
Do you have difficulty seeing, even if wearing glasses?	0.06%	94.11%	0.58%	5.24%
Do you have difficulty hearing, even if using a hearing aid?	0.32%	94.57%	0.32%	4.79%
Do you have difficulty walking or climbing steps?	0.19%	94.18%	0.26%	5.37%
Do you have difficulty remembering or concentrating?	0.06%	76.46%	3.69%	19.79%
Do you have difficulty (with self-care such as) washing all over or dressing?	0.19%	95.21%	0.39%	4.20%
Using your usual (customary) language, do you have difficulty communicating, for	0.39%	93.34%	0.26%	6.02%

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example understanding or being understood?				

3.2.2 Parental support and engagement at home

The average number of people learners stay with is 7 while the minimum is 1 and the maximum is 30. From Table 7, the majority (54.5%) of the learners saw an adult using numbers at home, 57.0% were helped to study, 51.2% were asked to help count or add things and 45.1% reported an adult playing a math game with them. This implies that there is evidence of learners using mathematics at home.

Table 7: Parental support and engagement at home

Question	Yes	No
In the past week, have you seen him/her using numbers?	54.5%	45.5%
In the past week, did he/she tell or help you to study?	57.0%	43.0%
In the past one week, did he/she ask you to help count or add things?	51.2%	48.8%
In the past week, did he/she play a math game with you?	45.1%	54.9%

3.2.3 Numeracy levels

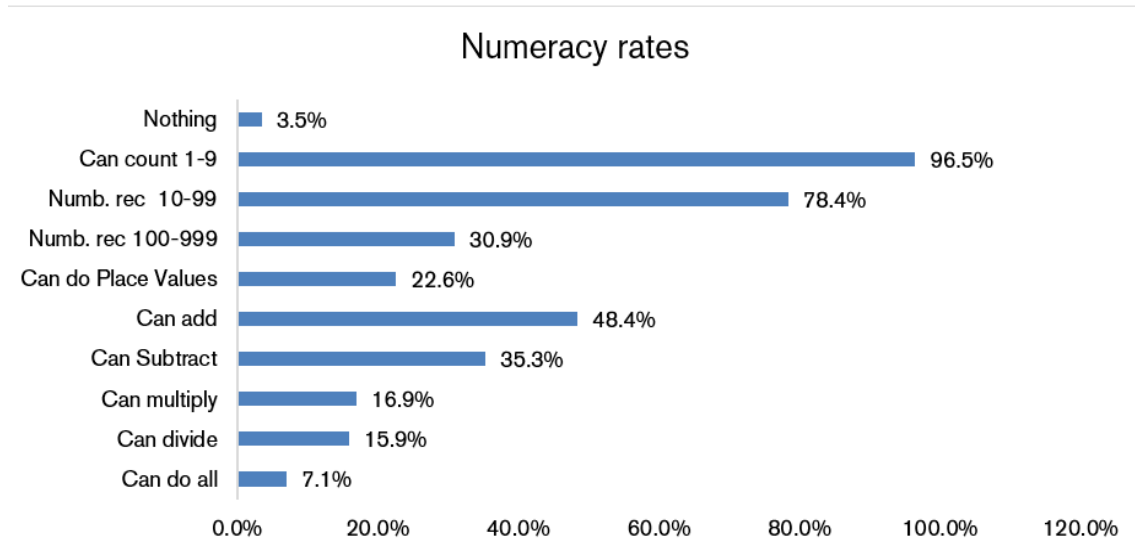Learners were assessed in numeracy and graded using the criteria in Table 8. All learners were given the opportunity to attempt all the levels. Of the 1546 learners assessed, 3.5% could do nothing, 96.5% could count 1-9, 78.4% could recognize numbers between 10 and 99, 30.9% could recognize numbers between 100 and 999, 22.6% could do place values, 48.4% could add, 35.3% could subtract, 16.9% could multiply,15.9% could divide and

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7.1% could do all levels as shown in Figure 9. Most of the learners could count 1-9 and could recognize numbers between 10 and 99.

Table 8: Numeracy tasks and Grading criteria

Grading for Numeracy	
Level	**Grading used**
Counting 1 – 9	● If the child can count at least 4 out of any 5 symbols
Number recognition from 10-99	● If the child can recognize at least 4 out of any five numbers
Number recognition from 100-999	● If the child can recognize at least 4 out of any five numbers, mark the child as "can do"
Place value	● The child places all given numbers in their correct place value, mark as "can do" –
Addition	● If the child attempts any 3 and 2 are correct
Subtraction	● If the child attempts any 3 and 2 are correct
Multiplication	● If the child attempts any 3 and 2 are correct
Division	● If the child attempts any 3 and 2 are correct, mark child as "Division"

Figure 9: Numeracy rates

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Numeracy rates

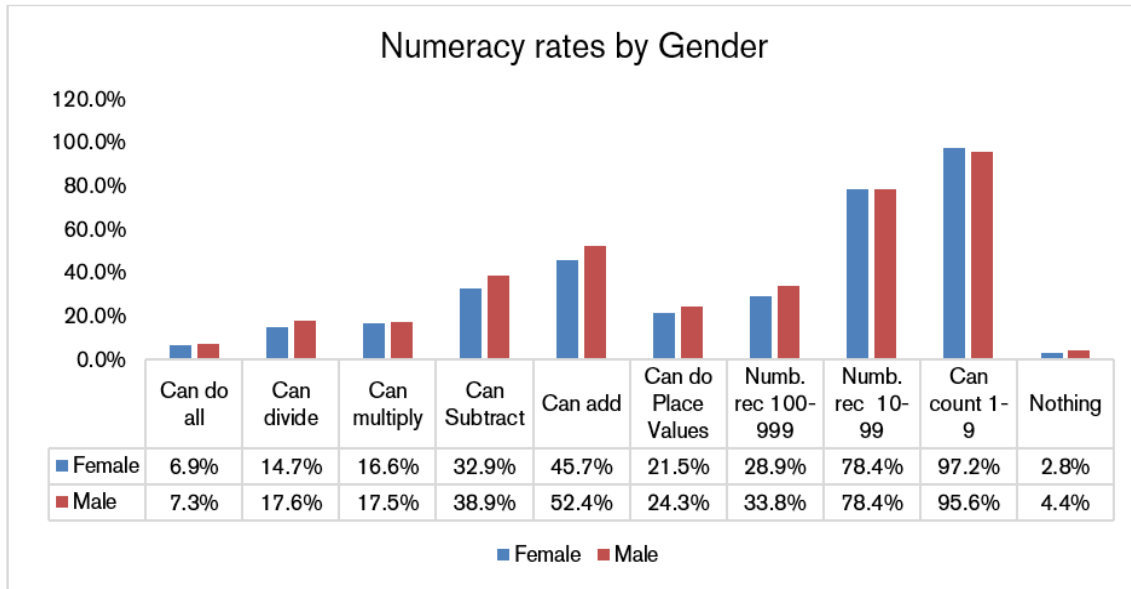|	
Nothing	3.5%
Can count 1-9	96.5%
Numb. rec 10-99	78.4%
Numb. rec 100-999	30.9%
Can do Place Values	22.6%
Can add	48.4%
Can Subtract	35.3%
Can multiply	16.9%
Can divide	15.9%
Can do all	7.1%

(0.0% 20.0% 40.0% 60.0% 80.0% 100.0% 120.0%)

3.2.4   Numeracy rates by Gender

Comparing boys and girls, more boys (4.4%) couldn't do anything, could recognize numbers 100-999 (33.8%), could do place values (24.3%), could add (52.4%), could subtract (38.9%), could multiply (17.5%), could divide (17.6%), and could do all levels (7.3%) as shown in Figure 10. At number recognition (10-99) level, 78.4% of boys and girls could recognize numbers 10-99 and more girls (97.2%) could count 1-9. Overall, more boys could do all the numeracy levels as compared to girls although the difference is small (0.4%).
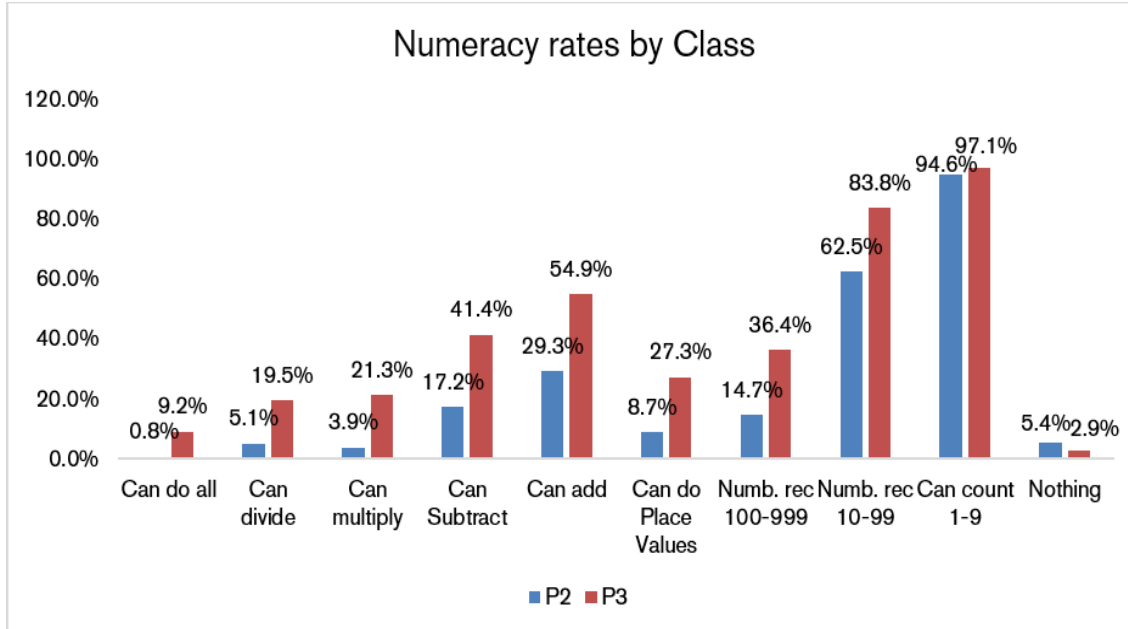
Figure 10: Numeracy rates by Gender

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Numeracy rates by Gender

	Can do all	Can divide	Can multiply	Can Subtract	Can add	Can do Place Values	Numb. rec 100-999	Numb. rec 10-99	Can count 1-9	Nothing
Female	6.9%	14.7%	16.6%	32.9%	45.7%	21.5%	28.9%	78.4%	97.2%	2.8%
Male	7.3%	17.6%	17.5%	38.9%	52.4%	24.3%	33.8%	78.4%	95.6%	4.4%

3.2.5 Numeracy rates by Learners' Class

Comparing classes primary two and three, more primary three learners could count 1-9 (97.1%), recognize numbers 10-99 (83.8%), recognize numbers 100-999 (36.4%), do place values (27.3%), add (54.9%), subtract (41.4%), multiply (21.3%), and divide (19.5%) as in Figure 11. Overall, more primary three learners could do all the numeracy levels (9.2%) as compared to primary two learners (0.8%). Although more primary two learners couldn't do anything (5.4%), it's worth noting that some learners could do all the numeracy levels (0.8%) yet the assessment was a primary three assessment.
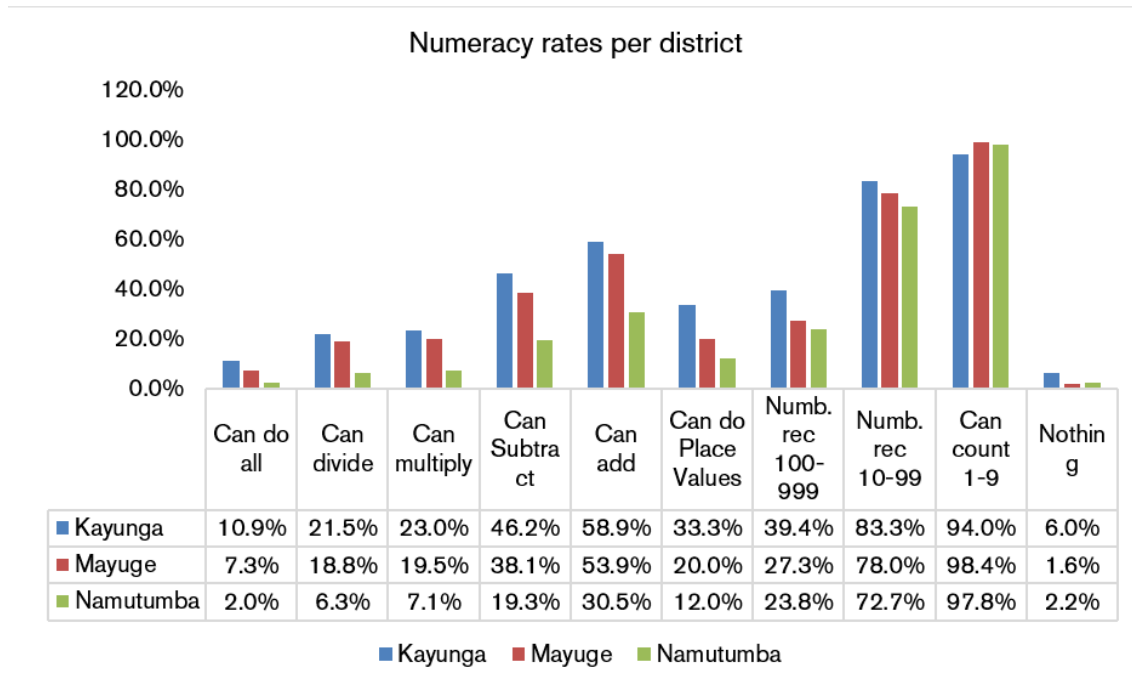
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Figure 11: Numeracy rates by Learners' Class

3.2.6 Numeracy rates per district

From Figure 12, most of the learners who couldn't do anything were from Kayunga district (6.0%) followed by Namutumba (2.2%) and Mayuge (1.6%) districts. Most of the learners who could count from 1-9 were from Mayuge district, followed by Namutumba and Kayunga districts. From number recognition 10-99 level to division, Kayunga district had the highest percentage of learners at the various levels. Overall, most of the learners who could do all numeracy levels were from Kayunga district (10.9%) followed by Mayuge (7.3%) and Namutumba districts (2.0%).

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Figure 12: Numeracy rates per district

Numeracy rates per district

	Can do all	Can divide	Can multiply	Can Subtract	Can add	Can do Place Values	Numb. rec 100-999	Numb. rec 10-99	Can count 1-9	Nothing
■ Kayunga	10.9%	21.5%	23.0%	46.2%	58.9%	33.3%	39.4%	83.3%	94.0%	6.0%
■ Mayuge	7.3%	18.8%	19.5%	38.1%	53.9%	20.0%	27.3%	78.0%	98.4%	1.6%
■ Namutumba	2.0%	6.3%	7.1%	19.3%	30.5%	12.0%	23.8%	72.7%	97.8%	2.2%

■ Kayunga   ■ Mayuge   ■ Namutumba

4.0 Conclusion

The assessment conducted in April 2023 provides valuable insights into the current literacy and numeracy abilities of learners within TFU's partner schools in the operational districts. The findings reveal that there is a need for improvement in both literacy and numeracy rates among the assessed learners. The literacy rate was low, with only 4.3% of learners able to read and comprehend a story. However, girls performed slightly better than boys in literacy. In terms of numeracy, the rate was slightly higher at 7.1%, with boys showing a higher numeracy rate compared to girls.

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When comparing the two classes, primary three learners demonstrated higher literacy and numeracy rates compared to primary two learners, indicating the progression of skills over time. Among the operational districts, Kayunga district showed the highest literacy and numeracy rates, followed by Mayuge and Namutumba districts respectively. **Although the numeracy rate was higher than the literacy rate, the rates were low in comparison to the UWEZO 2021 report where the numeracy rate for P3 was at 20.7% and the literacy rate at 11.9%.**

5.0 Recommendations

Based on the findings of the April 2023 Literacy and Numeracy Assessment, several key areas require improvement to enhance the foundational skills of learners in TFU's partner schools. To address these challenges and achieve better outcomes, the following recommendations are proposed:

- Promote Engaging Literacy and Numeracy Activities: It is crucial to implement a variety of literacy and numeracy activities, such as reading clubs and math clubs, to actively engage learners and reinforce their foundational skills. Teachers and communities should work collaboratively to facilitate these activities, emphasizing their significance and the positive impact they have on learners' overall academic performance.

- Strengthen Early Foundations: To ensure a strong foundation for learners' future academic success, there should be a consistent focus on teaching essential skills, including alphabet knowledge and phonics, throughout lower primary education. Addressing any gaps in learners' basic understanding during this stage will significantly benefit their overall learning journey.

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- Revise Numeracy Assessment: Consider revising the current numeracy assessment to create a more comprehensive and scaffolded approach to teaching mathematics. This approach should ensure that learners who have not yet mastered certain levels do not progress prematurely to higher levels. By tailoring the instruction to their needs, learners can build a solid understanding of mathematical concepts.

- Continuous Professional Development: Providing continuous and comprehensive training in literacy and numeracy instruction to TFU fellows and government teachers is vital. Equipping them with effective teaching strategies will enable them to better support learners and enhance their foundational skills. Regular workshops and mentoring sessions should be incorporated to keep teachers updated with the latest methodologies.

- Collaboration and Partnerships: Addressing the systemic challenges in education requires a collective effort from all stakeholders. Therefore, it is essential to foster collaboration and partnerships with relevant entities, including the Ugandan government, NGOs, and local communities. By pooling resources and expertise, these partnerships can support teacher training, improve access to learning resources, and create a conducive environment for learners to thrive.

- Early Intervention and Support for Disadvantaged Learners: Identify and provide early intervention for learners who are at risk of falling behind due to socioeconomic or other disadvantages. Implement targeted support

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programs to ensure that all learners, regardless of their backgrounds, have equal opportunities to excel in literacy and numeracy.

- Monitoring and Evaluation: Implement a robust and continuous monitoring and evaluation system to assess the impact of interventions over time. Regularly assess learners' progress in literacy and numeracy, identify areas for improvement, and adjust strategies accordingly. This data-driven approach will support evidence-based decision-making and lead to continuous improvement in the education programs.

- Strengthen Parental Involvement: Encourage and promote greater parental involvement in their children's learning journey. Schools should actively engage parents through regular communication, parent-teacher meetings, and workshops. Parental support and encouragement play a significant role in reinforcing literacy and numeracy skills outside the classroom.

- Contextualized Learning Resources: Develop and provide learning resources that are contextually relevant and culturally sensitive to the learners' backgrounds. Local languages and examples familiar to the learners should be incorporated into the materials to enhance their engagement and understanding.

Report compiled by:

MEAL officer: Dorah Buteme

Date: 15th July 2023

Block 244, Plot 5151 Majid Musisi,
Kampala, Uganda
info@teachforuganda.org
www.teachforuganda.org

Report reviewed by:

MEAL coordinator: Herbert Kalyesubula

Date: 20th July 2023